

<https://doi.org/10.23913/ride.v14i27.1567>

Artículos científicos

Agenda 2030 y educación de calidad en México, avances en el cumplimiento para el 2030

Agenda 2030 and quality education in México, progress in compliance by 2030

Agenda 2030 e educação de qualidade no México, progresso em conformidade até 2030

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Resumen

Este artículo busca analizar el avance que México ha tenido para el cumplimiento de 4 de las metas del Objetivo de Desarrollo Sostenible referido a la educación de calidad de la Agenda 2030. Mediante una investigación documental, se utilizan datos estadísticos oficiales por parte del Instituto Nacional de Estadística y Geografía (INEGI) referentes a la educación de los ciclos escolares 2000-2001 al 2020-2021. Se hace un comparativo entre los ciclos 2015-2016, que es cuando inician los trabajos formales de la Agenda 2030, y el ciclo 2020-2021. De esta manera, se tiene un campo de análisis de 5 años para examinar los avances en materia

de educación en México con respecto a las metas de los Objetivos de la Agenda. Se concluye que solo se ha logrado avanzar en 2 de las metas para el cumplimiento de la agenda al 2030.

Palabra Clave: Educación de Calidad, Agenda 2030, Objetivo de Desarrollo Sostenible, Educación equitativa, Alfabetización.

Abstract

This article seeks to analyze the progress that Mexico has made to meet 4 of the goals of the Sustainable Development Goal referring to quality education of the 2030 Agenda. Through documentary research, official statistical data from the National Institute of Statistics and Geography (INEGI), referring to education from the 200 - 2001 to 2020 - 2021 school cycles and a comparison is made between the 2015 - 2016 cycles, which is when the formal work of the 2030 Agenda and the 2020 - 2021 cycle begin, taking Thus, a field of analysis of 5 years to analyze the advances in education in Mexico with reference to the goals of the Objectives of the Agenda, from which it is concluded that only 2 of the goals have made progress for the fulfillment by 2030 of the agenda.

Keywords: Quality Education, Agenda 2030, Sustainable Development Goal, Equitable Education, Literacy.

Resumo

Este artigo busca analisar o progresso que o México fez para cumprir 4 das metas do Objetivo de Desenvolvimento Sustentável referentes à educação de qualidade da Agenda 2030. Por meio de pesquisa documental, dados estatísticos oficiais do Instituto Nacional de Estatística e Geografia (INEGI) sobre educação dos ciclos escolares 2000-2001 a 2020-2021. É feita uma comparação entre os ciclos 2015-2016, quando se iniciam os trabalhos formais da Agenda 2030, e o ciclo 2020-2021. Desta forma, há um campo de análise de 5 anos para examinar os avanços da educação no México em relação às metas dos Objetivos da Agenda. Conclui-se que apenas se avançou em 2 das metas para o cumprimento da agenda até 2030.

Palavras-chave: Educação de Qualidade, Agenda 2030, Objetivo de Desenvolvimento Sustentável, Educação Equitativa, Alfabetização.

Fecha Recepción: Febrero 2023

Fecha Aceptación: Noviembre 2023

Introduction

A key issue for social development, but above all for the economic development of countries, is education. That is why public policies in developing countries focus on achieving access to education, mainly at the primary level (Boccanfuso, Larouche, & Trandafir, 2015). It is well known that a universal human right is education, which is decisive for the social, political and economic development of the countries of the world. Education turns out to be one of the main keys to get out of poverty, coupled with the access that the inhabitants of the countries have to this right.

During the last years, specifically in the last decade, there have been very important advances in this area through the increase in the number of students enrolled in each of the school levels. Mainly, this increase has become more noticeable in the number of girls who now have access to education. However, this has not been enough, since by 2018, a fifth of the population of girls and boys worldwide were outside the classroom, and just over half of the population of girls, boys and adolescents in the world do not have the minimum levels for reading comprehension and mathematics (United Nations Organization, 2020).

By 2020, one of the great consequences generated by the pandemic caused by COVID-19, which was spreading throughout the world, was the temporary closure of schools in the vast majority of countries globally. This had a great impact on the learning development of almost all students around the world. It has been estimated that, at the beginning of the second quarter of 2020, approximately 1.6 billion children and young people were not in their schools, which had a negative impact on the nutrition of nearly 369 million children, who depended on school canteens (Unidas, 2020).

The 17 Sustainable Development Goals (SDGs) are directly linked to the 2030 Agenda and represent a valuable planning and monitoring tool for countries, both at the national and local levels. These serve as a guide for each country on its way towards a sustainable, inclusive and harmonious development with the environment, through public policies and budget, monitoring and evaluation instruments. (Naciones Unidas, 2018).

One of the 17 Sustainable Development Goals (SDG) of the 2030 Agenda is the one that refers to quality education. This objective seeks to guarantee, through the fulfillment of specific goals, an inclusive, equitable and quality education, and to promote lifelong learning opportunities for all. Education is considered a fundamental pillar in the achievement of many of the other SDGs, since it contributes to reducing inequalities and helps people to lead

a better quality and more sustainable life. In addition, it promotes tolerance among individuals and reduces violence in communities.

The main objective of this work is to analyze the progress that has been made in the goals of SDG number 4 of the 2030 Agenda for sustainable development, which refers to quality education. Said objective has ten goals to be achieved and, for the purposes of this work, the following four will be analyzed:

- 4.1. By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education and produce relevant and effective learning outcomes.
- 4.2. By 2030, ensure that all girls and boys have access to quality early childhood care and development services and preschool education, so that they are ready for primary education.
- 4.3. By 2030, ensure equal access for all men and women to quality technical, professional and higher education, including university education
- 4.6. By 2030, ensure that all young people and a significant proportion of adults, both men and women, are literate and have a basic knowledge of numeracy.

In the first part of this work, the context of education in the world will be analyzed, focusing on Latin America and mainly on Mexico. Subsequently, a review of the literature regarding the 2030 Agenda and its SDGs will be carried out, focusing on the objective of study of this work: quality education. Goal development for this objective will also be examined.

In the third part, the official statistical data in Mexico will be presented and analyzed, provided by the National Institute of Statistics and Geography (INEGI), in relation to education and how the indicators that measure this item have behaved over the years. last years. Finally, in the fourth section, conclusions will be established on the behavior of these indicators and their incidence in the achievement of the goals of objective 4 of the 2030 Agenda.

Quality education in Latin America

In the middle of the 20th century, educational coverage in Latin America increased exponentially, which, to a large extent, was being caused by the increase in public resources allocated to education. This sector would see growth more than double in the 1960s.

However, this did not occur in the popular sectors of Latin America, since they did not give the importance that was due to education (Donoso-Romo, 2015).

The conditions under which education was found during the 80's are very different from the current context. The social and economic changes that have occurred in Latin America in recent years have caused previous policies, based on expanding the coverage of male and female students, to be unsuitable for achieving quality levels in education. In addition, there were no actions that would ensure both social and economic equality in education.

While it is true that between 1960 and 1990 great progress was made in reducing illiteracy, from 34% to only 13%, and in increasing the enrollment rate in primary education, from 50% to 90%, the quality of education in Latin America remains poor, particularly in public schools. Furthermore, it remains notoriously uneven (Puryear, 2019). Latin American countries still face great challenges, which are the product of the remnants of the last century in the field of education. These challenges include guaranteeing adequate preschool, primary and secondary education, strengthening professional training and expanding adult education, without overlooking the inclusion of indigenous peoples in formal schools (Rodríguez, 2019).

In order for the countries belonging to the Latin American region to provide quality education to their citizens in the 21st century, they must overcome some of the challenges that arise due to problems related to inadequate facilities and student dropouts (Murillo, 2016). All these concepts support the ideas mentioned by Castro, Rodríguez-Gómez and Gairín (2016), in relation to the fact that Latin America is one of the regions worldwide where inequality between people is still present.

These inequality problems that occur in Latin American countries are also latent in some other countries, mainly in those countries belonging to the African region. However, the difference between these two world regions is related to income, consumer spending, political influence, security, health, and education (Lopez-Calva, Lustig, & Ortiz-Juarez, 2015). With regard to higher education systems, in Latin America there has been progress during the last ten years in reference to geographic coverage, in addition to social reinforcement due to the coordination of efforts between governments and the private sector. (Díaz Herrera, Zorrilla del Castillo y García-Mata, 2021).

Agenda 2030

The 2030 Agenda and its 17 Sustainable Development Goals (SDGs), approved by the members of the United Nations in September 2015, invite world governments, as well as businessmen and civil society, to reflect on the way forward for the sake of development. This development must generate a change in the form of production, improvement of income and decent jobs that make it possible to reduce the gaps between countries and, above all, between women and men within them (Girón, 2016). The 2030 Agenda makes explicit the need for actions aimed at strengthening the economies of each of the countries. In the case of Mexico, this is highly relevant due to the low growth in recent years, in addition to the need to generate new public policies that enhance the productive capacity of the country (Trejo Nieto, 2017).

The work of this Agenda represents a great opportunity for Latin America and the Caribbean, since it addresses issues of great importance, such as the eradication of poverty, reduction of inequality and inclusive economic growth, among others. In addition, the Agenda features the SDGs, which serve as a valuable planning tool at the local and, of course, national level. This will allow countries to establish clear paths for sustainable, inclusive development in harmony with the environment through the development of public policies (United Nations, The 2030 Agenda and the Sustainable Development Goals: an opportunity for Latin America and the Caribbean, 2018). The 2030 Agenda for sustainable development is made up of 17 SDGs, which are shown in Fig. 1, and has 169 targets to be met in total for all the SDGs.

Figure 1. The 17 United Nations Sustainable Development Goals (SDGs)



Source: <https://www.un.org/sustainabledevelopment/es/2015/09/la-asamblea-general-adopta-la-agenda-2030-para-el-desarrollo-sostenible/#> The SDGs cover various

environmental areas that include climate change, chemical pollution, waste, and marine and terrestrial ecosystems, without neglecting those SDGs focused on social, economic, and institutional development. They also refer to access to food, water, sanitation, energy, health, education, justice and infrastructure development, cities, employment and growth, which must be applicable in all countries (Nilsson & Persson, 2017).

One of the principles that can be distinguished in the 2030 Agenda, and which is intended to be achieved through each of the 17 SDGs, is the establishment of active public policies that promote social inclusion through decent work. For this reason, it is established that equality between people is necessary for the economic growth of countries, since it generates opportunities and incentives, which are reflected in better education, progress and competitiveness (United Nations, 2017).

For the 2030 Agenda, quality in education is prioritized, as well as its relevance as a public good. That is why one of the essential elements of said Agenda and its SDGs is the recognition of the role that education plays in this context, by making people active agents of change (Agbedahin, 2019). However, not only the 17 SDGs and their 169 goals are the ones that will bring about change in the world. People must have the will, the motives and the resources that allow them to share the intention to change it and how to do it (Lotz-Sisitka, 2018).

The SDGs have been developed by the community at a global level and are aimed at generating actions, since due to their international nature they are applicable throughout the world (Cutter, Osborn, Romano, & Ullah, 2015). One of the visions of this agenda is the transformation of education, since it represents a key element for the development and achievement of the other SDGs. This is reflected very clearly and precisely in the pronouncement of the fourth sustainable development goal, which seeks to guarantee quality, inclusive and equitable education that promotes learning opportunities for all. (United Nations, 2014).

Quality Education (SDG number 4)

Quality education promotes creativity and knowledge through the development of skills, values and attitudes that allow people to lead healthy and fulfilling lives, as well as to make informed decisions that help to face local challenges and, above all, the challenges and global challenges. By the year 2030, in compliance with the Agenda, it must be ensured that all students possess the knowledge and skills that allow them to promote sustainable

development through education for a healthy lifestyle, human rights, gender equality, non-violence, and respect and appreciation for cultural diversity (United Nations, 2014).

The main objective pursued with this fourth SDG is to guarantee inclusive, equitable and quality education, as well as the promotion of learning opportunities for all throughout their lives (United Nations Organization, 2020). One of the pillars of the 2030 Agenda is the social one, which focuses on 10 of the SDGs that have explicit social objectives and goals, such as the end of poverty, zero hunger, health and well-being, gender equality, clean water and sanitation, decent work, economic growth and, of course, quality education (United Nations, 2017).

Latin America, one of the regions of the world with high levels of inequality, requires a structural change. One of the most important tools for linking economic growth and the reduction of inequality in the region is education, which is precisely the key to achieving this change, based on the development of human capacities. These are established as essential so that, in each of the countries, inequalities are reduced and, in this way, higher levels of development are achieved (ECLAC, 2019). Education is closely linked to opportunities to access better social, economic, labor and cultural conditions. As a result of COVID-19, education at basic levels in developing countries has moved to the virtual environment without adaptation periods, which has an impact on educational quality (Lora-Loza, Loza-Fernández, Mucha-Hospinal, & Hernández-Angulo, 2022).

This SDG number 4, "Quality education", has 10 goals and 11 indicators that will help us measure the degree of compliance and progress of the 2030 Agenda. Table 1 shows each of the goals of objective 4. as well as the indicators by goal.

Table 1. Goals and Indicators of SDG number 4

Targets of Objective 4	Indicators
4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education and produce relevant and effective learning outcomes	4.1.1 Proportion of boys, girls and adolescents who, a) in the second and third grades, b) at the end of primary education and c) at the end of lower secondary education, have attained at least a minimum level of proficiency in i) reading and ii) mathematics, broken down by sex
4.2 By 2030, ensure that all girls and boys have access to quality early childhood care and development services and preschool education, so that they are ready for primary education	4.2.1 Proportion of children under 5 years of age who are developmentally adequate in terms of health, learning and psychosocial well-being, by sex 4.2.2 Participation rate in organized learning (one year before the official age of entry into primary education), disaggregated by sex
4.3 By 2030, ensure equal access for all men and women to quality technical, professional and higher education, including university education	4.3.1 Participation rate of young people and adults in formal and non-formal education and training in the last 12 months, broken down by sex
4.4 By 2030, significantly increase the number of youth and adults who have the necessary skills, including technical and professional skills, to access employment, decent work and	4.4.1 Proportion of youth and adults with information and communication technology (ICT) skills, broken down by type of technical skill

entrepreneurship	
4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for vulnerable people, including people with disabilities, indigenous peoples and children in vulnerable situations	4.5.1 Parity indices (between women and men, rural and urban, top and bottom wealth quintiles, and groups such as the disabled, indigenous peoples, and those affected by conflict, as data become available) for all education indicators in this list that can be disaggregated
4.6 By 2030, ensure that all young people and a significant proportion of adults, both men and women, are literate and have a basic knowledge of numeracy	4.6.1 Proportion of the population in a given age group that has attained at least a fixed level of functional proficiency in a) literacy and b) numeracy, disaggregated by sex
4.7 By 2030, ensure that all students acquire the theoretical and practical knowledge necessary to promote sustainable development, including through education for sustainable development and sustainable lifestyles, human rights, gender equality, the promotion of a culture of peace and non-violence, global citizenship and the appreciation of cultural diversity and the contribution of culture to sustainable development	4.7.1 Extent to which i) global citizenship education and ii) education for sustainable development, including gender equality and human rights, are incorporated into all levels of a) national education policies, b) curricula, c) teacher training and d) student assessment

4.a Build and adapt educational facilities that are sensitive to the needs of children and people with disabilities and gender differences, and that offer safe, non-violent, inclusive and effective learning environments for all	4.a.1 Proportion of schools with access to a) electricity, b) Internet for pedagogical purposes, c) computers for pedagogical purposes, d) infrastructure and materials adapted for students with disabilities, e) basic drinking water supply, f) basic sanitation facilities separated by sex, and g) basic handwashing facilities (according to WASH indicator definitions)
4.b By 2020, significantly increase the number of scholarships available globally to developing countries, in particular least developed countries, small island developing States and African countries, to enable their students to enroll in higher education programmes, including vocational training programmes, technical, scientific, engineering and information and communication technology programmes, from developed and other developing countries	4.b.1 Volume of official development assistance for scholarships, broken down by sector and type of study
4.c By 2030, significantly increase the supply of qualified teachers, including through international	4.c.1 Proportion of teachers in a) pre-school, b) primary, c) lower secondary and d) upper secondary education who have received at least

cooperation for teacher training in developing countries, especially least developed countries and small island developing States	the minimum organized pre-employment or on-the-job teacher training (e.g. pedagogical training) required to teach at each level in a given country
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Source: <https://www.un.org/sustainabledevelopment/es/2015/09/la-asamblea-general-adopta-la-agenda-2030-para-el-desarrollo-sostenible/#>.

Of the 10 goals of SDG 4, the first 8 are explicitly related to social purposes, the remaining two goals being those that are linked to economic, environmental or institutional aspects linked in some way to social development. When talking about gender equality, the first 8 goals of quality education explicitly show their relationship with this area and women's rights, while the last two goals are related to the creation of conditions for gender equality and the Women rights; that is, they are goals that must be implemented from a perspective of gender equality and rights with the clear purpose of reducing inequality.

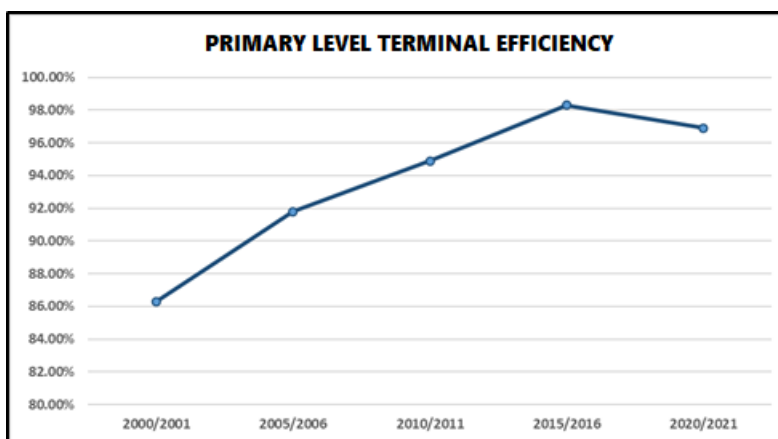
Results

In order to meet target 4.1, which refers to ensuring that all girls and boys complete equitable and quality primary and secondary education, education at the primary and secondary levels is essential. It is considered the minimum base that girls, boys and adolescents need to be able to optimally develop their knowledge, skills and values, which allow them to access a dignified life and contribute to the societies to which they belong. By the year 2020, in the Latin American region, 97% of girls and boys of primary school age were enrolled. However, this is not the case with respect to secondary education, where levels can fall below 80%, accentuating the gap between countries according to income level and territory of residence. In order to know the population that is being served based on the demand that exists in the educational levels, there is an indicator called the net enrollment rate. This indicator refers to the proportion of the total enrollment of a determined educational level with respect to the population of official age to study it. It can be interpreted that, at a higher percentage of this indicator, there is a greater attendance at school by the population in the statutory ages.

In the case of Mexico, according to the National Institute of Statistics and Geography (INEGI), the net enrollment rate at the primary level has remained at levels above 98%. However, in the 2020-2021 school year there was a slight reduction, reaching 97.4%. In terms of terminal efficiency for this same level, it has presented an increase in the last 20 years, as

shown in Figure 2. During the 2015-2016 school year, it reached its maximum level with 98.3% terminal efficiency of boys and girls. who entered elementary school. However, for the 2020-2021 school year, it decreased to 96.9%. In addition, the total enrollment of enrolled students was reduced to 13,677,465, which represents a decrease of more than half a million boys and girls compared to the 2015-2016 cycle, where enrollment was 14,250,425 students. Even for the 2021-2022 school year, the total enrollment of boys and girls at the primary levels also showed a drop, with 13,464,424 students enrolled.

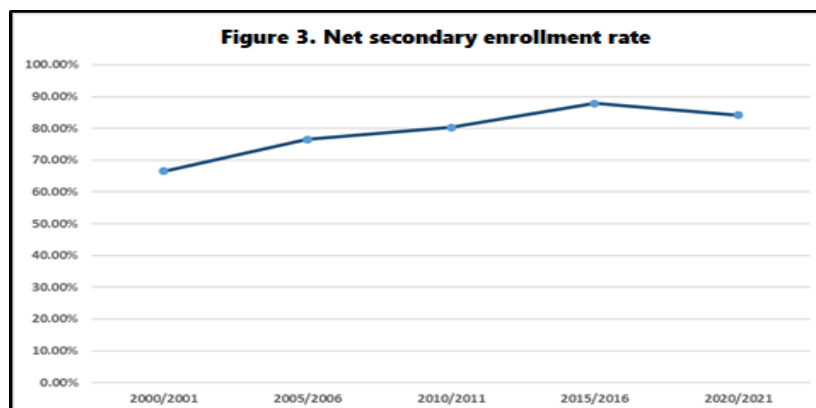
Figure 2. Terminal efficiency in primary



Source: self made

In the case of the secondary level, there is a considerable reduction in the net enrollment rate in the last 20 years. In the 2000-2001 school year, it was at 66.5%. Although this indicator has shown an increase over time, reaching 87.9% in the 2015-2016 school year, for the 2020-2021 school year it decreased again, reaching a value of 84.2%, as shown in Figure 3.

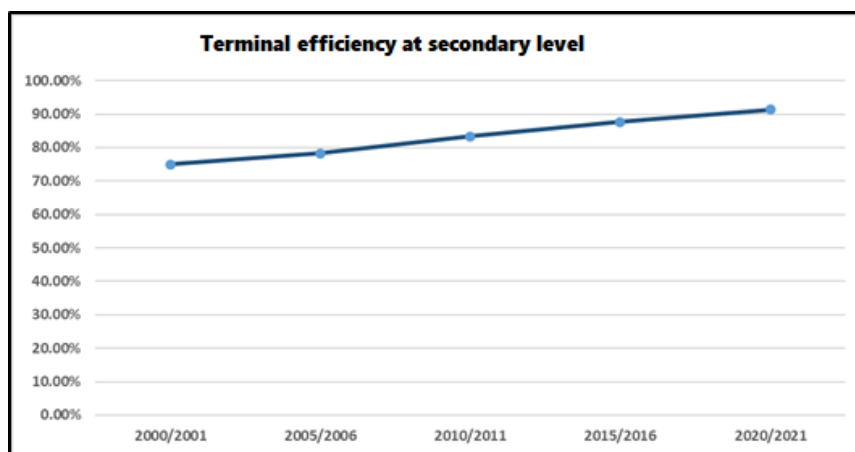
Figure 3. Net secondary enrollment rate



Source: self made

In reference to the terminal efficiency for the secondary level, it has also been in constant growth during the last 20 years, as shown in Figure 4, reaching 91.4% of students for the 2020-2021 school year. Unfortunately, compared to the elementary level, enrollment at the secondary levels is much lower. In the 2015-2016 school year, there was an enrollment of 6,835,245 students, but for the 2020-2021 school year, the student enrollment decreased to 6,394,720.

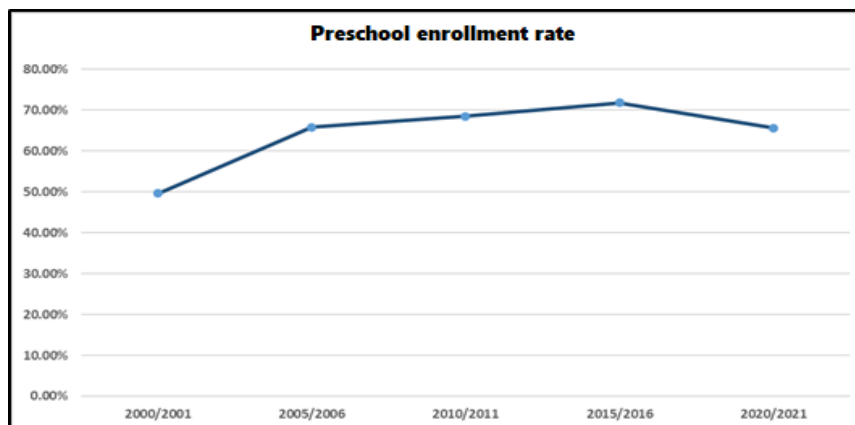
Figure 4. Terminal efficiency in secondary



Source: self made

In terms of ensuring access to quality preschool education for all girls and boys, in addition to early childhood development, which refers to target 4.2, the net enrollment ratio indicator has shown low levels over the past few years. last 20 years. The highest level recorded was during the 2015-2016 school year, with just 71.8%, but it has decreased again for the 2020-2021 cycle, reaching 65.6%, as shown in Figure 5.

Figure 5. Preschool net enrollment rate

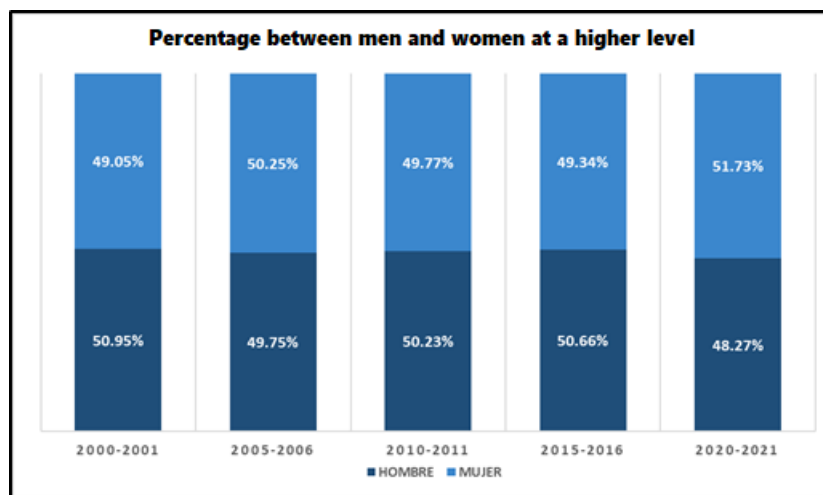


Source: self made

Even, the total enrollment of girls and boys in preschool level has only increased a little more than seven hundred thousand students in the last twenty years, which includes the 2000-2001 school year to the 2020-2021 school year.

According to information from INEGI in relation to goal 4.3, which refers to ensuring equal access for all men and women to quality technical, professional and higher education, great parity has been observed in higher education enrollment between men and women from the 2000-2001 school year to the 2020-2021 school year, as shown in Figure 6.

Figure 6. Enrollment of men and women in higher education by school year

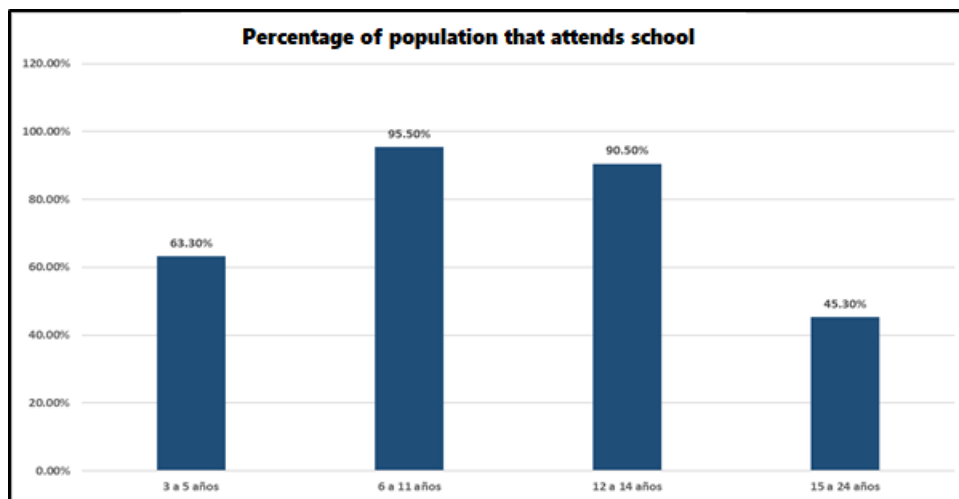


Source: self made

When talking about literacy issues, target 4.6 refers to ensuring by 2030 that all young people and a significant proportion of adults, both men and women, are literate. In this sense, according to INEGI data, by the year 2020 there was a population of 89,320,723 people aged 15 and over in Mexico who were considered literate, which represents practically 95% of the population in this age range. It is worth mentioning that a person is considered literate when they can read and write a message.

For the year 2020, the primary and secondary levels registered the highest percentages of the population in the age groups from 6 to 14 years old who attend school, as shown in Figure 7.

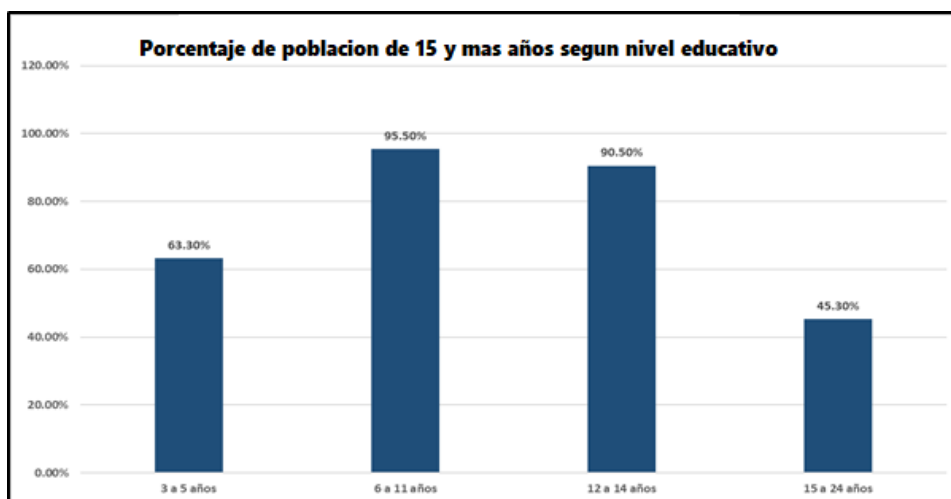
Figure 7. Percentage of population that attends school by age group



Source: <https://www.inegi.org.mx/temas/educacion/>

According to the INEGI data for the year 2020, it was observed that the highest percentage of the population aged 15 years and over that has some educational level was in basic education, which includes preschool, primary and secondary, with 49.3%. of the population in this age range. However, this percentage decreases drastically, being less than half, when they go to upper secondary and higher education levels, as shown in Figure 8.

Figure 8. Educational level in the population aged 15 and over

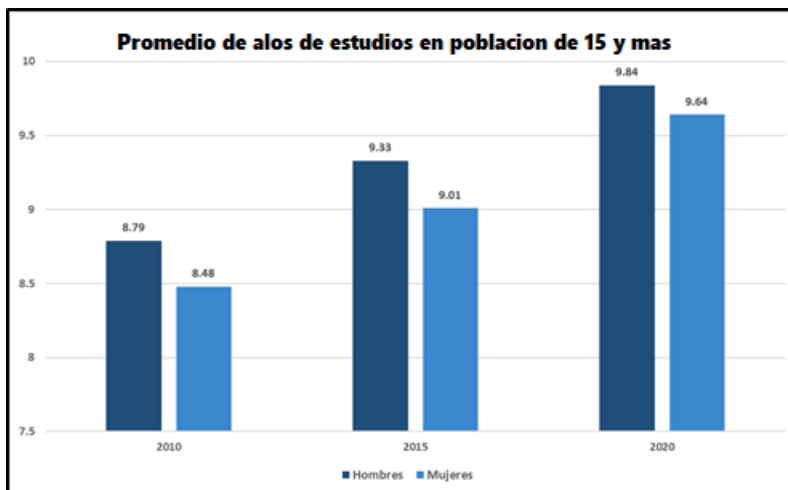


Source: <https://www.inegi.org.mx/temas/educacion/>

Figure 9 shows that, in Mexico, from 2010 to 2020, the average number of years studied in school by people aged 15 and over in the different educational systems went from 8.63 years to 9.84 years. A marked equality of opportunities between men and women is

observed, since for the year 2020, the INEGI registers that men over 15 years of age study on average 9.84 years, while women aged 15 and over study on average 9.64 years.

Figure 9. Years studied of people aged 15 or over



Source: self made

The government, through its public policies and social programs such as school breakfasts, the permanent scholarship program for students, as well as special programs for single mothers who are studying some level of education, financial support for uniforms and school supplies, and support to students who belong to a socially vulnerable group, are just a few examples of the state programs that the governments of the different states of Mexico have implemented in recent years to address the existing educational gap in the country.

Discussion

The results of the research show that terminal efficiency at the primary level has made significant progress since the year 2000. However, for the last period studied, 2020-2021, there has been a decrease in this indicator, which is worrying. According to a study carried out by Boccanfuso, Larouche, & Trandafir (2015), developing countries guide their public policies to ensure access to education at the primary level, which, at least for the 2020-2021 school year, is not being getting. According to Rodríguez (2019), the main challenge for Latin American countries is to guarantee education at initial levels such as preschool, since it has been a challenge since the last century. This is consistent with the results of this research since, in terms of access to preschool education in Mexico, there has been a decrease for the 2020-2021 school year compared to the data from 5 years ago.

López-Calva, Lustig, & Ortiz-Juarez (2015) establish that there are still problems of inequality in Latin American countries in terms of access to education, which contrasts with the results of this research work. In this matter, equal access between men and women to higher technical education has remained balanced in terms of percentages between men and women for more than 20 years, even having a slight increase for the female gender. In terms of the population that is literate, the results presented are consistent with the work carried out by Puryear (2019), which establishes that by the end of the 1990s, illiteracy had been reduced from 34% to 13%. A high percentage of the population in Mexico attends school, which is why it is understood that this same percentage of the population is at a certain level of literacy, given that this concept is based on writing and reading a simple message, concepts that a person acquires during school education at the basic level, generally between the ages of 6 and 11, which is when the primary level is completed.

Conclusions

The 2030 Agenda, through its SDG number 4, seeks, through the achievement of its goals, an inclusive and equitable quality education for all. The government, through its public policies and social programs such as school breakfasts, the permanent scholarship program for students, as well as special programs for single mothers who are studying some level of education, economic support in uniforms and school supplies, and Support for students who belong to a socially vulnerable group are just a few examples of the state programs that the governments of the different states of Mexico have implemented in recent years to address the existing educational gap in the country.

Five years after the start of the 2030 Agenda for the achievement of the goals in each of the SDGs, the outlook does not look very encouraging, since, of the four indicators analyzed, only two of them show progress, registering a setback in the other two. Despite this, significant progress has been made in education in the last 20 years, largely due to public policies implemented through student support programs at each of the different educational levels. However, factors such as the pandemic derived from COVID-19 caused many boys and girls to abandon their basic education at the beginning of 2020 due to not having the necessary resources to continue their studies remotely, such as a computer or a service Internet. Many even had to give up continuing their studies due to economic deprivation due to the lack of employment caused by the pandemic.

School dropout is a multifactorial fact. From the economic deprivation, the isolation of the communities, the lack of educational infrastructure, the lack of roads and access to schools, the lack of access to quality food and poverty are just some of the possible causes. The possibility is left open for future studies and works that can better define the causes for which the indicators of access to education have decreased in Mexico.

Future lines of research

Este trabajo puede servir como base para el desarrollo de futuras investigaciones que se refieran al avance posterior de las metas analizadas, con el propósito de determinar los avances que se hayan logrado después del año 2021. También se plantea como base para posibles estudios en otras metas referentes a la educación o para otros Objetivos de Desarrollo Sostenible, mediante el análisis de datos estadísticos oficiales en México, Latinoamérica y en otras partes del mundo.

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