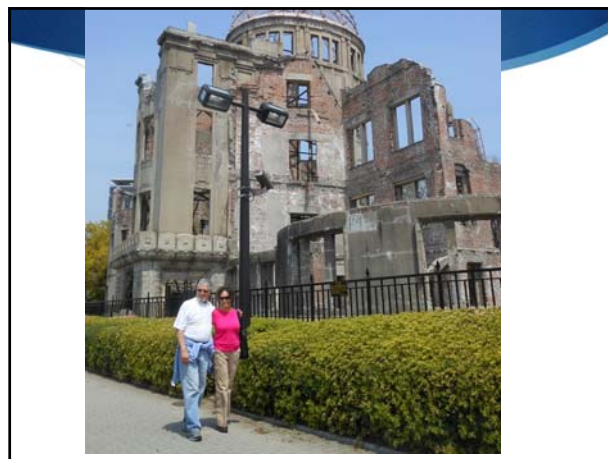


Basic Education in Mexico: The Wicked Fortune of Reforms

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Sistema Nacional de Evaluación Educativa
Aprovechamiento Escolar
Educación Primaria
Reporte de Resultados por Grupo

Año de Evaluación: 1998 Turno Vespertino

Grado	Global		Resultado promedio por grado en porcentaje de aciertos					
	Estatal	Municipal	Por unidad temática					
			Español	Matemáticas	Ciencias Naturales	Historia	Cívismo	Geografía
Tercero	41.4	41.0	45.3	47.2	40.4	32.8		
Cuarto	42.9	43.8	46.3	44.6	38.0	41.0	41.7	45.6
Quinto	41.2	41.9	54.2	36.4	38.7	39.4	46.8	31.7
Sexto	38.0	40.3	51.0	31.2	46.1	28.8	35.3	35.7

El porcentaje de aciertos estatal y municipal se obtiene a partir del porcentaje de aciertos global de cada grupo
El promedio por unidad temática estatal se obtiene a partir del puntaje de aciertos por grupo en esa unidad temática



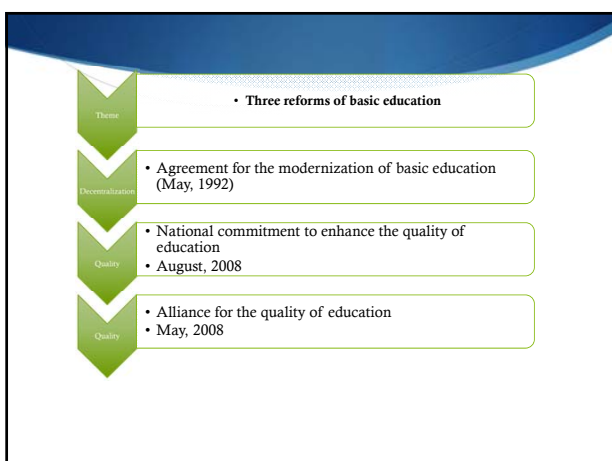
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Resultado promedio por grupo de la escuela en porcentaje de aciertos

Grado	Profesor	Global	Por unidad temática						
			Español	Matemáticas	Ciencias Naturales	Historia	Cívico	Geografía	
Cuarto	xxxx	36.1	34.7	34.1	36.0	40.0	37.5	40.0	
		96.1 90.3 94.7 94.7	100.0 96.4	96.6 86.8	91.1 86.6	100.0 100.0	100.0 100.0	100.0 100.0	
Quinto	xxxx	72.3	91.5	76.8	63.3	72.5	95.0	34.2	
		83.7 83.7	96.8 96.8	87.3 77.8	94.5 83.3	97.5 97.5	100.0 100.0	85.7 82.8	
Quinto	xxxx	35.5	42.1	26.3	28.3	32.5	55.0	28.5	
		83.7 83.7	96.8 96.8	87.3 77.8	94.5 83.3	97.5 97.5	100.0 100.0	85.7 82.8	
Quinto	xxxx	48.3	80.0	45.2	45.0	27.5	35.0	57.1	
		83.7 83.7	96.8 96.8	87.3 77.8	94.5 83.3	97.5 97.5	100.0 100.0	85.7 82.8	
Sexto	xxxx	70.1	91.1	64.4	60.0	50.0	85.0	70.0	
		75.6 75.6	100.0 100.0	81.1 81.1	100.0 83.3	70.0 47.5	85.0 85.0	95.0 95.0	
Sexto	xxxx	72.2	77.7	81.1	71.6	45.0	85.0	72.5	
		75.6 75.6	100.0 100.0	81.1 81.1	100.0 83.3	70.0 47.5	85.0 85.0	95.0 95.0	
Sexto	xxxx	34.4	48.8	35.5	51.6	15.0	27.5	37.5	
		75.6 75.6	100.0 100.0	81.1 81.1	100.0 83.3	70.0 47.5	85.0 85.0	95.0 95.0	

Descripción: Resultado del grupo que obtuvo el mayor en la clase <-----> 45.0 <-----> Resultado del grupo atendido por el profesor <-----> Resultado del grupo que obtuvo el menor en el municipio



Agreement

♦ Goals

1. To improve the quality of education
2. To better the management of the education system
3. To enhance material and social conditions of teachers

Results

1. According to all type of evaluations, the quality of the system is stagnant.
2. The decentralization move failed; it promoted more corruption and inefficiency.
3. The material conditions of teachers were improved (incentives, more teachers out of the classrooms)

Commitment

◆ Goals

1. To improve the quality of education
2. To introduce merit systems to enter into the teaching profession
3. To induce communities and civil organizations to participate in the education process.

Outcomes

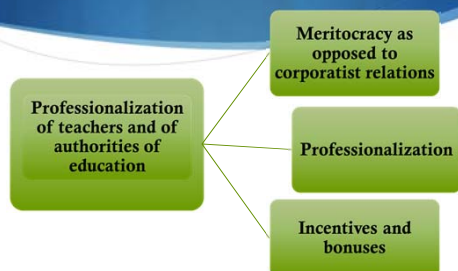
1. None
2. The PAN government dis not invest political capital. It left the situation as it was. It was a placebo reform.
3. Compensatory legitimacy

Alliance

◆ Goals

1. Modernization of schools
2. Professionalization of teachers and of authorities of education
3. Welfare and development of students
4. Sound education for life and work
5. Evaluate to improve education

The core feature



The wicked fate

- ◆ The National Teachers Union (SNTE).
- ◆ Corporatism and political struggles
- ◆ The colonization of the governance of basic education
- ◆ The root of the problem

Breakdown

- ◆ Hans Weiler argues that states tend to maximize profits arising from designing and pretending they are running educational reforms while trying to minimize the political costs associated with its implementation.
- ◆ Ginsburg and Cooper argue that sometimes the mismatch between rhetoric and action is the result of the policy of an elite group that does not establish a clear commitment to change. In such cases, rhetoric functions as a "placebo"
- ◆ Torsten Husen emphasizes the neglect of the educational actors act not crave any change in their routines and traditions. He argues that the common problem of school systems is the "cement coverage " that stifles innovative spirit.

Basic bibliography

- ◆ Ginsburg, Mark G. y Susan F. Cooper, "Conceptual Issues in 'Educational Reform': Ideology, the State and the World Economic System", en Val Rust (comp.), *Educational Reform in International Perspective*, Bingley, UK, Emerald, 2007, pp. 55-80.
- ◆ Husen, Torsten, "Problems of Educational Reform in a Changing Society", en Val D. Rust (comp.), *Education Reform in International Perspective*, Bingley, UK, Emerald, 2007, pp. 3-22.
- ◆ Weiler, Hans N., "The Failure of Reform and the Macro-Politics of Education: Notes on a Theoretical Challenge", en Val D. Rust (comp.), *Educational Reform in International Perspective*, Bingley, UK, Emerald, 2007, pp. 43-54.

