

## REFLECTIONS ON E- TUTORING IN ACTUAL MEXICAN CONTEXT

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To change a regular classroom into a virtual classroom is an enormous challenge for Mexican educational authorities, although there was a starting point for it since the mid 1960s when the first governmental experiment was carried out by the Public Education Secretariat to provide distance education to remote areas in the country as the first stage for a nation-wide service through modern technology. Television was the tool to implement that pioneering educational strategy, and improvised country classrooms the place to receive it.

Until the mid 1990s the help of satellite technology made it possible to extend secondary school distance education to a broader scope in the country, along with its younger sibling program in education for adult people.

Nonetheless defective budget allocation has prevented distance education from growing and improving, leaving behind it ruinous outdated technological tools in primitive abandoned classrooms in far away locations, and in many urban schools in our country.

Today, population growth has surpassed the government's capacity for providing educational services, since it hasn't created more colleges since 30 years ago, the youngest nation-wide institution only in its kind being the UPN, specializing in teaching. On the other hand, UAM is the oldest metropolitan higher education institution and the UACM the youngest one, both in Mexico City, but the country is still lacking newer, modern governmental federal and state schooling offer.

Demographic concentration in large urban centers has overcrowded higher education centers resulting in a high percentage of students not being able to enroll at higher education institutions.

Thus, computer-assisted distance education offers a solution to the crisis of traditional educational spaces and luckily the UPN has been working along that line since some years ago.

Now, the challenge is to make local state budgets respond to their higher education demand, and to provide appropriate and sufficient funding for it.

Once that has been done, we can start discussing the complexity of finding e-tutors with the educational and cultural qualifications required to take part in such a complex project as providing elementary, secondary, middle, and higher education through distance virtual classrooms all over our huge national territory teaching Spanish and English languages.

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