

Mexico Higher Education Mapping

<u>European Higher Education Standards</u>	<u>Similar Higher Education Standards</u>	<u>Explanation/Description</u>
Bologna Declaration	Mexico Secretarial Agreements of the Secretariat of Public Education	<p>The Mexican Secretariat of Public Education (SEP) is the ultimate authority in education matters in Mexico. SEP establishes the education standards for all levels of the Mexican education system, including higher education. The Secretarial Agreements (Acuerdos Secretariales, heretofore Agreements) are the main guiding documents of the educational system. All higher education institutions in the country must conform to the standards contained in these Agreements.</p> <p>The agreements include standards in areas such as:</p> <ul style="list-style-type: none"> • Accumulation, transfer and substitution of credits • Programmes of study and approval • Institutional administration <p>These Agreements are design to provide a unifying framework for education across the country, and to allow student mobility within the country.</p> <p>For more information see: http://normatecainterna.sep.gob.mx/es_mx/normateca/Acuerdos_Secretariales</p>
Bologna Process		<p>The Secretarial Agreements establish the standards and processes that govern the national education system.</p> <p>Agreement 279 establishes a two tiered system for higher education in Mexico: bachelor and graduate studies. The graduate studies level is comprised of three distinct cycles or degrees: specialty diploma, master, and doctorate.</p> <p>The Secretariat of Public Education has designated the Council for Higher Education Accreditation (COPAES) as the sole body that can recognize higher education accreditation organisations. COPAES has established a dual process to ensure academic quality in higher education: diagnostic evaluation and accreditation. Diagnostic evaluation of institutions and specific programmes of study is carried out by Interinstitutional Committees for Higher Education Evaluation (CIEES). Accreditation is granted by one of the accreditation bodies recognized by COPAES. COPAES recognizes 29 accreditation bodies, each</p>

specializing and accrediting programmes in a specific area of knowledge. For example the Council for Accreditation of Business and Accounting Teaching (CACECA) gives accreditation to Business and Accounting schools and programmes. It should be noted that currently accreditation is voluntary. It is up to each higher education institution to seek accreditation for its programmes.

In late 2000, the 1134 CIEES academic programs were evaluated and 267 were in the process. The first actions to start the evaluation of higher education in Mexico were made in the seventies of the twentieth century and were part of government programs and initiatives of the National Association of Universities and Institutions of Higher Education (ANUIES).

The evaluation of higher education was institutionalized in Mexico with the Program for Educational Modernization 1989-1994 Federal Government. This program was established as a priority action, permanent internal and external evaluations of institutions , to promote the improvement of the quality of educational programs and services offered and the goal of creating an instance to integrate and articulate a national process evaluation of higher education.

To achieve this goal , the National Coordination Plan for Higher Education (CONPES) created in 1989 the National Assessment of Higher Education (CONAEVA) , which he designed , the national strategy for the creation and operation of the National evaluation of Higher education, based on three lines of action: institutional evaluation (self-evaluation) , evaluation of the system and subsystems of higher education and interagency assessment of academic programs and functions of institutions , through the mechanism of peer review qualified academics.

For more information see:

<http://www.copaes.org.mx/FINAL/inicio.php>

European Higher Education Area

NA

European Qualification Framework

The National System of Competencies (SNC) provides a national framework for the definition and registration of Competency Standards. The SNC also determines which institution or organisations are allowed to evaluate and certify individuals based on the Competency Standards. Competency Standards can also be used by higher education institution to design program curricula.

The National Competency Standards Registry maintained by the SNC describe in terms of outcomes, the

set of knowledge, abilities, skills, and attitudes needed to perform an activity in labour, social, government, or educational settings. Individual competencies are evaluated, and if the individual meets the standard a certificate is issued. To date, the Registry includes 369 competency standards.

Competency certificates can be applied for credit towards degree programs through the National System of Educational Credits (SINCREE).

For more information see: <http://www.conocer.gob.mx/>

Learning Outcomes

Level: Mexico

Level: EGADE Business School of Tec de Monterrey

Mexico

The learning outcomes taxonomy developed by Bloom et al. (1956). Alternatively, some institutions use the more recently developed taxonomy proposed by Marzano (2001). Like Bloom's taxonomy, this taxonomy defines six levels of mental processing: self-system thinking (Level 6); metacognition (Level 5); knowledge utilization (Level 4); analysis (Level 3); comprehension (Level 2); and retrieval (level 1).

For more information:

Bloom, B. S., Engelhart, M. D., Furst, E. J., Hill, W. H., & Krathwohl, D. R. (1956). *Taxonomy of educational objectives: Handbook I: Cognitive domain*. New York: David McKay, 19(56).

Marzano, R. J. (2001). *Designing a New Taxonomy of Educational Objectives*. *Experts in Assessment*. Thousand Oaks, CA: Corwin Press, Inc.

EGADE Business School of Tec de Monterrey

Following its consolidation as a national graduate school, EGADE Business School extended the Assurance of Learning (AOL) process to all sites in 2011–2012, and the academic master's teams have worked together on the integrated academic AOL process at the school. Part of this process has also included the development of awareness and understanding among the wider faculty group about the significance of the AOL process as a key contributor to the accomplishment of the school's mission. To date, a number of tools have been designed to assess key competencies for the MBA master's programmes, and a new evaluation of competencies was conducted in the fall of 2012.

The master's programmes recognize and assess intellectual, analytical, personal and enterprise qualities.

The programmes promote a set of analytical and strategic skills that are integrated into the study plans through different learning techniques. These techniques vary with the course and the professor's style, as well as with the learning objectives established in each course, but they generally focus on problem based learning, project based learning, collaborative learning, the case study method and/or research

based learning.

Assessment of student learning is undertaken across all master's programmes at EGADE Business School with identification of the following:

- Learning outcomes for each MBA programme.
- Development of direct assessment methods:
 - Scoring rubrics to evaluate student performance in specific competencies.
 - Exams.
 - Teamwork projects and presentations.
 - Case analysis.
 - Simulations.
- Development of indirect assessment methods:
 - Exit and Alumni surveys.
- Data collection, review and recommendations:
 - Assessment rubrics are completed every academic period, analyzed and results are submitted to department directors and faculty for review.
- Closing the loop:
 - Recommendations are implemented by department director and programme heads. These actions include improving assessment instruments, and/or improving students learning with changes in areas such as pedagogy, courses contents and curriculum.

MBA programmes recognize and assess intellectual, analytical, personal and enterprise qualities as well as the specific knowledge developed by the programme. Each MBA programme stabilizes the expected learning outcomes and a continuous assessment of competencies.

Tecnológico de Monterrey has a policy of awarding academic credits corresponding to 12 units for each graduate course. In EGADE Business School, this is equivalent to 3.5 hours of class attendance and 8.5 hours of homework; however, the number of hours may vary according to the course. The end project and dissertations are considered as 12 units and the equivalent of 12 hours per week.

Europass

NA.

**Europass
Mobility**

NA.

NA.

**Diploma
Supplement**

ECTS Points

Level: Mexico

[Mexico](#)

**Level: EGADE
Business School of
Tec de Monterrey**

Agreement 279 of the Secretariat of Public Education (SEP) defines the number of credits necessary to complete a programme at each level:

- Bachelor degree requires 300 credits
- Specialty degree requires 45 credits beyond a bachelor degree
- Master degree requires 75 credits beyond a bachelor degree, or 30 after a specialty degree
- Doctoral degree requires 150 beyond a bachelor degree, 105 beyond Specialty, and 75 beyond a master.

Credits reflect the workload expected of a student working toward a degree. Agreement 279 establishes .0625 credits equal to one hour of learning.

Thus, programmes should require at least the following hours of study:

- Bachelor degree: 2400 hours
- Specialty degree: 75
- Master degree: 300 hours
- Doctoral degree: 600 hours

Agreement 286 establishes the rules and regulations that govern the transfer of credits for degree programmes. Essentially, agreement 286 sets the procedures to apply credits taken in another country towards a degree in Mexico. Agreement 286 also established the procedure to apply credits earned through self-directed learning activities and on-the-job training towards degree programs. In essence students can make request for credits transfer among national institutions either directly at the institution they are applying for or through the Secretariat of Public Education.

The System for Academic Credit Assignment and Transfer (STCA) was established in 2007 to help recognition of studies between different institutions and learning modalities. SATCA sets uniform criteria to value course work undertaken in a program to facilitate credit conversion and student mobility.

Further, SATCA was designed to be compatible with ECTS and North American credit systems.

EGADE Business School of Tec de Monterrey

We find the ECTS Points comparable with our own audit process. Described as the following:

A hallmark of the Tecnológico de Monterrey and a feature of the EGADE Business School's evolution a constant commitment to the process of national and international quality assurance and accreditation. The school is subject to national and international quality assurance systems and can be seen to be at the forefront in quality assurance through external and peer evaluations. These accreditation processes, which are carried out comprehensively every 2 to 5 years also involve requisite annual reporting, evaluation and continuous enhancement processes. The national accreditation of the school's programmes by the National Council on Science and Technology (CONACYT) and the international accreditation of the school and its programmes by organizations such as AACSB, AMBA, EQUIS and SACS at a wider institutional level provide the most comprehensive assurance system at the school. In addition, the participation of the school's academic management members in peer evaluations of other programmes and schools is a valuable part of the constant learning and self-evaluation processes.

These processes are of enormous strategic importance for the continuous improvement and guidance that they provide in the development and strengthening of the school. Several activities that evidence the relevance for the school of the quality assurance process are detailed in the following paragraphs:

Academic Integration: Previously, syllabus content and course objectives were established in a general way by the academic vice-rectorate of Tecnológico de Monterrey. However, since the consolidation (and especially in late 2011 and 2012) the EGADE Business School has worked on the standardization of thematic contents in its academic. This process was already well established in the Mexico City metropolitan area which had been working for some time on the academic integration of its three sites (Santa Fe, Estado de Mexico and Ciudad de Mexico). Separately, the Monterrey site had well-established academic quality assurance processes in place. Thus, the process of integrating the academic policy as well as academic course orientation and content across the school has been readily facilitated.

Assurance of Learning (AOL): This collaboration process also served to align learning objectives, learning outcomes and the evaluation processes for each course in each syllabus. The key standard is that the learning objectives, outcomes and assurance of learning processes are consistent, independent of professor or site.

Performance Evaluation of Faculty: This process is measured using the following tools:

- **The Annual Work Plan:** Currently, all EGADE Business School professors must present an Annual Work Plan in an effort to standardize the criteria used at all EGADE Business School sites to evaluate professors' performance. The objective of the Annual Work Plan is the integrated evaluation of professors across a number of areas, including teaching, research, mentoring, administration and promotional activities, in a way that is designed in accordance with the profile of each professor.
- **ECOAS (Encuesta de Opinión de Alumnos):** Currently all EGADE Business School professors are evaluated by students using a standard tool called ECOAS, which is a student opinion survey that measures different aspects of the teaching-learning experience in a quantitative manner. Also there are comments that students provide at the end of the survey. The results of the surveys are assessed and then reviewed with each professor. These results are commonly used in two ways: to improve a professor's performance when the evaluation offers critical suggestions and to reinforce a professor's good teaching practices when the evaluations are positive. When ECOAS results for a professor are weak, professor coaching will take place to focus on improved performance; if such performance is not obtained as a result, the faculty member will be redeployed or the teaching contract will be terminated. EGADE Business School highly values students' feedback on teaching performance and has used the ECOA along with other data in a very structured way to maintain the constant evaluation of teaching-learning processes in the classroom.
- **Focus group discussions with students:** The various programme directors and associate deans regularly meet with students to ask for their opinions regarding their overall experience, including curriculum relevance, course work, course load and teaching. During these informal discussions, the various programme management teams are able to glean important information about professors' teaching performance that is valuable in terms of additional student feedback and teaching-learning enhancements.

This underscores the scope of development with a global perspective that integrates the skills required to prepare students who can successfully compete in the international marketplace.

Erasmus Charter

Erasmus Mobility

Level: Mexico

[Mexico](#)

Level: EGADE Business School of Tec de Monterrey

NA.

[EGADE Business School of Tec de Monterrey](#)

EGADE Business School students have the opportunity to participate in internships abroad as part of the development of their academic competencies and abilities. For example, from 2009 to 2013, 84 students in the Master in International Business programme participated in company internships. Of these, 26% were obligatory internships for national or international students at Mexican companies, while 74% were done abroad in countries such as Belgium, Denmark, France, Norway and Spain.

EGADE Business School students are recruited by international companies, working at sites both inside and outside the country. A sample of the employability distribution within multinational companies for the period from 2010 to the first semester of 2012 can be seen:

Graduates' International Recruitment

PROGRAMME	PERIOD 2010–2012 1 ST SEM.		TOTAL
	COMPANY LOCATION		
	FOREIGN	MEXICO	
Master in Finance	4%	96%	96
MBA	9%	91%	231
OneMBA	10%	90%	10
Master in Manufacturing Management	4%	96%	25
Master in International Business	42%	58%	26
Master in Marketing	2%	98%	60
Total	9%	91%	448

The table shows that the Master in International Business programme has the highest number of graduates employed abroad (42%), followed by the OneMBA (10%) and Master in Business Administration (9%).

Erasmus Exchange Programme
Level: Mexico
Level: EGADE Business School of Tec de Monterrey

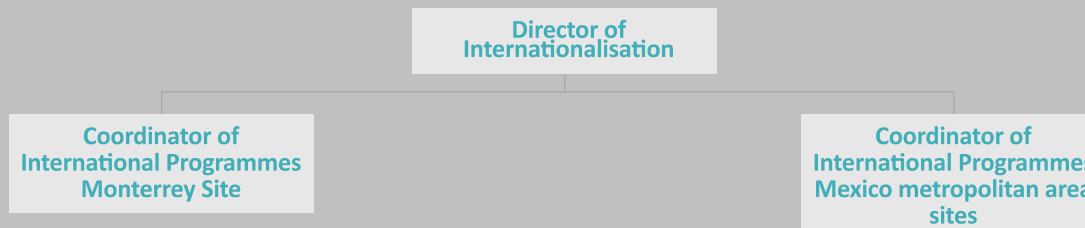
[Mexico](#)
 NA.
[EGADE Business School of Tec de Monterrey](#)

There are financial incentives for full-time students, national or international, enrolled in programmes accredited by the Mexican institution National Council for Science and Technology (CONACYT). The resources provide access to maintenance funds that are available when studying at a foreign

university. During 2007 throughout the first trimester of 2013, 107 Mexican students and 17 foreign students received this support during their time abroad.

<p>Incoming and Outgoing Programmes</p> <p>Level: Mexico</p> <p>Level: EGADE Business School of Tec de Monterrey</p>	<p>Mexico</p> <p>NA.</p> <p>EGADE Business School of Tec de Monterrey</p> <p>EGADE Business School is focused on the continuous enhancement of its international positioning. This is achieved through solid international partnerships that the school has established with many of the most prestigious institutions in graduate business education globally. Internationalization is perceived as a way of promoting a global vision in students, professors, alumni and the community.</p> <p>EGADE Business School has a well-developed international profile which has been constructed over time through investment in the internationalization of its academic offerings (double degree programmes and courses offered in partner universities), the attraction of international faculty to teach at the school, the profile of students studying at the school and the global vision promoted in the delivery of its academic programmes. A key aspect of the school's mission is the provision of a global business understanding across the curriculum.</p> <p>With the consolidation of EGADE Business School and its four sites in 2011, the establishment of the Office of Internationalization reinforced the school's international focus. This office is in charge of coordinating operations through the School sites to guide all efforts in order to meet the School international goals and identify opportunity areas as they arise.</p> <p>To carry out efforts with an international perspective, the school has an International Corporate Advisory Board, comprised of recognized business leaders (CEOs, presidents of multinational corporations and entrepreneurs) from across Latin America. This board was established in 2010 to provide a strong framework of governance and guidance to the school with respect to its strategy and corporate community relations in Latin America. Since its creation, the board has made important contributions to the development of policies and the extension of corporate connections throughout Latin America, including countries such as Colombia, Ecuador and Panamá.</p>
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Direction of Internationalisation EGADE Business School



Key Processes of Internationalisation

The key internationalization processes of EGADE Business School include the following:

- Public relations and the administration of agreements in effect with foreign universities.
- Development of new collaboration programmes and agreements with foreign universities.
- Admission of international exchange students and double degree programmes (incoming students) and EGADE Business School exchange students and double degree programmes (outgoing students).
- Promotion of faculty exchanges (outgoing and incoming).
- Enforcement of special academic offerings for international students (Spanish courses, “Doing Business in Mexico and Latin America” courses and other related topics, among others).
- Promotion of proficient use of English among students, faculty and administrative staff (approximately 19% of students are enrolled in programmes taught in English).
- Research, executive education, and academic exchange programmes carried out jointly with universities abroad.
- Academic programmes that require overseas experience (MBA-GBS; OneMBA; Executive MBA; MIB).

Every semester, the Office of Internationalization receives a budget for operations that covers the costs of administration. This budget is included in the school’s financial planning. In addition, the strategic projects of internationalization carried out by students, professors and school personnel are financed with resources from each of the EGADE Business School sites (Monterrey and Ciudad de México) and, in the case of projects initiated at the institutional level, with direct financing from Tecnológico de Monterrey.

This office works in close collaboration with the internationalization Vice-Presidency of the Institution and generates synergy with the offices of international representation in various countries around the world. Through them, the Office of Internationalization coordinates its activities of representation, promotion and information to prospective students and to associate institutions. Tecnológico de Monterrey has 13 international sites (Bogotá, Buenos Aires, Guayaquil, Houston, Lima, Medellin, Miami, Panamá, Quito, San José, Santiago, Santo Domingo and Shanghai) and 9 support offices (Barcelona, Boston, Dallas, Friburgo, Madrid, Montreal, New Haven, Paris and Vancouver). Faculty

International faculty at EGADE Business School (17% core and adjunct) are an important and growing aspect of the internationalization process. Visiting international professors complement the school's faculty and make a significant contribution to the school in terms of international business content in teaching and collaboration with core faculty on research and pedagogical material development. In addition, 66% of the Mexican faculty members received their Ph.D., degrees outside of Mexico and 95% speak English as a foreign language. These characteristics facilitate communication and understanding with other cultures and are mutually enriching for the students and faculty in the programme.

EGADE Business School promotes and supports professors who wish to teach abroad in the modality of visiting professors. In the last three years, 85 courses have been taught by 34 professors in universities outside of Mexico, particularly at the graduate level.

Aside from teaching abroad experiences, faculty participation in international congresses for academic research has fostered networks for the collaborative development of research projects. The goal of these experiences is to share knowledge through articles in international journals, written individually and in conjunction with colleagues at foreign universities.

Joint Studies

Level: Mexico

Level: EGADE Business School of Tec de Monterrey

Mexico

Joint degrees are recognized by the Secretariat of Public Education. Programmes of study should meet the same requirements set for programmes offered by a single institution. Currently, only one joint degree programme is offered in Mexico and is being phased out. The trend is towards double degrees, that is, each of the partner institutions awards one degree. Partner institutions set the requirements to obtain the degree, and students must comply with all requirements and regulations of partner institutions.

EGADE Business School of Tec de Monterrey

EGADE Business School has developed a reputation for its international projection across several dimensions. The main aspects of the School's strategy to globalize its management education provision include:

Academic Programmes: The academic offerings include double degree MBA programmes with international academic partners and a comprehensive offering of international elective and non-elective study options across all master's degree programmes, with partners in North America, Latin America, Europe and Asia. EGADE Business School provides the first double degree Executive MBA programme offered in Latin America, the EGADE Business School–McCombs School of Business (UT). EGADE Business School is also a founding academic partner in the prestigious OneMBA™ consortium programme, along with academic partners in China, Brazil, Europe, and the US. In addition, the MBA in Global Business and Strategy is a double degree programme with Belk College of Business at the University of North Carolina–Charlotte. The participation of students in international programmes showed an upward trend in 2010–2013, even with only half of the 2013 year being reported.

Percentage of Students registered in International Programmes				
	2010	2011	2012	2013*
Including Executive MBA / MIB / OneMBA / MBA GBS)	12%	13%	14%	12%

*Year 2013 includes only until July.

As part of the academic programmes, all EGADE Business School students can participate in international visits of intensive two weeks courses to obtain credits in universities outside of Mexico, including the following: Babson College, Jönköping International Business School., Georgetown University, London School of Economics, University of Applied Sciences in Fribourg, University of Deusto, University of North Carolina at Charlotte and University of Twente.

Curriculum: A key aspect of the School's mission is the provision of a solid understanding of the global business context, which is integrated across the curriculum as well as incorporated directly into elective courses. More than 50 courses specialise in international features (i.e., international marketing and

international finance management) in addition to the cross-content included in the rest of the courses.

International Students: From 2010 to 2013, 15% of the enrolled student population at the school is international, representing more than 39 nationalities. It is a strategic imperative for the school to strengthen its international student participation, and this is being implemented through student recruitment strategies via EGADE Business Schools in Latin America and also via Tecnológico de Monterrey international offices in the US, Canada, Europe and Asia. The diversification of nationalities compared to the 25 different countries represented in 2010 shows the results of these efforts. Currently, EGADE Business School offers financial aid to foreign students with the objective of consolidating the strategy of internationalization. These aid options include the OAS Academic Scholarship, an alternative that offers aid for up to the equivalent of €24,663 a year for tuition.

Strategic Partnerships & Alliances: As part of its internationalization strategy, EGADE Business School is a highly active and valued partner in several international academic alliances and associations designed to enhance and promote quality in business education globally.

The operational norms and policies relating to internationalization activities of students and professors are unified with the norms of Tecnológico de Monterrey. The official documents state the academic guidelines to be followed in the foreign exchange programmes, as students receive academic credit for these exchanges. The manuals specify the types of exchange programmes available, the responsibilities of those in charge, and the characteristics of the participating companies. There is a manual for policies, regulations, requirements, general policies and admissions procedures for the various international options; the school has its own guidelines. Furthermore, EGADE Business School has developed manuals to guide foreign students, with useful information explaining the functioning and operations of the school as well as matters concerning immigration, housing, and other aspects.

For more information about International agreements and International doubles degrees please download file from:

<https://www.dropbox.com/s/t5lwz4cl9i8q1/International%20agreements%20and%20International%20doubles%20degrees.docx>

If you do have additional Higher Education Standards in your country which you think are relevant for the UNIQUE project please list them below:

Similar Higher Education Standards in Mexico	Explanation
Higher Education Common Space ALCUE (Espacio Común de Educación Superior)	<p>In construction, to be created with 60 national systems of higher education and should be in operation by 2015. Is an initiative of the countries of Latin America, the Caribbean and the European Union to establish an environment of interaction and bilateral and multilateral cooperation of their higher education systems.</p> <p>It contains definition to: Collaboration Networks and academic exchanges</p> <ul style="list-style-type: none"> • Comparability of education programs • Framework for the recognition of the quality of education programs • Mutual recognition of titles and grades • Student Mobility <p>For more information: https://www.mecd.gob.es/educacion-mecd/areas-educacion/universidades/politica-internacional/espacio-comun-educacion-superior.html</p>
Cooperation Agreement México-OECD to improve the education quality in the Mexican schools (Council for the Accreditation of Higher Education)	<p>Inform prepared by the OECD to define public policies to optimize the education, leadership and school management, with the objective to improve the result of the basic education. Identifies a comparative framework of the key factors in the education public policy to successful educational systems, adapted to national context and reality.</p> <p>For more information: http://www.oecd.org/edu/school/46216786.pdf</p>
Council for the Accreditation of Higher Education COPAES (Consejo para la Acreditación de la Educación Superior, A. C)	<p>For more information: http://www.copaes.org.mx/home/Inicio.php</p>
Ibero-America States for Education, Science and Culture OEI (Organización de Estados Iberoamericanos para la Educación, la Ciencia y la Cultura)	<p>The Organization of Iberoamerican States for Education, Science and Culture (OEI) is an international governmental body for cooperation between Latin American countries in the field of education, science, technology and culture in the context of comprehensive development, democracy and regional integration.</p> <p>Member states and observers of right are all the Latin American countries of the community comprising Argentina, Bolivia, Brazil, Colombia, Costa Rica, Cuba, Chile, Dominican Republic, Ecuador, El Salvador, Spain, Guatemala, Guinea Equatorial nations, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Portugal, Uruguay and Venezuela .</p> <p>The headquarters of the General Secretariat in Madrid, Spain, and has regional offices in Argentina, Bolivia, Brazil, Chile, Colombia, Dominican Republic, Ecuador, El Salvador, Guatemala, Honduras, Mexico, Nicaragua,</p>

Panama, Paraguay, Peru and Uruguay.

Funding for the OEI and its programs is covered by the compulsory dues and voluntary contributions made by the Governments of the Member States and contributions for specific projects can provide institutions, foundations and other organizations interested in improving the quality educational and scientific - technological and cultural development .

For more information: <http://www.oei.es/index.php>

Red Universia

The largest university cooperation network, present in 23 Latin American countries. Universia was founded In July 2000 with the backing of 35 Spanish universities, the Spanish Universities Board of Rectors and the Higher Board for Scientific Research. Between 2000 and 2005, Universia was established in 11 Latin American countries, and its presence extended to all countries by 2010.

Universia's activities, products and services are geared towards promoting shared projects between universities and exploring the potential relations between universities and companies. The results of this activity are apparent with the emergence of excellent online projects.

For more information: <http://www.universia.net/en/>

Ibero-American Network for Graduate Studies REDIBEP (Red Iberoamericana de Estudios de Posgrados)

American Network of Graduate Studies (REDIBEP) was established under the auspices of the UNAM, in Mexico City on October 21, 2003. It is composed of the heads of Graduate Studies 25 universities in the following countries of the Latin American community: Argentina, Brazil, Colombia, Costa Rica, Cuba, Chile, Spain, Guatemala, Mexico, Panama, Peru and Venezuela.

The REDIBEP was formed with the purpose of enhancing postgraduate programs with high standards of quality, relevance and outreach, seeking to form women and men with clear sense of ethics and social commitment to contribute to the development of science, technology, humanities and the arts in the region of Latin America.

For more information: <http://www.posgrado.unam.mx/redibep/>

Ibero-American Program of Science and Technology for Development CYTED (Programa Iberoamericano de Ciencia y Tecnología para el Desarrollo)

The Ibero-American Science and Technology for Development (CYTED) was created in 1984 through an Inter-Agency Framework Agreement signed by 19 countries in Latin America, Spain and Portugal. CYTED is defined as an intergovernmental program of multilateral cooperation in Science and Technology , which provides different perspectives and views to promote cooperation in Research and Innovation for the Development of the Latin American Region .

CYTED main objective is to contribute to the harmonious development of the Latin American region by establishing mechanisms for cooperation between research groups from universities , R & D centers and innovative companies in Latin American countries , which aim to achieve scientific results and technological

transferable to productive systems and social policies. Since 1995, CYTED is formally included among the Partnership Programs American Summits of Heads of State and Government.

For more information: <http://www.cytel.org/>

Ibero-American Network for the Quality Accreditation of Higher Education RIACES (Red Iberoamericana para la Acreditación de la Calidad de Educación Superior)

The Iberoamerican Network for Quality Accreditation in Higher Education (RIACES), formally established in Buenos Aires in May 2003, is a partnership of agencies and organizations for evaluation and accreditation of the quality of higher education. The Network is a non-profit, independent of any Member State and must have powers vested by their respective governments or states in this area. The aims of the Network are among Latin American countries to promote cooperation and exchange in the field of evaluation and accreditation of quality in higher education, and contribute to the quality assurance of higher education in these countries.

For more information:

http://www.unesco.org/ve/index.php?option=com_fabrik&view=details&formid=1&rowid=19&lang=en

Similar Higher Education Standards in EGADE Business School

Explanation

International accreditations

Currently the school has the following international accreditations:

- **Association to Advance Collegiate Schools of Business (AACSB)**
- **The Association of MBAs (AMBA)**
- **European Quality Improvement System (EQUIS)**
- **Southern Association of Colleges and Schools (SACS).** The Tecnológico de Monterrey is accredited by SACS to award academic degrees and professional master's and doctoral degrees.

National accreditations

Currently the school has the following national accreditations:

- **PNPC (CONACYT)**

The PNPC established to recognize the specialty programs, master's and doctoral degrees in different areas of knowledge that they have basic academic core, high graduation rates, necessary infrastructure and high scientific and technological productivity, allowing them to achieve the relevance of operation and optimal results. Similarly, the PNPC drives continuous improvement of the quality of the graduate programs offered by Higher Education Institutions (HEIs) and related institutions.

- **CIEES (Comités Interinstitucionales para la Evaluación de la Educación Superior)**

The Inter-institutional Committees for the Evaluation of Higher Education are nine collegiate bodies, composed of academic peers at the highest level of higher education institutions across the country. Its primary mission is to evaluate the functions and academic programs taught in educational institutions that request it and to make specific recommendations for improvement contained in the evaluation reports, which are sent to the directors of the institutions.

Rankings

The international status of EGADE Business School is recognized through the achievement of a variety of prestigious rankings.

AmericaEconomía

For 16 consecutive years, the school has consistently ranked among the 10 leading schools in Latin America in the *AméricaEconomía* rankings (1998–2013). In 2013, the school ranked fourth among 40 participating schools. In this ranking, EGADE Business School was considered the best school in the area of internationalization, with the largest number of international memberships as well as the majority of international accreditations.

Aspen Institute – Beyond Grey Pinstripes

In the 2011–2012 academic school year, the school ranked 97th among 100 universities ranked from a total of 149 participants in the *Aspen Institute–Beyond Grey Pinstripes*, which rates schools that have innovative full-time MBA programmes and that include topics related to social and environmental responsibility in the curriculum. EGADE Business School was named first in Mexico and third in Latin America.

Eduniversal (School Ranking)

EGADE Business School received the 5 palms award from *Eduniversal*, the highest acknowledgment given to business schools categorised as universal business schools because of their influence at the worldwide level; EGADE Business School is the only school in Mexico to receive 5 palms. In addition, the school ranked 44th in the worldwide rankings. At the national level, 16 schools were ranked, and EGADE Business School came in first place and was the only school with 5 palms. This position places EGADE Business School above any other business school in Latin America and over other famous business schools in the world.

Eduniversal (Best-Masters)

The objective of this ranking is to evaluate each one of the academic programmes of business schools in

different areas. *Eduuniversal (Best-Masters)* began in 2011, and the 2012 ranking results were as follows:

- In the category of Best Masters Ranking in Corporate Finance (Latin America), EGADE Business School ranked first with the Master in Finance (of 20 universities ranked).
- In the category of Best Masters Ranking in Engineering and Project Management (Latin America), EGADE Business School ranked first with the Master in Manufacturing Management (of 30 universities ranked).
- In the category of Best Masters Ranking in Executive MBA (Latin America), EGADE Business School ranked second with the OneMBA Programme (of 20 universities ranked).
- In the category of Best Masters Ranking in General Management (Latin America), EGADE Business School ranked first with the Master in Business Administration and Leadership (of 20 universities ranked).
- In the category of Best Masters Ranking in International Management (Latin America), EGADE Business School ranked second with the Master in International Business (of 20 universities ranked).
- In the category of Best Masters Ranking in Marketing (Latin America), EGADE Business School ranked first with the Master in Marketing (of 20 universities ranked).
- In the category of Best Masters Ranking in Full-Time MBA (Latin America), EGADE Business School ranked second with the MBA-GBS (of 20 universities ranked).

TopMBA QS Business School in Latin America

EGADE Business School also participated in the ranking by region (Latin America) of the *TopMBA QS Business Schools in Latin America*, coming in first place in 2012 among seven Latin American schools. At the same time, it ranked 47th among 50 universities evaluated by specialty at a worldwide level in the Information Management specialty.

Financial Times

Also during 2012, the school was ranked 24th out of 100 schools in the *Financial Times* Global EMBA ranking with the OneMBA Programme at a consortium level (Rotterdam School of Management, Erasmus University; The University of North Carolina at Chapel Hill, Kenan-Flager Business School; Escola de Administração de Empresas de São Paulo da Fundação Getulio Vargas; The Chinese University of Hong Kong and EGADE Business School); in the sub-ranking, it garnered third place in the world for the international profile of its students.

The Economist

In 2013, in the British ranking system *The Economist Intelligence Unit Executive MBA Ranking* placed the school 56th out of 62 executive MBA programmes; in the first worldwide ranking to include part-time programmes and students who have extensive work experience, the school was the only one in all of Latin America to achieve this

ranking. See the Base Room for the school's history of rankings and accreditations (2010–2013). In addition, in The Economist Intelligence Unit Global MBA Ranking, EGADE Business School Monterrey Site ranked 88th among 100 universities participating at the global level in 2010 and 44th in the regional level for the full-time MBA programme—the only one in Mexico and Latin America. In the sub-rankings, the following places were achieved:

- 12th place for personal development and educational experience (8th place in faculty quality, 14th place in student diversity, 5th place in educational experience).
- 6th place for potential to network (5th place in breadth of alumni network, 8th place in internationalism of alumni).

This record of the school's international prestige and of its programmes reflects the competitiveness that it has outside of Mexico.

Key relationships with international organisations

The objective of belonging to international associations is to support EGADE Business School's international positioning as their memberships comprise the leading global institutions in academic, research and professional activity settings. These associations fulfill the requirement of global operations and recognition through the accreditations and rankings sought by EGADE Business School in its internationalization policies.

EGADE Business School is a member of the following international business associations:

- AACSB International (The Association to Advance Collegiate Schools of Business).
 - AAFM (American Academy of Financial Management).
 - ABEST21 (The Alliance on Business Education and Scholarship for Tomorrow, a 21st-century organisation).
 - AMBA (Association of MBAs).
 - AOM (Academy of Management).
 - BALAS (Business Association for Latin American Studies).
 - CEEMAN (Central and East European Management Development Organisation).
 - CFA (Chartered Financial Analyst, Society of Mexico).
 - CLADEA (Latin American Council for Business Schools).
 - EFMD (European Foundation for Membership Development).
 - EMBA (Council The Executive MBA Council).
 - GNAM (Global Network for Advanced Management).
 - NIBES (The Network of International Business & Economic Schools).
 - PIM (Network Partnerships in International Management).
 - PILA (Red de Propiedad Intelectual e Industrial de Latinoamérica).
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- PRME (Principles for Responsible Management Education).
 - SEKN (The Social Enterprise Network).
 - SUMAQ Alliance.
 - United Nations Global Compact.
 - UNICON.

The school participates in these associations in a variety of ways, including the academies' research congresses, the associations' seminars, and in joint social and research projects. By attending these events the school's faculty keep up to date to learn about the latest research trends and presenting their scientific productions, which are enriched by the feedback offered by these prestigious communities. The involvement of deans, school directors and accreditation coordinators in the associations' activities is emphasized by their prior and current participation in projects, seminars and conferences. Some recent examples include attendance at the 2013 EFMD Annual Conference in Brussels and the AACSB Annual Conference and Seminar 2013 in Mexico City.

Glossary

UNESCO	<p>The UNESCO (United Nations Educational, Scientific and Cultural Organization), is a specialized agency of the United Nations (UN).</p> <p>Its purpose is to contribute to peace and security by promoting international collaboration through education, science, and culture in order to further universal respect for justice, the rule of law, and human rights along with fundamental freedom proclaimed in the UN Charter. It is the heir of the League of Nations' International Commission on Intellectual Cooperation. UNESCO has 196 member states and nine associate members.</p> <p>Most of the field offices are "cluster" offices covering three or more countries; there are also national and regional offices. UNESCO pursue its objectives through five major programs: education, natural sciences, social and human sciences, culture, and communication and information.</p> <p>Projects sponsored by UNESCO include literacy, technical, and teacher-training programmes; international science programmes; the promotion of independent media and freedom of the press; regional and cultural history projects; the promotion of cultural diversity; translations of world literature; international cooperation agreements to secure the world cultural and natural heritage (World Heritage Sites) and to preserve human rights, and attempts to bridge the worldwide digital divide. It is also a member of the United Nations Development Group.</p>
EUA	<p>The European University Association (EUA) is the main voice of the higher education community in Europe. EUA membership is open to individual universities and national rectors' conferences, as well as associations and networks of higher education institutions. With approximately 850 members in 47 countries, EUA is building strong universities for Europe through targeted activities aimed at supporting their development. These activities include policy dialogue, conferences, workshops, projects, and more targeted services such as the Institutional Evaluation Programme, and an independent service dedicated to doctoral education.</p>
ESU	<p>The European Students' Union (ESU) is the umbrella organisation of 47 National Unions of Students (NUS) from 39 countries (December 2012).</p> <p>The aim of ESU is to represent and promote the educational, social, economic and cultural interests of students at the European level towards all relevant bodies and in particular the European Union, Bologna Follow Up Group, Council of Europe and UNESCO. Through its members, ESU represents over 11 million students in Europe.</p>
EURASHE	<p>EURASHE is the European association of Higher Education Institutions (HEIs) that offer professionally oriented programmes and are engaged in applied and profession-related research within the Bologna cycles. Currently, more than 1,400 higher education institutions in 40 countries within and outside the European Higher Education Area (EHEA) are affiliated to</p>

	<p>EURASHE. The Association is present mostly through National Associations of Higher Education Institutions and individual institutions, such as Universities, (University) Colleges and Universities of Applied Sciences, as well as through other professional associations and stakeholder organisations active in the field of higher education.</p>
<p>ENQA</p>	<p>ENQA is a membership association which represents its members at the European level and internationally. ENQA members are quality assurance organisations from the European Higher Education Area (EHEA) that operate in the field of higher education. The membership criteria of ENQA encompass Part III of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) and some additional requirements and guidelines. Bodies that do not wish to, or for whatever reason are unable to, apply to become members of ENQA may request affiliate status within ENQA. Affiliates are bona fide organisations or agencies with a demonstrable interest in the quality assurance of higher education.</p>
<p>Education International</p>	<p>Education International is the voice of teachers and other education employees across the globe. A federation of 401 associations and unions in 171 countries and territories, it represents some 30 million educators in education institutions from early childhood to university.</p>
<p>BUSINESSEUROPE</p>	<p>BUSINESSEUROPE is the leading advocate for growth and competitiveness at European level, standing up for companies across the continent and campaigning on the issues that most influence their performance. A recognized social partner, we speak for all-sized enterprises in 35 European countries whose national business federations are our direct members.</p>