

# Changes And Continuities In The Educational Approaches. The Latest Educational Reforms In Mexico

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## **Abstract:**

*Educational projects play a fundamental role in shaping a solid and sustainable socio-political project. Education not only transmits knowledge, but also promotes values, habits, and attitudes for future generations. A well-designed educational proposal can influence the way citizens understand their environment, interact with each other, and participate in the political and social life of their country. By fostering equity, critical thinking and active citizenship, educational policies can empower individuals to become engaged members of society, capable of making informed decisions and contributing to the development of a more just and democratic community. In this paper, we present a comparative study of the latest educational reforms that have design the course of basic education in Mexico, to observe their characteristics and the proposals they have promoted. Thus, we elaborate an analysis of the educational approaches of the Reform for the Modernization of Basic Education (Reforma para la Modernización de la Educación Básica), the Comprehensive Reform of Basic Education (Reforma Integral de la Educación Básica), the Key Learning Reform (Reforma de los Aprendizajes Clave), as well as a general review of the New Mexican School (Nueva Escuela Mexicana).*

**Key Word:** Educational reform, Comparative analysis, Basic education, Learning.

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## **I. Introduction**

Improving the quality of education has been an imperative concern in Mexico; therefore, various strategies have been implemented to increase school performance. Ezpeleta [1] has observed that innovations have been treated as technical-pedagogical processes. For his reason, educational improvement projects are centered, above all, on the actions of the teacher and the student, with some focus on administrative and managerial staff, as well as on the infrastructure and conditions of school buildings. Restricting the learning process solely to the work of the student and the teacher is an incomplete view of the phenomenon, as reducing the perspective of the institution to just the pedagogical task entails the danger of a structural hindrance to school change [2].

Delors [3] emphasizes that a successful educational reform must address multiple aspects to achieve equitable, quality, and relevant education. Equity, teacher training, community participation, cultural relevance, and a focus on life skills are crucial elements in building an educational system that effectively prepares students for the challenges of the contemporary world. Educational reforms are necessary to address social, political, and technological changes. Education must adapt to prepare students to face the challenges of the contemporary world. Reforms can introduce new teaching methods, update curricula, and promote innovative pedagogical approaches. These changes can have a positive impact by ensuring that students acquire skills that are relevant to their future.

In the ongoing evolution of educational systems, a systematic approach to the teaching-learning process is essential for implementing the pedagogical proposals of each reform. In this essay, we analyze the proposals that recent educational reforms in Mexico have put forth, with the aim of observing theoretical and methodological differences and similarities that have guided the direction of education in the country.

## **II. Material And Methods**

Comparative analysis, in the context of research and academic studies, refers to a methodological approach that involves the systematic and detailed evaluation of two or more elements, concepts, or phenomena with the purpose of identifying and understanding their similarities and differences. This approach allows researchers to explore how the analyzed elements interact with each other in different contexts, as well as the

mutual influences that may exist between them. Through comparison, the aim is to discover patterns, trends, and relationships that might not be evident in an isolated analysis.

Ragin [4] suggests that comparative analysis is not only about identifying similarities and differences, but about understanding how variables interact in specific patterns to produce particular outcomes. Ragin emphasizes the importance of "mapping" specific configurations of variables and conditions to comprehend how they work together in different cases. From this approach, it is highlighted how combinations of factors can lead to unique results and how comparative analysis can reveal deeper and more complex connections.

Comparative analysis promotes a thorough examination of similarities and differences between elements, which encourages the identification of patterns that could be transferable across different contexts, as well as the detection of singularities that enrich the understanding of social phenomena. Because of this, Ortner [5] argues that comparative analysis is not just about highlighting superficial similarities and differences, but about examining how different cultures attribute meanings and values to certain elements. In this way, it's emphasized that differences might not simply stem from geographical variations but could reflect broader systems of beliefs and cultural practices.

Comparative analysis can unveil how different interpretations and meanings influence social and cultural life. By comparing elements in different contexts, educational, cultural, historical, and social influences that shape reality and produce varied outcomes can be unraveled. Because of this, within the framework of the New Mexican School Reform, we consider it necessary to review the latest educational proposals, focusing on perspectives regarding teaching and the roles of teachers and students.

### **III. Results**

Since the 1990s, Mexico has witnessed a series of reforms aimed at transforming and improving the country's educational system. These approaches have been directed towards goals such as raising the quality of education, improving academic outcomes, and promoting equity and diversity within school spaces. At present, basic education is undergoing a period of transition due to the introduction of a new educational reform, known as the New Mexican School (Nueva Escuela Mexicana). Therefore, we believe that this is an opportune moment for reviewing the latest reforms that have driven changes in pedagogy, epistemology, and teaching methods.

#### **The Reform for the Modernization of Basic Education (Reforma para la Modernización de la Educación Básica)**

Ernesto Zedillo Ponce de León, acting as the Secretary of Education, convened President Carlos Salinas de Gortari, governors of the federal entities, and representatives of the National Union of Education Workers (Sindicato Nacional de Trabajadores de la Educación, SNTE) to sign the National Agreement for the Modernization of Basic Education (Acuerdo Nacional para la Modernización de la Educación Básica) on May 18, 1992. In this document, three fundamental lines of action in the educational field were established: a) the reorganization of the educational system; b) the reformulation of educational content and materials; and c) the social revalorization of the teaching profession [6].

The National Development Plan 1983-1988 has already presented a proposal for compulsory education spanning ten grades – one in preschool, six in primary school, and three in secondary school. However, it wasn't until the 1990s that this project was put into action. According to this, Article 3 of the Constitution was amended, to state that starting from March 5, 1993: "Every individual has the right to receive education. The State will provide preschool, primary, and secondary education. Preschool, primary, and secondary education constitute compulsory basic education" [7]. This increase in the years of schooling was grounded in the social function of formal education.

The curricula and study programs, in accordance with this educational reform, were published in 1993. The main objective of this educational reform was to elevate the quality of education in Mexico and prepare students to face the challenges of the globalized world. In this context, special attention was given to the teaching of reading and writing, recognizing them as essential skills for accessing information, cognitive development, and effective communication. According to this proposal, in the first two grades of primary school, 45 percent of the school time was dedicated to Spanish language instruction, ensuring that students would achieve literacy. From the third to the sixth grade, 30 percent of the school day would be dedicated to this, although it was noted that Spanish-related content would also be used in conjunction with other subjects [8].

The Reform for the Modernization of Basic Education promoted the creation of updated teaching materials and innovative pedagogical strategies that focused on the development of language skills and problem solving from an early age [9]. The curriculum and study programs of 1993 had a communicative and functionalist approach, establishing the need for formal education to develop students' capacities in oral and written communication, as well as mathematical thinking. This reform introduced a teaching approach for basic education that reflected the need to adapt education to the changing and globalized environment. In contrast to

traditional memorization-centered approaches, the reform aimed to promote problem-solving, deep understanding of texts, and the ability to express oneself in writing clearly and coherently.

The implementation of this didactic perspective placed emphasis on the role of the teacher as a facilitator of learning. Active interaction in the classroom was promoted, fostering discussion, analysis, and collaboration among students. Teachers had to adapt their pedagogical practices to incorporate strategies that developed skills in mathematical thinking, critical reading, comprehension, and written production. In summary, the teaching approach in the Education Modernization Reform of the 1990s aimed to prepare students for the challenges of an increasingly information-based society, equipping them with essential tools to communicate, analyze, and actively participate in a constantly evolving world.

In the Education Modernization Reform in Mexico, the focus of evaluation is redefined with the purpose of promoting quality and equity in the educational system. The aim is to establish a comprehensive assessment that encompasses not only academic aspects but also the development of socioemotional competencies and 21st-century skills. This evaluation is oriented towards a formative function, intended to provide useful feedback to guide continuous improvement for both students and teachers, as well as educational institutions. Furthermore, transparency and accountability are promoted by involving various educational stakeholders in interpreting the results and making informed decisions.

### **-The Comprehensive Reform of Basic Education (Reforma Integral de la Educación Básica)**

In the 2000s, the administration of Vicente Fox implemented a series of reforms focused on evaluation and accountability. Standardized tests were established to measure the performance of students and teachers, and the National Teacher Career Program (Programa Nacional de Carrera Magisterial) was introduced to recognize and reward teaching excellence. These measures were well-received in some sectors but also faced criticism for prioritizing quantitative evaluation over addressing deeper issues like teacher training and equity. The changes in educational policies that occurred at the beginning of the new century did not culminate in an educational reform that would involve changes in the curriculum and study programs for basic education.

During Felipe Calderón's presidency, in May 2008, the Alliance for Quality Education (Alianza por la Calidad de la Educación) was established, where agreements were made between the federal government and the National Union of Education Workers (Sindicato Nacional de Trabajadores de la Educación, SNTE). This document emphasizes that basic education should promote the comprehensive development of all students' potential. For this purpose, an educational reform was required to update the approaches, content, and subjects of basic education to meet the needs and challenges of Mexican society. Thus, the Comprehensive Basic Education Reform (Reforma Integral de Educación Básica, RIEB) emerged, which aimed to promote the alignment of the three levels of basic education: preschool, primary, and secondary.

The new curricular proposal was based on the 2004 Curriculum Plan for preschool education and the 2006 Curriculum Plan and Programs for secondary education. The curricular change for the intermediate level (primary school) aimed to connect the learning across basic education. The Comprehensive Basic Education Reform (RIEB) was introduced gradually in Mexican primary schools: in the 2009-2010 school year, it began with first and sixth grades; in the following year, 2010-2011, it was implemented in second and fifth grades; finally, in the 2011-2012, it was carried out in third and fourth grades, completing the cycle for the entire basic education. To guide teachers' work, updating courses were developed, with the purpose of providing a deeper understanding and sufficient elements to implement the reform effectively.

Since 2008, the curricular modifications were announced with the publication of the Curriculum Plan 2009. Basic Education. Primary (Plan de Estudios 2009. Educación Básica. Primaria). Additionally, in the same year, the *Curriculum Programs 2009* (Programas de Estudio 2009) and *Activity Guides* (Guías de Actividades) for first, second, fourth, and sixth grades of basic education were published. Although the cover indicated that these documents were in a trial period, they were necessary to introduce teachers and administrators to the proposal that was being put into effect.

In 2009, the final version of *the Curriculum Plan 2009. Basic Education. Primary* (Plan de Estudios 2009. Educación Básica. Primaria) was published, along with the final versions of the Curriculum Programs for the two grades with which the implementation of the Reform began – first and sixth grades. In the same year, trial versions of the Curriculum Programs for third and fourth grades were also presented. *The Curriculum Plan 2011* (Plan de Estudios 2011) would be introduced for the 2011-2012 school year, which marked the implementation of the Comprehensive Basic Education Reform (RIEB) across all grades and levels of basic education. As mentioned, this curriculum plan was built upon other plans that had been previously developed: the 2004 Curriculum Plan for preschool education; the 2009 Curriculum Plan for primary education; and the 2006 Curriculum Plan for secondary education.

To strengthen classroom work, teacher guidebooks were introduced for each educational level: for preschool, there was a single volume titled "Programa de Estudio 2011. Guía para la educadora. Educación Básica. Preescolar" (*Curriculum Plan 2011. Guide for the Educator. Basic Education. Preschool*); for primary

education, there were six guidebooks, one for each grade level; for secondary education, a textbook was developed for each subject, resulting in a total of nine volumes. Additionally, official free textbooks were distributed to all students in all grades of basic education.

The Comprehensive Basic Education Reform (RIEB) has an educational approach centered on life competencies [10]. The curriculum plans and study programs indicate that this methodological perspective allows students not only to acquire skills and knowledge but also to apply them in different contexts to solve specific problems. Thus, there is a need to incorporate "social practices" into the teaching-learning process, helping students become aware of these practices and effectively manage them in their daily lives. To achieve this, the mobilization of knowledge is necessary, meaning knowing how to do something with awareness of the effects of that action [11].

The teaching perspective in the Comprehensive Basic Education Reform (RIEB) proposed an active and participatory methodology, where students were not just passive recipients of information but also constructors of their understanding through interaction with texts, problems, and classroom discussions. Implementing this approach required the ongoing training of teachers, who had to adapt their pedagogical practices to foster deep understanding, critical analysis, and the creation of meaningful learning experiences in their students.

The use of technology played a crucial role in the approach of the Comprehensive Basic Education Reform (RIEB) in Mexico by proposing a change in the way teaching and learning occur. Integrating technological tools into the educational process not only enriched access to information but also fostered the development of skills relevant to the 21st century, such as critical thinking, problem-solving, and collaboration. By effectively incorporating technology, this reform aimed to create a more dynamic and personalized educational environment, tailored to the individual needs of students.

In the Comprehensive Basic Education Reform (RIEB), the focus of evaluation revolved around a comprehensive and equitable vision of the educational process [12]. The aim was to measure not only students' acquired knowledge but also their skills, competencies, and attitudes. Evaluation was conceived as a formative tool that guides teaching and learning. The development of skills like critical thinking, problem-solving, and creativity was valued, as they were considered crucial for students' current and future lives.

By approaching education from a comprehensive perspective, this reform acknowledged the importance of not only transmitting knowledge but also nurturing skills and competencies crucial for students' development in an ever-evolving world. The emphasis on critical thinking, problem-solving, and collaboration reflected the need to prepare new generations for the challenges of an increasingly complex and globalized society. Furthermore, the emphasis on equity and inclusion seeks to ensure that all students, regardless of their background or circumstances, have access to quality education.

### **--The Key Learning Reform (Reforma de los Aprendizajes Clave)**

The Pact for Mexico (Pacto por México) was signed by Enrique Peña Nieto and the main political leaders on December 2, 2012, with the purpose of establishing agreements in the main economic and social sectors to promote the nation's development. Point "1.3 Quality Education with Equity" proposed actions to strengthen the educational system, which required legal and administrative reforms. This led to the introduction of the 2013 Education Reform, accompanied by an amendment to the Constitutional Article 3, administrative changes to the educational system, and alterations to the working conditions of basic education teachers because of the creation of the National Institute for the Evaluation of Education (Instituto Nacional para la Evaluación de la Educación) and the Professional Teaching Service (Servicio Profesional Docente).

The 2013 Education Reform stated that students should be at the center of all school activities; however, it did not present a plan for updating or changing curriculum plans and study programs, nor for publishing new textbooks. A year later, a consultation was carried out to create a new educational proposal, but its approaches were not presented until 2016 through three documents: the Charter on the Aims of Education in the 21st Century (Carta sobre los Fines de la Educación en el Siglo XXI), the New Educational Model (El Nuevo Modelo Educativo), and the Curricular Proposal for Compulsory Education (Propuesta Curricular para la Educación Obligatoria).

In 2017, the title "Aprendizajes Clave para la Educación Integral. Plan y programas de estudio para la educación básica" (*Key Learnings for Comprehensive Education. Curriculum Plan and Study Programs for Basic Education*) was published. Unlike previous programs, this volume included information about the three levels of basic education – preschool, primary, and secondary – to illustrate the alignment of approaches and content across basic education and to promote a comprehensive understanding of the link between educational levels [13].

To complement this material, teacher guidebooks for each grade were also published, with the subtitle "Plan y programas de estudio, orientaciones didácticas y sugerencias de evaluación" (Curriculum Plan and Study Programs, Teaching Guidelines, and Assessment Suggestions) [14]. Both the "Planes y programas de

estudio para la educación básica" (Curriculum Plan and Study Programs for Basic Education) and the "Plan y programas de estudio, orientaciones didácticas y sugerencias de evaluación" (Curriculum Plan and Study Programs, Teaching Guidelines, and Assessment Suggestions) shared the same information in the first sections – Introduction, Educational Aims in the 21st Century, Basic Education, Curriculum for Basic Education.

The implementation of the Curriculum Plan and Study Programs for the Key Learning Reform (Reforma de los Aprendizajes Clave) would take place in two stages. In the first stage, which was the 2018-2019 school year, the proposals for the areas of Personal and Social Development and the Autonomy of the Curriculum would be applied across all grades of basic education. As for the academic curriculum, changes would only affect the three preschool grades, 1st and 2nd grades of primary school, and 1st grade of secondary school. The remaining grades would have a new curriculum starting from the 2019-2020 school year, which was considered the second stage. Following this schedule, in Mexican primary schools, books were distributed to students in first and second grades, as well as teacher guidebooks for Spanish and Mathematics.

This reform was grounded in competency-based education, with contributions from psycholinguistics and constructivism. The educational focus of the key learnings required a teaching approach centered around the student, who became the agent of their own knowledge. Therefore, the curriculum plans and study programs maintained the communicative approach of previous plans and programs. For learning linguistic content, project-based work and the use of specific and recurrent activities were suggested [15]. Additionally, the social practices of language served as a starting point for presenting communicative situations that contributed to the construction of learning in practical contexts [16].

The teacher's role was to guide the student by proposing activities that allowed the child to generate and question their hypotheses about knowledge. Thus, the teacher's action would be directed towards encouraging students to engage actively with their learning. Therefore, the main challenge for teachers would be to understand the diversity their groups, for which it was recommended to leverage the various abilities of the students to promote peer-to-peer learning.

Assessment from the perspective of key learnings needed to evaluate the learning process, not just the outcomes. Various instruments are needed to consider the students' achievements. The teacher guidebook suggested: observations and recurrent notetaking; written tests related to the activities covered in class; personalized dialogues with students; portfolios or work folders [17]. Assessment was seen as a formative component, intended to provide valuable information about students' progress and the effectiveness of pedagogical strategies.

The Key Learnings Reform (Reforma de los Aprendizajes Clave) implemented in Mexico during the government of Enrique Peña Nieto introduced a teaching approach that aimed to strengthen the comprehensive education of students. This approach was characterized by fostering the acquisition of competencies, skills, and attitudes that are essential for both current and future life. It recognized that the development of critical thinking is crucial for learning across all areas of knowledge and for success in everyday life. Additionally, the integration of technology was promoted as a tool for accessing diverse information and for knowledge construction.

#### **-The New Mexican School (Nueva Escuela Mexicana)**

The government of President Andrés Manuel López Obrador marked the end of the Key Learning Reform before it could be implemented across all grade levels of basic education. Prior to the conclusion of the 2018-2019 school year, agreements were made to reverse the evaluation system implemented because of the reform, and to stop the implementation of the domains of Personal and Social Development and Curricular Autonomy. As a result of this, the second phase was not put into practice, and there were only changes in the curriculum and textbooks for the grades considered in the first phase. Thus, up until the 2022-2023 school year, Basic Education schools have been using two educational programs.

The New Mexican School (Nueva Escuela Mexicana, NEM) is theoretically grounded in social constructivism, humanism, and Latin American critical pedagogy. With this, the intention is to establish an approach focused on the horizontal creation of knowledge and the overcoming of education rooted in colonialist traditions. According to Santos [18], the ecology of knowledge, the intercultural translation, and the craftsmanship of practices allow to consider prismatic perspectives among cultures, knowledges, and practices. Hence, the importance of contextualization in shaping educational proposals aimed at addressing specific issues.

The New Mexican School (NEM) changes the traditional division of knowledge by subjects, to four formative fields: a) Languages, b) Knowledge and Scientific Thinking, c) Human and Communal Aspects, and d) Ethics, Nature, and Societies. Additionally, seven articulating axes are considered: Inclusion, Critical Thinking, Critical Interculturality, Gender Equality, Healthy Living, Appropriation of Cultures through Reading and Writing, Arts, and Aesthetic Experiences. To promote meaningful learning, the use of sociocritical methodologies is proposed: Project-Based Learning, Inquiry-Based Learning (with a STEAM focus), Problem-Based Learning, and Service Learning.

Since the initial announcements about this reform, several documents have been presented that provide us with a preview of the educational perspectives being proposed. These documents have been shared as working papers, aimed at school communities to help them prepare for the new educational reform. The final curriculum and official textbooks of the New Mexican School (NEM) were published in August 2023. Even after the textbooks for all grades had already been available on the National Commission of Free Textbooks (CONALITEG) website, just a few days before the start of classes, a supplementary book for reading and writing acquisition was released.

The implementation of the New Mexican School (NEM) has started with the 2023-2024 school year. Its execution has triggered significant controversy, due to the absence of a pilot program and the publication of the official textbooks. The criticisms cover various aspects, some of which are more political and sociocultural in nature than pedagogical. At this juncture, a more in-depth study is necessary to observe the changes that have occurred from the preliminary versions to the final version in the curricula, programs, and textbooks of the New Mexican School, to approach its educational proposals from a critical perspective.

#### **IV. Discussion**

The transition from one educational reform to another entails a dynamic evolution in a country's education system. Each change involves significant adjustments in pedagogical approaches, curriculum structures, and educational policies. These transformations reflect an adaptation to the changing needs of society and advancements in understanding how learning takes place.

The educational reform implemented in the year 1992 under the administration of Carlos Salinas de Gortari introduced educational decentralization, transferring the responsibility of school management from federal authorities to states and municipalities. The objective was to allow greater autonomy in decision-making and to adapt education to local needs. However, this decentralization also brought challenges in terms of coordination, resources, and uniform quality standards across the country. Despite some proposals and changes, these curriculum plans and programs remained in effect for almost twenty years.

The Comprehensive Basic Education Reform (Reforma Integral de la Educación Básica, RIEB) was introduced in 2009 as an initiative to enhance the quality of education at the preschool, primary, and secondary levels through a set of policies and structural changes in the education system. The RIEB aims to transform teaching and learning by promoting a more student-centered approach, emphasizing the development of skills, competencies, and values. This reform encompasses curriculum, pedagogical, and teacher training aspects and is geared towards strengthening education in areas such as science, mathematics, reading, and writing, as well as incorporating technology in the classroom.

In February 2013, the Educational Reform presented by Enrique Peña Nieto was approved. Its main objective was to improve the quality of education at all levels, for which it proposed establishing a more rigorous and transparent teacher evaluation system to ensure excellence in schools. Additionally, the reform aimed to grant greater autonomy to institutes and enhance the ongoing training of teachers to ensure better learning outcomes for students. As a result, in September 2013, the National Institute for the Evaluation of Education Law (Ley del Instituto Nacional para la Evaluación de la Educación) and the General Law of Professional Teacher Service (Ley General del Servicio Profesional Docente) were enacted, and the General Education Law (Ley General de Educación) was reformed. On the educational front, a Plan and Program of Key Learning for Basic Education (Plan y Programa de Estudio de Aprendizajes Clave) was proposed.

This educational reform underwent various modifications during its implementation due to different controversies, especially regarding its impact on teachers' working conditions. Ultimately, after several years of discussion and debate, on May 15, 2019, the Reform of the New Mexican School (Reforma de la Nueva Escuela Mexicana) was approved under the government of President Andrés Manuel López Obrador. This proposal focuses on the continuous training of teachers, promote equity and inclusion, and reduce centralization in educational decision-making.

As one reform gives way to another, it's possible to observe continuity in certain aspects, but also noticeable changes in methodology, the integration of new technologies, and a greater emphasis on technological skills. All these changes try to prepare students more effectively for future challenges. When reviewing the learning proposals put forth by recent educational reforms, one can observe elements that establish a theoretical and methodological continuity:

- A communicative approach to language is proposed.
- Methodological autonomy is emphasized, allowing teachers to employ various strategies and tools for classroom work.
- Project-based work and activities that foster the construction of knowledge by students have been encouraged.
- Teaching and educational activities must be based on students' needs and interests.

The educational reforms in Mexico since the 1990s have reflected a constant pursuit of enhancing the quality and equity in education. Nevertheless, they have encountered significant challenges associated with implementation, the involvement of educational stakeholders, and alignment with contextual needs. This is due to a series of factors, among them:

-Complexity of the educational system: The educational system in Mexico is vast and diverse. The implementation of reforms must address a wide range of institutions, educational levels, geographical regions, and sociocultural contexts.

-Participation of educational stakeholders: Successful reforms require active and committed participation from teachers, principals, parents, and students. If these stakeholders are not adequately involved, the implementation may encounter resistance or lack of acceptance.

-Changes in curriculum and teaching methods: Introducing new pedagogical approaches and curricula can take time for teachers to adapt and receive necessary training. The lack of proper support and resources can hinder the transition.

-Limited infrastructure and resources: Often, schools face limitations in terms of infrastructure, teaching materials, technology, and personnel. These obstacles can hinder the successful implementation of reforms.

-Socioeconomic inequalities: Mexico experiences pronounced socioeconomic and regional disparities. Reforms must be designed and adapted to address these inequalities, ensuring that all communities have equal access to quality education.

The teaching approaches of these educational reforms have promoted the idea that, for the construction of learning, it's necessary to develop analytical and critical skills that enable students to interpret and evaluate the information they encounter in their environment. Student-centered learning stands as an essential educational approach today. Recognizing that each student is unique, with different interests and needs, places the student at the heart of the educational process. The transformations proposed by recent educational reforms not only encourage students to take responsibility for their learning but also aim to prepare them to be active and resilient citizens in an ever-changing society.

## V. Conclusion

The journey toward quality education in Mexico demands a delicate balance between the effective implementation of policies, which lays the foundation for systematic improvements, and the thoughtful consideration of the perspectives and realities of all individuals engaged in the education system. A critical aspect is the gap between theory and practice. While reforms may propose innovative and theoretically sound ideas, their implementation in the classroom can face unexpected challenges. Educators may encounter difficulties in adapting to new methods or resources, which can limit the effectiveness of the reforms in actual learning improvement.

To ensure that educational reforms are not only theoretically sound but also practically relevant, resonating with the diverse needs, experiences, and aspirations of students, educators, parents, and communities across the country, a comprehensive and inclusive approach must be adopted. This involves engaging in meaningful dialogues with all stakeholders, conducting thorough assessments of local contexts, and tailoring the reforms to address specific challenges and capitalize on unique opportunities within each educational setting. Such an approach is essential for bridging the gap between policy formulation and effective on-the-ground implementation, ultimately fostering an educational environment that truly empowers individuals and nurtures holistic development.

The connection between educational improvement and educational reforms is a complex issue that involves an interaction between ambitious goals and practical challenges. While reforms are essential to keep education pertinent and effective, it's crucial to carefully address implementation and consider the needs and perspectives of all stakeholders involved. Sustainable educational improvement requires a balanced approach that combines long-term vision with constant attention to quality and impact on student learning.

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