

## A B S T R A C T S

The New Mexican School  
model as a pillar of Mexico's  
transformation

CARLOS RAMÍREZ SÁMANO

The New Mexican School initiated with the government of President Andrés Manuel López Obrador, as a proposal for the general transformation of the national education system. It is a new paradigm that puts the student and their learning needs at the center, recognizing the importance of the context in which they develop and live in the community day by day. In this article, the author describes three essential characteristics of this new educational proposal: the human right to education; the community as the integrating core of teaching and learning; the professional autonomy of teachers, to put their knowledge and experiences into practice in relation to their work space and community. In his final reflection, he mentions that the NEM tries to recover the school as a space for coexistence and learning, where students can feel safe and valued, but also, can learn values that help them recognize themselves as part of a community.

Follow-up Study on the  
Appropriation of the 2022  
Curriculum and Programs

XÓCHITL LETICIA MORENO FERNÁNDEZ

During the 2023-2024 school year, the new 2022 Curriculum and Programs for basic education was launched in Mexico, which integrates a curriculum design adhering to the approaches of the New Mexican School (NEM) and which has gone through processes of integration and appropriation by teachers, students and parents. In this article, the author shares the results of a qualitative and quantitative study, in which all educational figures participated: teachers, principals, children and adolescents, mothers and fathers, to express their opinion about how they have progressed in the appropriation of the new Curriculum and programs.

The New Social Contract of the  
New Mexican School

ROCÍO AMADOR BAUTISTA

The article presents an analysis and reflections on the New Social Contract of the New Mexican School (NEM), a project promoted by the government of the "Fourth Transformation" and the National Education System. The author bases her exposition on the National Development Plan 2019-2024 (PND) and the Sectoral Education Program 2020-2024 (PSE) on government policies, strategies and actions to promote the new educational model, as well as the Curriculum and Program of the New Mexican School and the free textbooks (LTG) that resume the pedagogical principles considered in the NEM and the First Pedagogical Meeting on the Strengthening of the Public School of Mexico, where testimonies of experiences of teaching communities from different entities of the country were collected.

Challenges concerning the social transformation in the implementation of the NEM in the state of Chiapas

JOSÉ FRANCISCO OLIVA GÓMEZ

The implementation of the New Mexican School in the federal entities required the organization of work teams and the definition of strategies to help understand the processes and changes that the new model implied for teachers, management and coordination in primary and secondary schools. In this article, the author narrates the experience of the implementation of the New Mexican School (NEM) in the state of Chiapas. He describes the strategies that the Undersecretary of Planning of this state implemented for the training of teachers in the new educational model, mentioning the results obtained, as well as the challenges they faced.

The challenges of continuing education in the context of the New Mexican School

RODRIGO CASTILLO AGUILAR

The continuing education and training of teachers has been one of the central issues for the national education system. With the New Mexican School and the principles on which it is based, the need has been seen to propose changes that bring the training processes closer to this new model proposed by the current government. The author analyzes and reflects on the challenges that exist in this context in this area, even more so, to rethink the design of training proposals from a situated learning perspective, to provide support in the training path and to plan the evaluation of training under the approach proposed by the NEM, which moves away from traditional methods and in this, finds its own challenges and resistances.

Institutional design of the Teachers' Career System. Strengths and challenges

ADELA PIÑA BERNAL

The large number of teachers in the national education system, both in basic education and upper secondary education, requires defining strategies and coordinating actions that can help in the organization of the processes of admission, promotion and permanence in the teaching service. With the New Mexican School, reforms were made to the third constitutional article, from which the current General Law of the Teachers' Career System (LGSCMM) is derived, which aims to regulate all the processes of promotion, permanence and admission to the teaching service, as well as the revaluation of teachers in service, which underpins the creation of the Teachers' Career System (SICAMM). In this article, the author shares the strengths and challenges of this system in each of the phases and processes contemplated in it and the coordination with the federal entities.

From the New Mexican School  
to CREFAL. Encounters and  
resonances

GRACIELA MESSINA

The article presents the relationships between the New Mexican School (NEM), the Regional Cooperation Center for Adult Education in Latin America and the Caribbean (CREFAL) and the education of young people and adults in Latin America. The author proposes to show these experiences in order to identify links of collaboration and strengthening between them, recognizing meeting points that are nourished by the work performed, and from which new proposals take shape for the benefit of thousands of girls, boys, young people and adults from Mexico, Latin America and the Caribbean. This article explores some of the challenges and opportunities facing Alternative Basic Education (EBA) in Peru, especially the urgent need to expand its coverage to reach a greater percentage of the millions of young people and adults who have not yet completed their basic education. It presents the activities carried out in the Program for Education for Young People and Adults (PEBAJA) through the Alternative Basic Education Centers. The opportunity to learn throughout life is a human right and the gateway to exercising other rights. The power that education has for social transformation is recognized in the objectives of the 2030 Agenda, especially the learning and education of young people and adults, a field from which CREFAL focuses its training activities. In this article, the authors reflect on the intersection between the education of young people and adults, the CREFAL training programs and the principles of the New Mexican School, which is the proposal and articulating axis in the national educational system, which lays the foundations for a “new educational phase” in Mexico.

The principles of the New  
Mexican School and the CREFAL  
training programs. Points of  
intersection

LORENA YAZMÍN GARCÍA MENDOZA  
AND ANA MARÍA MORALES GONZÁLEZ

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