

YET ANOTHER EDUCATION REFORM IN MEXICO

CARLOS ORNELAS

Professor of Education and Communications
Autonomous Metropolitan University
Mexico City

Visiting Professor at the
Center for the Study of International Cooperation in Education
Hiroshima University

June 19, 2014



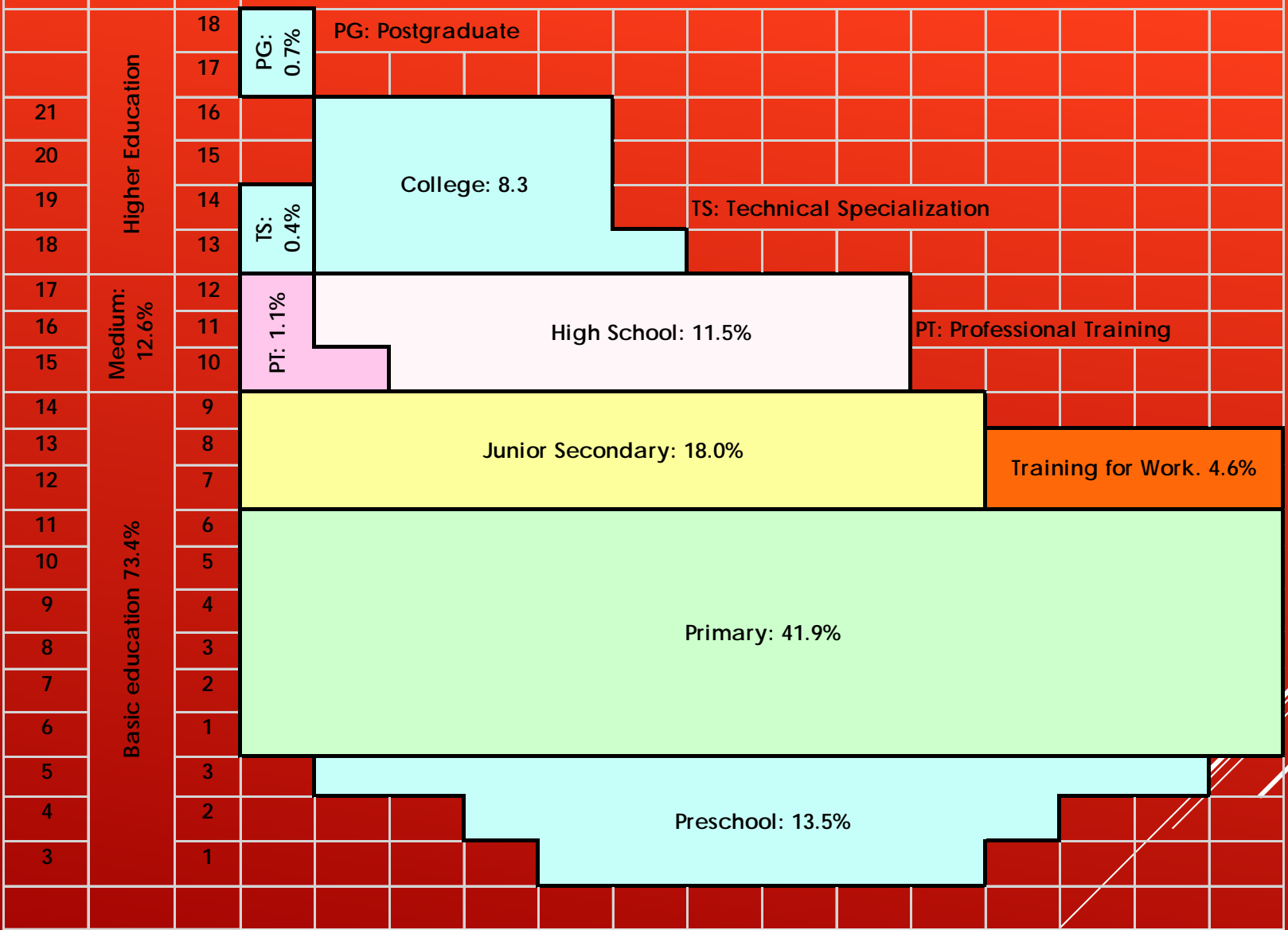
- ▶ Wife: Honey, do you love me?
- ▶ Husband: Yes
- ▶ And how much do you love me from 1 to 10?
- ▶ From 1 to 10 I will love you all you want, but starting on the 12 do not expect anything from me because the World Cup starts.

PREMISE



Structure and Enrollments in the Mexican Education System

As of 2012



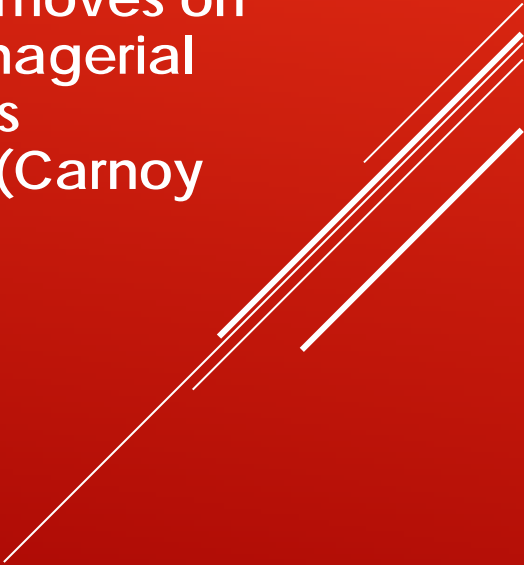
Total enrollments: 35,251,068 = 100%



THE MEANING OF EDUCATIONAL REFORM

It may depend on the ends of the reformers, in detected needs of an education system, to resolve crisis in other areas, for political reasons, or in order to legitimize a given government policy (Bacharach 1990).

Most educational reforms make sense if there are moves on the design of policy making, variations on the managerial system, and or—as I would like to emphasize in this seminar— they significantly alter power structures (Carnoy and Samoff 1990).





❖ Background:

- ❖ The Teacher's Union and its political party Panal
- ❖ The dissent teachers organization CNTE

❖ Pact for Mexico

- ❖ Package of modernization reforms

CHANGES IN POLITICAL
DYNAMICS





THE RITUAL

December 10, 2012: The Constitutional Initiative

- ❖ National Institute for the Evaluation of Education
- ❖ Reforms on the General Education Act
- ❖ General Act of Educational Professional Service

**CONSTITUTIONAL AMENDMENTS
PROPOSAL**





SIGNATURE OF THE SECONDARY ACTS: INEE;
GENERAL ACT OF EDUCATIONAL PROFESSIONAL
SERVICE
SEPTEMBER 11, 2013



DEBATES: NEW AND OLD ACTORS

Civic Organizations

Mexicanos Primero

Citizen Coalition for Education

SNTE

CNTE

SNTE



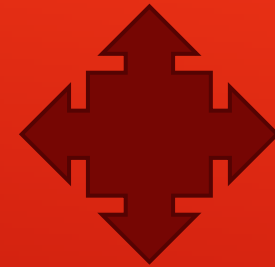
CNTE



**TEACHERS DISCONTENT AND
DISTRESS**



1. Top down model
2. Centralist
 1. Structure, organization and operation
3. Punitive
4. Creation of control dispositive
5. Unilateral



CHARACTERISTICS OF THE REFORM





The Meaning of Words

Merit: the principle

	GEA	GPSDA
Quality	25	3
Equity	9	0
Evaluation	43	100

Evaluation: the
core



- ▶ **The weak linkage:**
 - ▶ State governors and legislatures
 - ▶ The cultural persistency of the teachers guild (Husen 2007; Zucker 1999)

**THE WORLD OF POLITICS: THE
LOCAL AND GLOBAL**





References

Bacharach, S. B. (1990). Education Reform: Making Sense of it All. Boston, Allyn & Bacon.

Carnoy, M. and J. Samoff (1990). Education and Social Transformation in the Third World. Princeton, Princeton University Press.

Husen, T. (2007). Problems of Educational Reform in a Changing Society. Education Reform in International Perspective. V. D. Rust. Bingley, UK, Emerald: 3-22.

Zucker, L. G. (1999). El papel de la institucionalización en la persistencia cultural. El nuevo institucionalismo en el análisis organizacional. W. W. Powel & P. J. DiMaggio. México, Fondo de Cultura Económica: 126-153.

Books on this reform

Castillo Alemán, G. D. and G. Valenti (2014). Reforma educativa: ¿qué estamos transformando? México, Facultad Latinoamericana de Ciencias Sociales: 13-17..

Hernández Navarro, L. (2013). No habrá recreo: Contra-reforma constitucional y desobediencia magisterial. México, CNTE & Para Leer en Libertad.

Ramírez Raymundo, R. (2013). La reforma constitucional en materia educativa: alcances y desafíos. México, Senado de la República Instituto Belisario Domínguez: 123-139.