Rationale of the strategy
The Education Sectoral Programme is based on the Vision of Mexico 2030 and the National Development Plan. The development process included a consultation phase with relevant stakeholders in the sector. Generally, the programme’s objectives are directed towards the construction of a strong nation that will be able to compete internationally in future decades. Education is seen as one of the main boosters of economic and social transformations in Mexico. The success of education is not the sole responsibility of schools, but also of civil organizations, vocational institutions, the private sector and the media. The Education Sectoral Programme allows for the establishment of a clear reporting and evaluation process.

Concept of lifelong learning
The Education Sectoral Programme does not provide a concept or definition of lifelong learning. In the document, the term ‘lifelong learning’ (formación a lo largo de toda la vida) is only used once in reference to the expansion of continuing education programmes in order to upgrade the working population’s skills and stimulate lifelong learning.

Main challenges
The following challenges are mentioned in the programme:
- Out-of-school-children and youth from marginalized groups, particularly in rural areas and areas with indigenous populations
- Millions of Mexicans are illiterate and more than 30 million Mexicans have not attended or completed primary or secondary education
- Serious deficiencies in the education system with high drop-out rates

Main targets and measures
The objectives and actions defined in the programme involve all education sectors from preschool through primary and secondary education to vocational, higher and continuing education. Action lines and measures have been developed according to the following six main objectives:
- Enhancing the quality of education so that students reach a higher level of education, have the means to access more wealth and contribute to national development
- Widening educational opportunities in order to reduce inequalities among social groups
- Promoting the development and use of information and communication technologies within the education system in order to support students’ learning processes, enhance their life skills and promote their integration into the knowledge society
- Offering holistic education to strengthen civic values, skills development and the acquisition of knowledge; this should complement regular classroom activities and teaching practices in order to promote a democratic and intercultural way of living together
- Offering high-quality educational services that give people a strong sense of social responsibility and encourage them to take on a productive and competitive role in the employment market
Promoting a form of **school leadership** that enhances the participation of schools in decision-making processes, puts more responsibility on different social and educational actors and promotes the security of students and teachers as well as transparency and reporting.

**Particular feature of the strategy**
In addition to the six main objectives, there are also five transversal topics included in the programme: evaluation, infrastructure, the information system, the legal framework of the education sector and improvement of institutional leadership.

**Improving institutional leadership** should be achieved by:
- Improving the performance of the administrative units of the Secretariat of Public Education by monitoring its processes, arranging its organizational structures and implementing leadership models that help to improve educational quality and the public perception of the services offered by the Secretariat
- Enhancing the productivity of the administrative units of the Secretariat of Public Education and reducing costs by building a new technological infrastructure, standardizing the use of information and communication technologies and automating educational programmes and administrative processes
- Improving the quality of services provided for the administrative units of the Secretariat of Public Education by the Department of Material Resources and General Services
- Reducing the operational costs of the administrative leadership of the Secretariat of Public Education

**Relevant documents that the strategy refers to:**

**Stakeholders involved in the development of the strategy:**
- Secretariat of Public Education (in Spanish language)

**Stakeholders responsible for implementation of the strategy:**
- Secretariat of Public Education (in Spanish language)
- Federal Administration of Educational Services of the Federal District (AFSEDF)
- Administrative Committee of the Federal School Construction Programme (CAPFCE)
- National Council of Educational Support (CONAFE)
- Colegio de Bachilleres (COLBACH)
- National School for Professional Technical Education (CONALEP)
- Center for Industrial Technologies Studies (CETI)
- Entailed Estate of the National Council of Standardization and Certification of Vocational Competences (CONOCER)
- National Institute for Adult Education (INEA)
- National Polytechnic Institute (IPN)
- Research and Advanced Study Center of the National Polytechnic Institute (CINVESTAV)
- National University for Pedagogics (UPN)
- Colegio de México (COLMEX)
- National Institute for Indigenous Languages (INALI)
- National Institute for Copyright (INDAUTOR)
- National Institute for Educational Evaluation (INEE)
• Fund for Economic Culture (FCE)
• Impresora y Encuadernadora Progreso, S.A. de C.V. (IEPSA)
• National Commission of Free Textbooks (CONALITEG)
• CANAL ONCE
• Mexican Radio Institute (IMER)
• Commission for Operation and Support of Academic Activities of the National Polytechnic Institute (COFAA)
• Patronage of Works and Installations of the National Polytechnic Institute (POI-IPN)
• National Council for Culture and Arts (CONACULTA)
• National Commission of Physical Culture and Sports (CONADE)
• Mexican Institute of Youth (IMJUVE)