Reimagining Learning in Mexico's
NUEVA ESCUELA MEXICANA EDUCATION REFORM

ALIGNING ACTIVE PEDAGOGIES WITH CLASSROOM PRACTICE

Iriana Ferreyra | Gabriela Lozano Campos | Rachel Dyl | Ghulam Omar Qargha

B | Center for
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Educación para Compartir

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ACKNOWLEDGEMENTS

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ABOUT
SPARKS

The Strengthening Pedagogical Approaches for Relevant Knowledge and Skills (SPARKS) project is a collaborative, locally led research initiative with the primary goal of understanding the impact of culture, local education ecosystems, and learning theories—together the Invisible Pedagogical Mindsets (IPMs)—on education reform and classroom practice. SPARKS launched Research Policy Collaboratives (RPCs) in Egypt, India, and Mexico. Led by the Brookings SPARKS team and a local facilitating partner in each country, each RPC serves as a local hub for collaborative research on education reforms and innovation.

ABOUT

Education for Sharing (E4S) is an international nonprofit organization that aims to build the capacity of global citizens through educational innovation based on the power of play. Currently, E4S has 10 educational programs focused on civic values, the UN Sustainable Development Goals, and recreational activities and collaborative games. E4S operates in 32 states in Mexico and 11 additional countries. Over 18 years, E4S has worked in 3,877 educational spaces with 30,869 teachers and 697,620 children and youth.

For the SPARKS project, E4S serves as the facilitating partner of the RPC in Mexico, which brings together policymakers, researchers, teachers, and other education ecosystem actors to define research priorities, collect data, and analyze the findings.

GLOSSARY

NEM

The Nueva Escuela Mexicana (NEM) is an education reform launched in Mexico in 2019.

IPM

As the conceptual framework of the SPARKS project, Invisible Pedagogical Mindsets (IPMs) refer to the culture, local education ecosystems, and preferred learning theories that impact education reforms and classroom practice.

RPC

As part of the collaborative research structure of the Brookings SPARKS project, Research Policy Collaboratives (RPCs) are locally led collaborative research hubs that bring together diverse actors from the education ecosystem to discuss research questions, design methodologies, interpret findings, and discuss the best ways to disseminate those findings to impact policy.

SPARKS

The Strengthening Pedagogical Approaches for Relevant Knowledge and Skills (SPARKS) project is a collaborative, locally led research initiative that explores how local contexts shape teaching and learning experiences and what that means for education reform, transformation, and policy. The primary focus is to understand the impact of culture, local education ecosystems, and learning theories— termed Invisible Pedagogical Mindsets—on how education reforms translate into classroom practice.
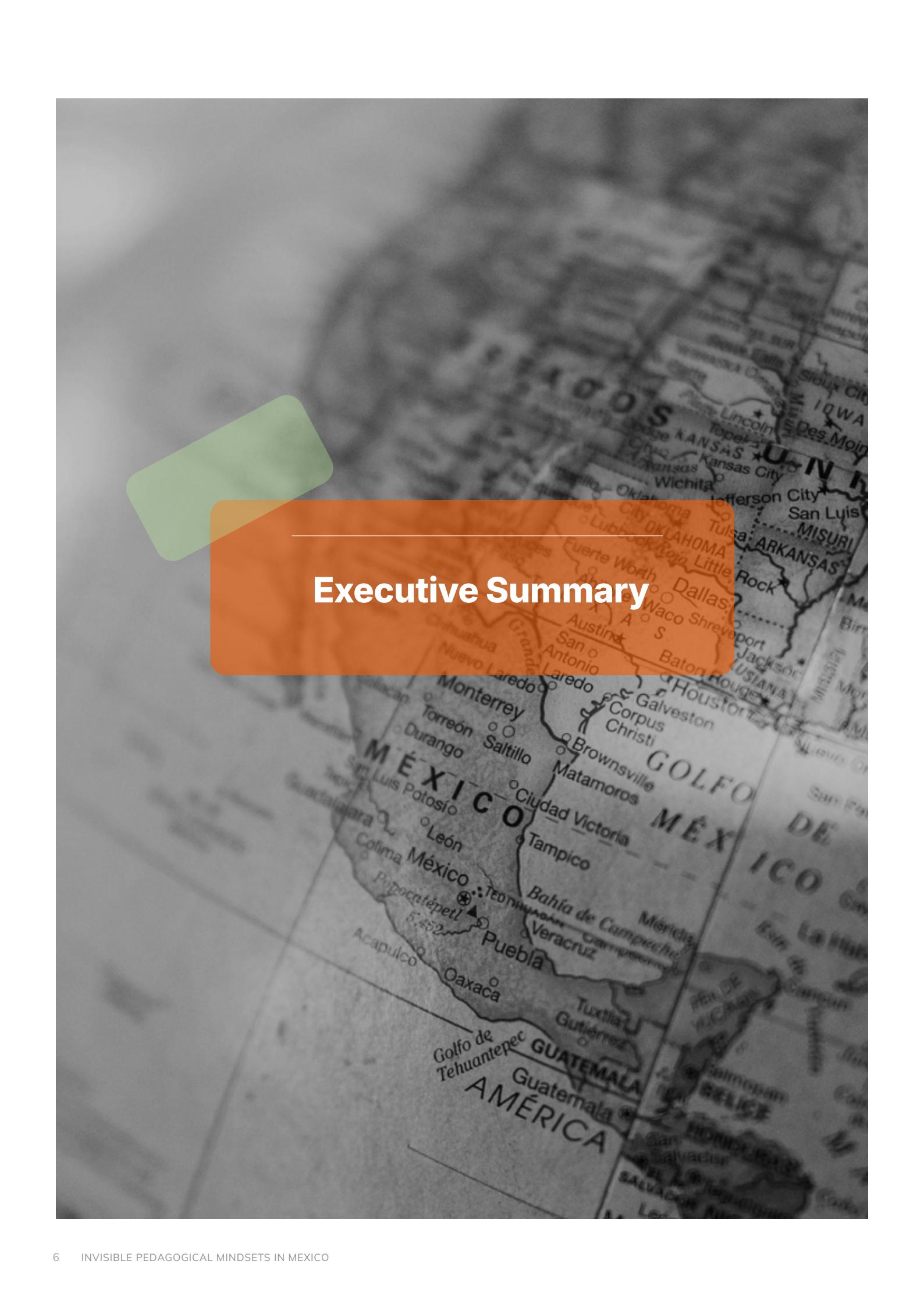
Executive Summary

This report describes a comparative case study that investigated how culture, the education ecosystem, and preferred learning theories—collectively referred to as Invisible Pedagogical Mindsets (IPMs)—affect the implementation of the Nueva Escuela Mexicana (NEM) education reform in two public primary schools: one in Mexico City and one in Yucatán.

The study's findings reveal that IPMs act as both enabling and constraining forces in the NEM's implementation.

CULTURE

Teachers and families strongly support the NEM's emphasis on community and inclusion but often interpret "culture" narrowly as Indigenous identity. While intercultural pedagogy has generated enthusiasm, teachers feel underprepared to teach in Indigenous languages, and the decline of Maya and other languages limits bilingual education. Still, even small efforts to engage with local cultures have sparked student motivation and pride.

EDUCATION ECOSYSTEM

Teachers and families pointed to systemic issues—rushed implementation, limited training, resource shortages, and weak coordination—that constrain reform efforts. Textbook misalignments and low trust in authorities further reduce confidence in the NEM's sustainability. Yet, across both regions, openness to project-based learning and teacher–parent collaboration demonstrates the ecosystem's potential to support meaningful pedagogical change when backed by consistent guidance and support.

LEARNING THEORIES

Many teachers and families appreciate the NEM's emphasis on active, inclusive, and relevant learning. However, concerns persist about reduced content coverage and uncertainty about how to balance foundational skills with open-ended projects. Longstanding pedagogical habits—such as reliance on hierarchical instruction—continue to shape classroom practice, suggesting that shifting these mindsets requires sustained, hands-on support.

Together, these findings underscore that the challenges of reform are not only technical or structural but also embedded in the invisible assumptions and habits that shape classroom life. Recognizing and engaging with these mindsets can help bridge the gap between policy design and lived practice.

Based on these findings, this report provides three recommendations for policymakers:

1

Provide experiential "learning by doing" training for teachers on each active pedagogy proposed by the NEM.

Teachers should have training opportunities that enable them to experience these methodologies firsthand. The sessions should use the same active methodologies the NEM promotes, allowing teachers to practice both teacher and student roles. Each session should begin by making underlying assumptions explicit and conclude with reflection on how those assumptions shift through practice. The training should be delivered primarily in person, complemented by virtual components.

Redesign free student textbooks to align with both active pedagogies and content expectations.

Student textbooks should be redesigned to serve as a methodological guide that includes clear guidance on the use of active methodologies proposed by the NEM. They should also provide reference content that aligns with the learning objectives of each academic year, ensuring that core subjects are not perceived as omitted or undervalued. Finally, textbooks should function as objects of enjoyment within the home, reinforcing the cultural and emotional role of books in family life.

Establish a national public dialogue and information campaign that both informs and listens.

A two-way communication strategy should use mass communication channels and social media to inform families, teachers, and students about the aims and practices of the NEM. This campaign should reinforce and amplify school-level communication efforts. It should also promote awareness of structural issues that limit parental participation, ensuring that public debate acknowledges broader constraints. Finally, feedback loops should be created so policymakers can hear from families and teachers about challenges and successes.
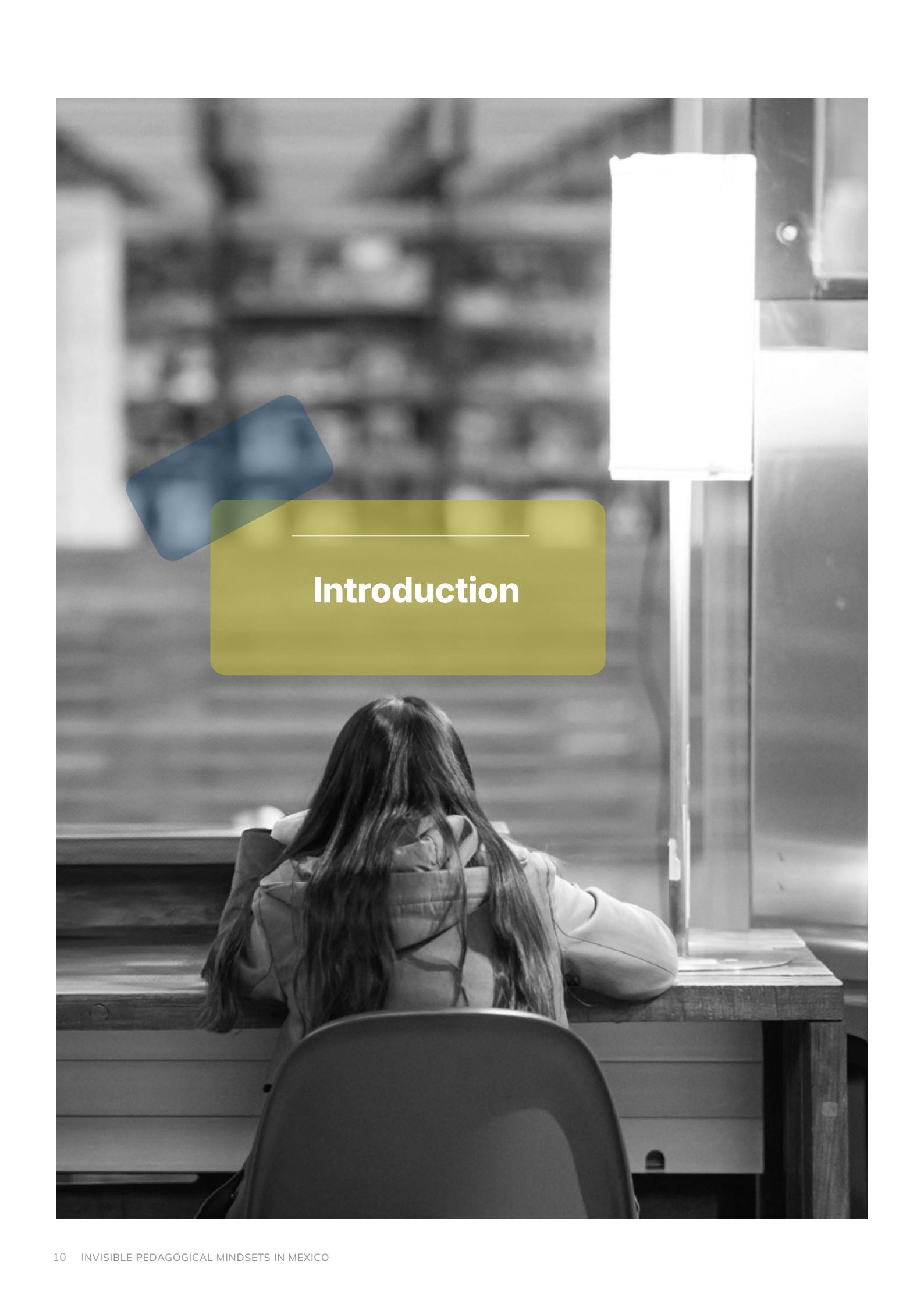
Introduction

Over centuries, the vision and purpose for education in Mexico have been shaped by colonial legacies, reformist movements, and revolutions that continue to influence how learning is understood today. The country's administrative division into 32 federal entities reflects deep regional, cultural, and institutional diversity—conditions that complicate efforts to implement cohesive education reform. A pedagogical approach appropriate for one entity might not translate effectively to another due to distinct cultural and contextual realities. Within this diverse context, teachers are active agents of reform. Their expertise and beliefs about teaching and learning impact how pedagogical approaches manifest in the classroom. If education reforms do not align with teachers' diverse cultural contexts, the realities within the education ecosystem, or the prevalent learning theories espoused in recent policy, classroom practice is unlikely to change (Qargha and Dyl 2024a).

The Nueva Escuela Mexicana (NEM) reform, launched in 2019, aims to move Mexico's education system away from rote instruction toward a more inclusive, competency-based, and student-centered model. The NEM promotes active pedagogies—such as project-based, community-based, and intercultural learning—designed to connect academic content with local realities and social participation. Yet six years after its launch, implementation remains uneven across regions and schools.

This report describes a comparative case study that investigated how culture, the education ecosystem, and preferred learning theories—collectively referred to as Invisible Pedagogical Mindsets (IPMs)—affect the implementation of the NEM in two public primary schools: one in Mexico City and one in Yucatán. To conduct this study, the multi-country Strengthening Pedagogical Approaches for Relevant Knowledge and Skills (SPARKS) project, implemented by the Brookings Institution and

Education for Sharing (E4S) in Mexico, formed a local Research Policy Collaborative (RPC). The RPC involved various education ecosystem actors, including teachers, administrators, parents, students, and civil society representatives, in shaping the research process. These education ecosystem actors contributed to collaborative meetings, focus groups, and surveys.

The study's findings can help policymakers and other education ecosystem actors understand the NEM's sociocultural and systemic challenges and thereby guide more contextually grounded education policies, training, and support structures. By illuminating how culture, education ecosystems, and learning theories interact in everyday teaching and learning, this study contributes to a deeper understanding of why certain reforms often falter in practice—and how they can be strengthened by making the invisible mindsets of education actors visible, enabling, and transformative.
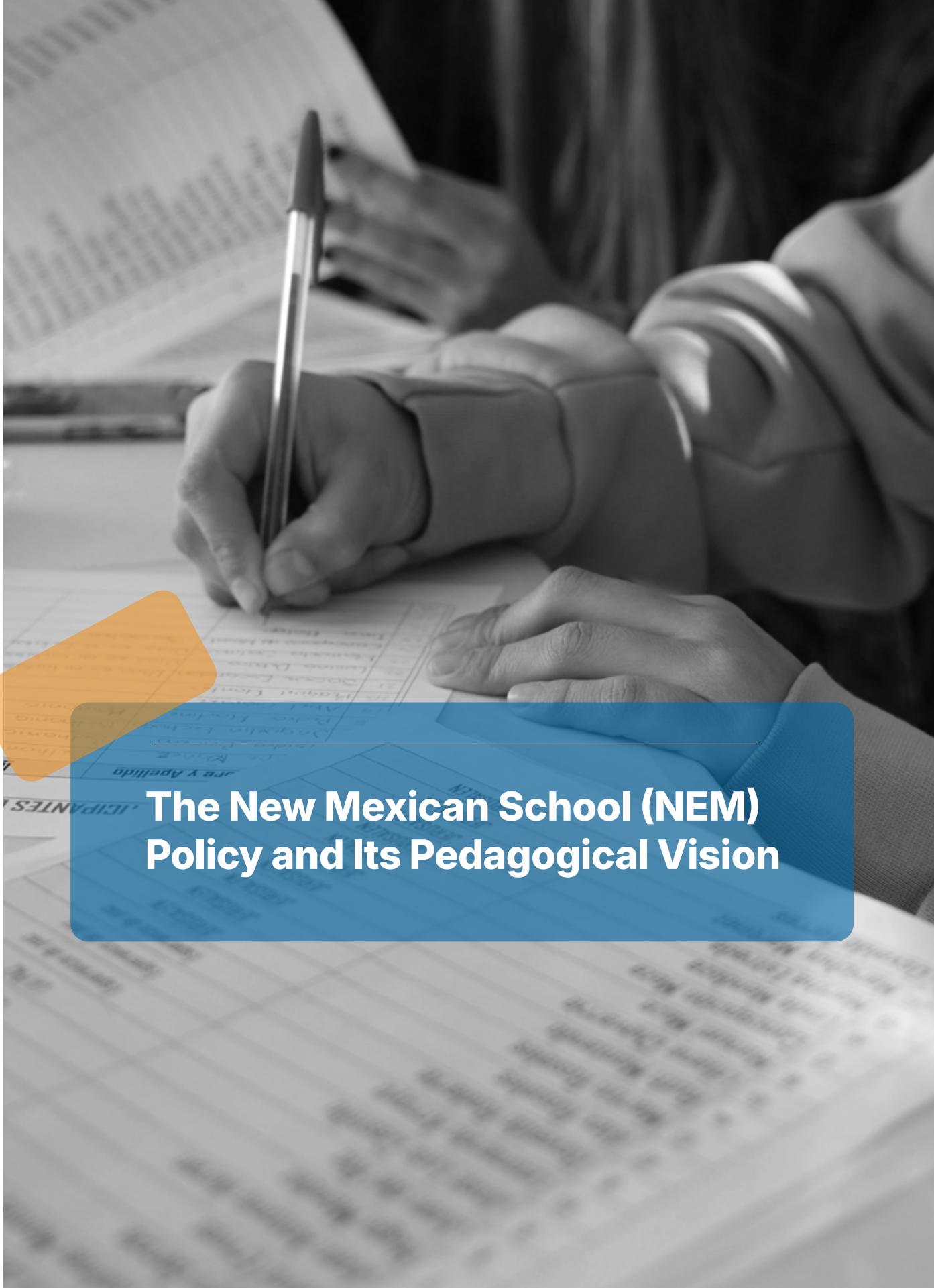
The New Mexican School (NEM) Policy and Its Pedagogical Vision

The Mexican education system faces a range of challenges, including concerns about quality, disconnection between education levels, high student dropout rates, and persistent inequalities between rural and urban areas (La Nueva Escuela Mexicana: principios y orientaciones pedagógicas). Despite Mexico's rich cultural and linguistic diversity, Indigenous epistemologies and languages are historically not prioritized in the national curriculum or education policies (Granados Roldán 2018). The system has also been criticized for relying on traditional pedagogies that emphasize rote learning and for assuming that all students should learn the same content in the same way and within the same timeframe—disregarding individual and contextual differences (Gómez Morin Fuentes et al. 2018).

In response to these challenges, the Ministry of Education introduced the NEM in 2019 with the goals of improving equity, excellence, and continuity across the system. (La Nueva Escuela Mexicana (NEM): orientaciones). The NEM focuses on students' learning achievement and recognizes the roles of families and communities in students' education (La Nueva Escuela Mexicana (NEM): orientaciones). Moreover, the NEM aims to recognize Mexico's cultural and linguistic diversity and incorporate local traditions, community knowledge, and Indigenous languages into the curriculum.

THE NEM'S PEDAGOGICAL VISION

A key part of the reform is the effort to move classroom practice from teacher-centered to student-centered approaches. Within this shift, the NEM outlines several priorities:

- Shape educational culture through shared responsibility and promote social change within schools and their communities (Article 11, Ley General de Educación).
- Develop competencies such as critical thinking, collaboration, and solidarity through student-centered approaches to learning.
- Promote interdisciplinary and flexible teaching that allows adaptation of content to local contexts.
- Ground education in "identity, belonging, intercultural respect, civic responsibility, active participation in social transformation, and environmental care" (Article 13, Ley General de Educación).

The NEM draws upon active pedagogies—sometimes also referred to as student-centered pedagogies—such as critical, inclusive, humanistic,[1] constructivist, community-based, intercultural, and peace-oriented approaches. These pedagogies are intended to connect learning goals—from socioemotional development to sustainability—with local realities. They inform methodologies that place students at the center of the learning process, including:

- Community-based project learning, which strengthens the school–community bond.
- Inquiry-based learning with a STEM focus, which fosters research and interdisciplinarity.
- Problem-based learning, which emphasizes reflection and the resolution of real-world challenges.
- Service-learning, which integrates academic study with acts of solidarity.

The NEM also emphasizes redefining the teacher's role. Teachers are described as agents of change within schools and their communities.

Together, these methodologies are presented as ways to align principles and pedagogy that support contextualized and socially relevant learning.

The NEM also emphasizes redefining the teacher's role. Teachers are described as agents of change within schools and their communities. The NEM grants them more autonomy in pedagogical decisions while also aiming to improve professional development, mentoring, and a restructured teaching career (La Nueva Escuela Mexicana: principios).

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[1] *"Education, viewed from a paradigm of new humanism, places the individual at the center of the educational model. Within this perspective, students are regarded in an integral way, as whole persons, with a personality in permanent transformation and continuous development, and immersed in an interpersonal context." (Subsecretaría de Educación Media Superior 2019, 7).*

RECEPTION AND CRITIQUES OF THE NEM

Beyond these educational aims, the NEM has generated discussion about its theoretical basis and how it is put into practice.

Scholars have interpreted the theoretical foundations of the NEM differently: some connect it to epistemologies of the South (Carro Olvera and Lima Gutiérrez 2024); others identify traits of the *escuela activa* movement (Hernández Santos 2025); and others describe it as a mixture of national, Latin American, and international pedagogical approaches (Díaz Barriga et al. 2023).

The reception of the NEM has been mixed. Skepticism partly stems from Mexico's history of repeated reforms—five in the last 30 years (González Ortega 2021). While some view NEM as timely and necessary, others advocate for more traditional approaches to education (González Ortega 2021; Madrigal Segura 2020). The debate also expanded to textbook design, with some groups arguing that families' concerns had not been addressed, that the textbooks contained errors, and that they included ideological content (Morales 2023).

Although legislative changes related to NEM were approved in 2019, the COVID-19 pandemic delayed their implementation. From 2019 to 2020, a new curriculum and textbooks were developed; in 2021, teacher training activities were carried out. The initial rollout began in the 2021–2022 school year across preschool, primary, and lower secondary levels. By 2022–2023, the reform was implemented nationwide. Several components—especially those related to teaching conditions and infrastructure—are still unfinished. As a result, the NEM remains a work in progress (Moreno Rodríguez et al. 2024).

Analyzing the NEM through the lens of IPMs emphasizes the importance of addressing cultural factors, systemic realities, and preferred theories about teaching and learning before full implementation can take place.
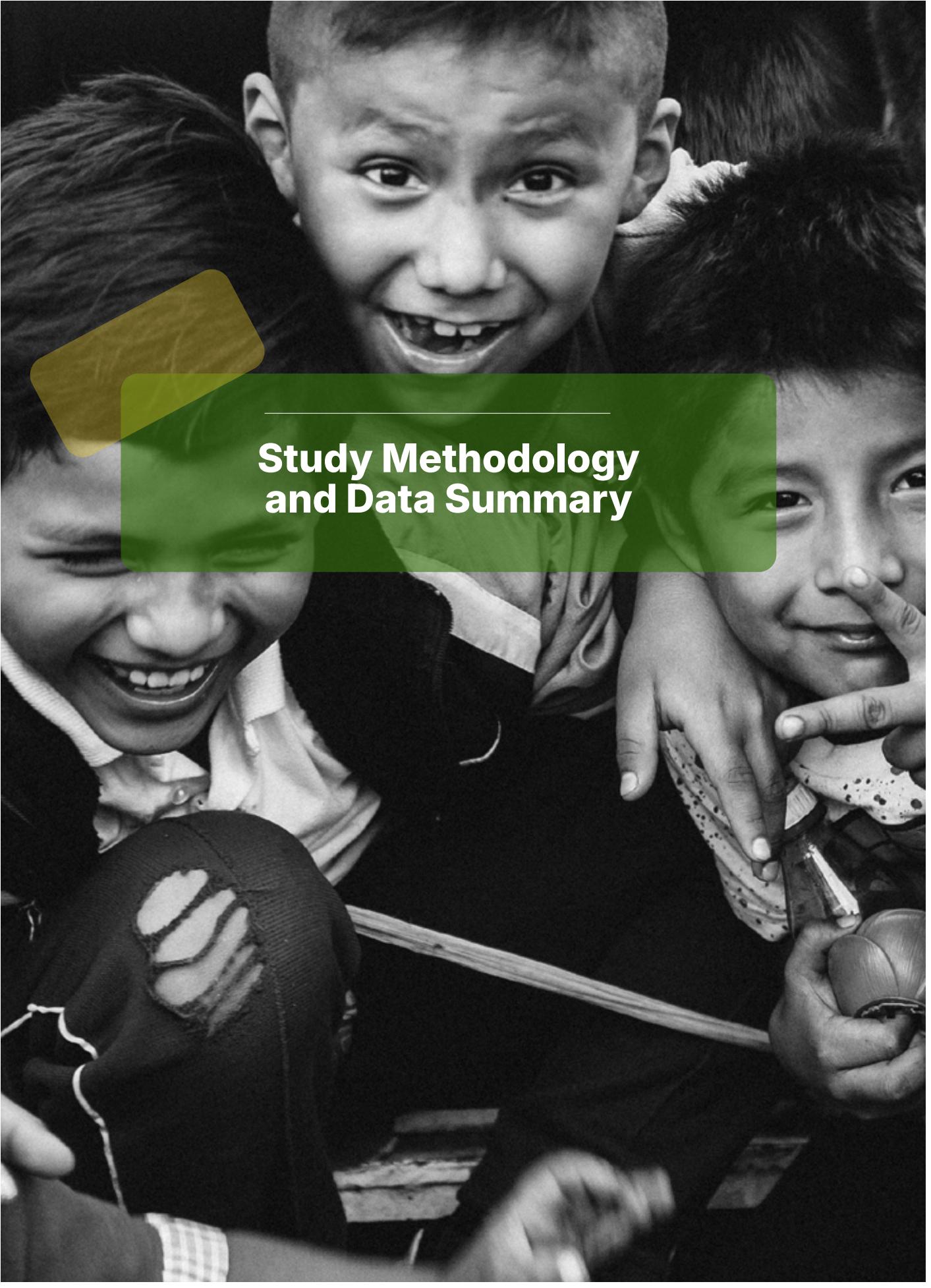
Study Methodology and Data Summary

This study investigated the following overarching question:

How do culture, education ecosystems, and preferred learning theories (collectively called Invisible Pedagogical Mindsets) influence the implementation of "active pedagogies" proposed by the NEM during the 2023–2024 and 2024–2025 academic years in two primary schools located in Mexico City and the state of Yucatán?

STUDY SITES

The study was conducted in two primary schools: one in Mexico City and one in the state of Yucatán. Mexico City and Yucatán represent two different realities in Mexico: Mexico City is the economic and political capital, while Yucatán is shaped by relative geographic isolation and strong Indigenous and regional identities. In terms of ethnic identity, the two schools also represent significantly different contexts: in Mexico City, 86.4% of surveyed families do not identify with any ethnic group. In Yucatan, 46% identify as Maya, 8% are unsure, and 2% identify with other ethnic groups. Although both schools are located in urban areas, the school in Yucatán belongs to the Indigenous education subsystem. These two sites therefore provide contrasting cases to explore how culture, ecosystems, and preferred learning theories influence the implementation of the NEM.

MEXICO CITY

YUCATÁN

PARTICIPANTS &
DATA COLLECTION METHODS

The study engaged principals, teachers, support staff, parents, caregivers, and students to examine available resources, supports for teachers, and the cultural, ecosystem, and theoretical challenges faced in implementing "active pedagogies." Multiple data collection methods were used to allow for breadth and depth of understanding.

Surveys

- **Teachers, principals, and support staff** (maintenance, health, and food service personnel) provided insights on perceptions of the new pedagogical practices and key enablers and barriers to implementing the NEM. School support staff were included in the survey because, as a critical part of the education ecosystem, they can perceive changes in dynamics and other aspects related to the implementation of the NEM.

- **Parents and caregivers** shared levels of awareness, reception of the reform, and perceived changes in education practices.

Focus Group Discussion in Workshop Setting

- **Teachers** reflected on their experiences of NEM implementation, focusing on new pedagogical approaches, challenges in practice, and support needed.

- **Parents and caregivers** expanded on survey responses, discussing perceptions of the reform and its impact on children's learning.

- **Fourth grade students (Yucatán)** described how the NEM was experienced and embodied in their classrooms.

Classroom Observations

In Mexico City, classroom observations in first and second grades explored how the NEM was enacted in daily classroom practices and in interactions among students and teachers.

SURVEY QUESTIONNAIRE

Teachers	School Principals	Support Staff	Parents & Caregivers
7 | 10	4 | 1	2 | 3	22 | 50

Data collection tool : Electronically, using tablet or PC

Data collection tool : On paper or electronically, using cellphone

FOCUS GROUP DISCUSSIONS

Teachers	Parents & Caregivers	Fourth Grade Students
11 | 11	13 | 68	0 | 20

Data collection tool : Audio recording

CLASSROOM OBSERVATIONS

First & Second Grade Students

12 | 0

Data Method Collection : On paper

Participation in all study activities was voluntary, informed, and confidential. All participants gave their explicit consent for the audio recording of interactions, in accordance with E4S's privacy notice. Parental consent was solicited for the classroom observations with younger children.[2]

[2] *See the Aviso de privacidad (Privacy Notice) for details on EpC's policy: https://educacionparacompartir.org/aviso-de-privacidad/.*

ANALYTICAL FRAMEWORK

This comparative case study adopts the theoretical framework of **IPMs,** defined as multifaceted, *interconnected, and often imperceptible elements that influence pedagogical approaches in the classroom* (Qargha and Dyl 2024b). IPMs refer to the cultural norms, institutional dynamics, and preferred learning theories that quietly shape classroom practice. If teaching is the visible tip of pedagogy, beneath the surface are less visible factors that influence how teachers perceive their roles and interpret new reforms.

The first element of IPMs is **culture**—the distinctive spiritual, material and social values of a community. Because learning is situated in social contexts, classroom interactions are filtered through the assumptions and expectations teachers and students carry from their broader culture.

The second element is the **local education ecosystem**, which encompasses curriculum, assessments, instructional time, class size, technology, community norms, and other policies that provide the structural conditions for teaching. A pedagogical reform may be embraced or resisted depending on whether it aligns with these systemic factors. Misalignment can lead to "tissue rejection" when new practices are resisted rather than embraced (Tabulawa 2013).

The third element is **preferred learning theories**—whether explicit or implicit—which influence teachers' beliefs about how knowledge is created and the roles of teacher and student.

CULTURE

Values

Attitudes

Experience

Traditions

Beliefs

INVISIBLE PEDAGOGICAL MINDSETS

LEARNING THEORIES

Epistemologies

Science of Learning

Research

LOCAL EDUCATION ECOSYSTEMS

Policies

Politics

Curriculum

Structures
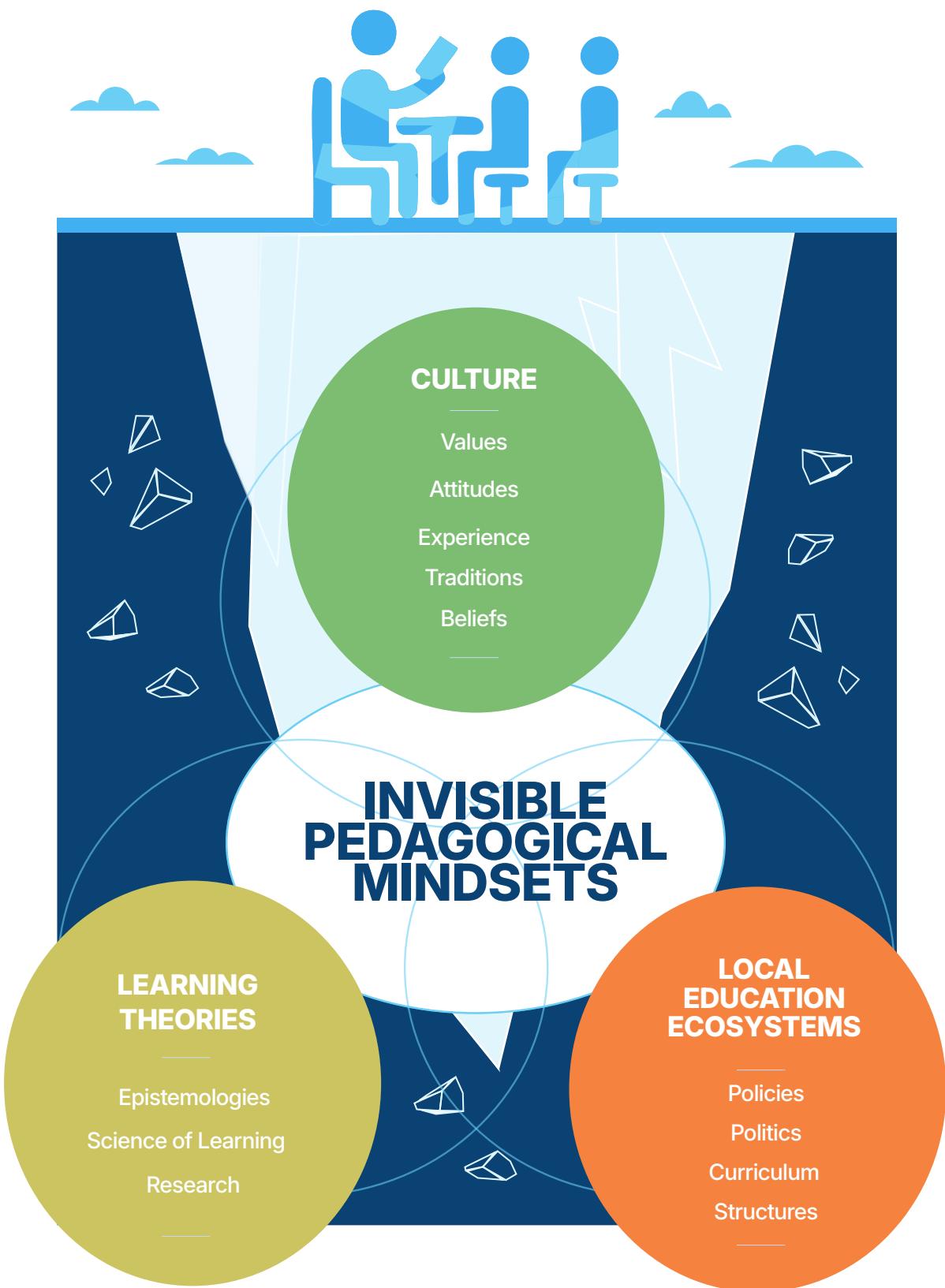
The SPARKS project uses IPMs as an analytical framework to understand how these three dimensions interact and how they affect the implementation of education reforms in different contexts (Qargha and Dyl 2024b). This study focuses specifically on how culture, local education ecosystems, and preferred learning theories interact with the implementation of the NEM.

The study was conducted within the framework of the SPARKS collaborative research project, in which three country teams—Egypt, India, and Mexico—investigated their respective education reforms and established RPCs to bring together policymakers, educators, researchers, parents and caregivers, students, and other actors from the education ecosystem. These RPCs aimed to reflect on how pedagogical research—and specifically the lens of IPMs—can contribute to or hinder education system transformation (Annex 9).

DATA ANALYSIS

For the analysis of survey data, descriptive statistics were applied to identify trends. The sample was not designed to be representative of the broader Mexican education system but rather to offer insights relevant to the two selected schools for this qualitative study. Open-ended survey responses and data from workshops were analyzed through thematic analysis. All data collection sessions were audio-recorded, transcribed, and coded using a codebook developed under the SPARKS project, grounded in the theoretical framework of IPMs. In a codebook shared by all three SPARKS country teams, each of the three categories—culture, education ecosystems, and learning theories—is broken down into more specific codes, such as school culture, policy implementation, teacher development, assessment practices, and pedagogical approaches. Survey responses, focus group discussions, and classroom observations were analyzed with this codebook. This approach was used to examine how culture, education ecosystems, and learning theories interact with school practices and emerge in the perceptions of different education ecosystem actors. [3]

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[3] *Transcription was initially performed using the Tactiq.io tool, followed by meticulous manual review to verify content accuracy and voice attribution. While exploratory coding was tested using ChatGPT, the tool was ultimately discarded due to its tendency to fabricate or alter content to fulfill requests. Final coding was conducted using classical manual methods, without the aid of computer-assisted qualitative data analysis software.*

LIMITATIONS

Data were collected between February and July 2025, a period marked by a nationwide teachers' strike motivated by demands for salary increases and the rejection of recent changes to pension and retirement policies. Although the causes of the strike were unrelated to the study objectives, the disruption of school activities delayed the data collection process. This disruption included the complete closure of schools in some municipalities of Yucatán and days off in Mexico City due to teachers' participation in marches. These circumstances particularly affected classroom observations and activities involving students, resulting in lower than usual attendance in the targeted grade levels. Despite these circumstances, the issues prompting the strike did not surface in participant discussions, which remained focused on the core subject of the study.

Key Findings

Because the IPMs are the analytical framework for this study, the study findings were organized by the three overarching IPM categories: **Culture, Education Ecosystems, and Learning Theories.**

SOCIODEMOGRAPHIC CHARACTERISTICS

The following table details the sociodemographic characteristics of the largest groups of participants (teachers and parents and caregivers), as collected in the surveys. No differences in opinion were identified in relation to these variables.

TEACHERS

MEXICO CITY

GENDER

Female	Male
71.4%	28.6%

AGE IN YEARS

21-30	31-40	41-50	51-60
28.6%	28.6%	28.6%	14.2%

ETHNIC IDENTITY

Not Sure	Otomí	Nahua
42.9%	42.9%	14.2%

YUCATÁN

GENDER

Female	Male
70%	30%

AGE IN YEARS

21-30	41-50	51-60
30%	40%	30%

ETHNIC IDENTITY

Maya	Other/Spanish
90%	10%

PARENTS & CAREGIVERS

MEXICO CITY

GENDER

Female	Male
84.4%	15.6%

AGE IN YEARS

20 or younger	21-30	31-40	41-50	51-60	61 years or older
9.1%	36.4%	27.3%	4.5%	13.6%	9.1%

ETHNIC IDENTITY

Maya	Otomí	Purépecha	Does not identify w/ ethnic group
4.5%	4.5%	4.5%	86.5%

NUMBER OF SCHOOL-AGED CHILDREN PER FAMILY

1	2	3
59.1%	31.8%	9.1%

YUCATÁN

GENDER

Female	Male	Prefer not to say
80%	18%	1%

AGE IN YEARS

21-30	31-40	41-50	51-60	61 years or older
20%	36%	16%	6%	2%

ETHNIC IDENTITY

Other	Not Sure	Maya	Does not identify w/ ethnic group
2%	8%	46%	44%

NUMBER OF SCHOOL-AGED CHILDREN PER FAMILY

1	2	3
56%	38%	6%

ACCEPTANCE OF NEM

Analysis of data from the two schools reveals that school leaders, teachers, and families[4] express a high level of agreement with the NEM. What stands out among the data is that families often voice support for the NEM even when their knowledge of it is limited. In the Yucatán school, most families admitted they knew little about the NEM, yet a strong majority expressed agreement with its principles. A similar pattern emerged in Mexico City, where nearly all families reported only a modest understanding of the reform, but almost all endorsed it, many quite strongly. In both places, families highlighted their children's school as their main source of information, suggesting that trust in the institution plays an important role in shaping their views.

While the NEM is widely valued by teachers and families for its community focus, student engagement, and intercultural orientation, there remain many challenges in implementation, such as ensuring inclusion, providing adequate teacher preparation, and implementing a bilingual curriculum.

EFFECTS OF CULTURE ON THE NEM

Culture—defined by UNESCO (2001) as the "distinctive spiritual, material, intellectual, and emotional features of a society or a social group, and that it encompasses, in addition to art and literature, lifestyles, ways of living together, value systems, traditions and beliefs"—shapes how education reforms like the NEM are understood and put into practice by teachers, policymakers, families, students, and administrators. Within the IPM framework, culture functions as the lens through which communities interpret reforms, evaluate a reform's relevance, and determine the degree to which a reform aligns with local realities.

4 From this point forward, the report refers to "parents and caregivers" as "families" for conciseness.

In this study, teachers and families from both schools tended to understand the term culture in a narrow sense, often associating it only with Mexico's Indigenous identity. As shown in the sociodemographic data, the two schools represent contrasting contexts. In Mexico City, 86.4% of surveyed families do not identify with an ethnic group, but in Yucatán, 46% identify as Maya, 8% are unsure, and 2% identify with other ethnic groups. These differences shaped how participants experienced and interpreted the NEM.

Culture as Community

Teachers in both Mexico City and Yucatán emphasized the reform's focus on community as one of its central strengths. One teacher in Mexico City described it as something that "benefits and strengthens the community," while another noted that "values are emphasized." In Yucatán, a teacher reflected that the reform "allows learning to be developed based on students' culture and context," adding that when lessons connect to their lived experiences, "the kids get excited and it sparks their interest to participate."

These reflections highlight how culture, understood as shared values and community identity, acts as an IPM that mediates teachers' acceptance of the NEM. Where teachers perceive alignment between reform goals and community values, the reform is viewed as both socially meaningful and pedagogically engaging.

Where teachers perceive alignment between reform goals and community values, the reform is viewed as both socially meaningful and pedagogically engaging.

Culture in Relation to Intercultural Pedagogy

Intercultural pedagogy, promoted by the NEM, refers to a teaching and learning approach that values and integrates the cultural diversity of students in order to showcase multiple perspectives, languages, and ways of knowing.

Among teachers from both schools, there was strong support for intercultural pedagogy. In Mexico City, one teacher reported "implementing intercultural pedagogy has been easier because in my classroom I have students whose parents speak Otomí and who often travel to their hometown and share stories with us." A family member in Mexico City reflected, "This school has something other schools don't, which is that here we have a lot of cultural diversity...so for the institution it's been easier to implement the New Mexican School." Echoing this perspective from the context of Yucatan, a teacher shared, "all of Yucatán has great richness and diversity, and when we apply these new projects or strategies, we often see ourselves reflected in them as a culture...and the kids pick up on that— they'll say, 'Oh yeah, my mom told me that,' or 'That happened the other day at my uncle's house,' so it's like the book is adapted to our culture, our diversity." These reflections highlight that while cultural diversity facilitated the implementation in these samples, other schools with less cultural diversity might not share the same level of agreement.

While teachers in both schools expressed strong support for this approach, there was slight variation in support for bilingual and bicultural education based on the location:

IMPLEMENTATION LEVEL (TEACHER PERCEPTION)
Strategies of Intercultural Pedagogy

	MEXICO CITY	YUCATÁN
Bilingual and bicultural education	Intermediate	High
Cultural and artistic exchange	High	High
Integration of ancestral knowledge	High	High

From an IPM lens, intercultural pedagogy reflects the extent to which cultural values and knowledge are recognized as legitimate in classrooms. Where teachers view ancestral knowledge and cultural exchange as compatible with schooling, implementation is strong. Where linguistic and cultural competencies are less embedded, like with bilingual education in Mexico City, implementation is weaker.

Culture as Language and Knowledge

Differences in how intercultural pedagogies are implemented are closely tied to local contexts. Even in Yucatán where the population is largely Indigenous, the Maya language is in decline, which affects uptake of bilingual education. As a teacher in Yucatan noted, "People don't speak Maya anymore (...). Some kids tell me, 'My grandma knows Maya' or 'My mom knows Maya,' but they themselves say they don't speak it anymore, and they're not being taught." Yet even here, students expressed enjoyment when given assignments involving Maya: "Sometimes I assign something and several come back with the answer (...) And the kids enjoy it." This enthusiasm was echoed in a workshop with fourth graders in Yucatán, where one-third of students identified learning Maya as their favorite part of school. In Mexico City, by contrast, teachers acknowledged limits: "Recovering Indigenous languages is also why I didn't say 'totally agree,' because honestly we don't have the ability to teach them (...), we don't speak different languages."

Yet students' reactions reveal an important counterpoint: even small opportunities to engage with Indigenous languages can spark enthusiasm and pride.

These accounts highlight the paradox at the heart of the NEM's intercultural ambitions. On the one hand, the reform promotes interculturality, and many teachers recognize the value of integrating cultural knowledge into the curriculum. On the other hand, teachers often feel underprepared to teach in Indigenous languages, while generational shifts have accelerated the decline of languages such as Maya, limiting the scope of bilingual education in practice. Yet students' reactions reveal an important counterpoint: even small opportunities to engage with Indigenous languages can spark enthusiasm and pride. As one teacher noted, children enjoy assignments involving Maya, even if they rely on family members or outside resources to complete them.

Culture and Inclusion

While inclusion is fully embraced as a goal by both families and school personnel, the degree of support varies across contexts. In Mexico City, a teacher emphasized that "the implementation of inclusive pedagogy has been easier because we receive support to work toward inclusion." By contrast, families and teachers in Yucatán pointed to significant gaps. One parent explained that "teachers should be trained and prepared to teach children with ASD and ADHD," while one teacher acknowledged, "we're not prepared to deal with special cases that require differentiated attention. Even if we try to find information on our own, it's hard—especially when the class size is large."

These reflections highlight how, despite shared commitment to the principle of inclusion, its practical implementation remains uneven, shaped by differences in institutional support, teacher training, and classroom conditions. From the IPM perspective, inclusion highlights cultural assumptions about diversity and ability. Where school culture is supported by resources, inclusive practices can flourish; where norms and preparation are lacking, reform implementation is constrained.

Culture as Openness to Change

Despite challenges, teachers and families described a cultural openness toward new approaches, provided they are adequately supported. As one teacher noted, "Changes are necessary because generations keep changing," while a parent in Yucatán affirmed, "I agree with the new education system, and I believe in its results if it's implemented correctly." This cultural openness represents an important foundation for the NEM, indicating that while the path of implementation is uneven, the broader education community is not closed to reform.

Culture is not simply a backdrop but an active force in reform implementation—sometimes enabling, sometimes constraining, and always filtering how teachers, families, and students make sense of the NEM.

Across both sites, culture as an IPM filters how the NEM was received and enacted. Cultural norms of community, attitudes toward participation, openness to intercultural pedagogy, experiences with language and knowledge, assumptions about inclusion, and openness to change each shaped the degree to which reforms were accepted

or resisted. In this sense, the findings confirm that culture is not simply a backdrop but an active force in reform implementation—sometimes enabling, sometimes constraining, and always filtering how teachers, families, and students make sense of the NEM.

EFFECTS OF THE EDUCATION ECOSYSTEM ON THE NEM

As an IPM, the education ecosystem refers to the structural and institutional conditions that shape how reforms are enacted in schools. These include curricula, assessments, time allocations, relationships between schools and families, governance, trust in authorities, and availability of materials and resources. The data show that the ecosystem surrounding the NEM reflects both promise and persistent challenges: while families and teachers highlight opportunities for new engagement and pedagogical change, they also point to systemic weaknesses—such as rushed implementation, uneven support, resource shortages, misaligned textbooks, and lingering distrust in authorities. These systemic weaknesses filter how reforms unfold in practice. At the same time, openness to project-based learning, especially in Indigenous Education schools, shows potential for gradual pedagogical change if backed by adequate materials and systemic support.

Family and Community Engagement in Schools

Family engagement in schools has emerged as both a promising aspect and a continuing challenge under the NEM. Families express appreciation for being more deliberately included in school activities, with several highlighting the opportunity to participate alongside their children. As one family member from Mexico City explained, "I agree because both students and parents are included in all the activities," while another in Yucatán emphasized "more support from parents, participating in the activities together." These reflections suggest that families value opportunities to be part of the school community and recognize the potential for joint activities to strengthen learning and support networks.

Yet engagement remains uneven, shaped by ecosystemic constraints such as work demands, childcare expectations, and competing priorities. As one parent explained, "It's complicated (...) both mom and dad have to work, (...) it's not easy for someone at their job to go and ask every two weeks: 'I need to take the day

off because I have to do something at school.'" Teachers also recognized that, although parents may wish to be more present, many adapt by contributing from home. In Mexico City, some family members attributed low participation to lingering beliefs that schools function primarily as childcare, while others cited disinterest or competing priorities. Similarly, teachers in Yucatán reported limited parental support in school activities. These perspectives reveal that while the NEM has opened new spaces for family involvement, broader social and ecosystemic factors continue to constrain participation.

Trust in Authorities and Reform Sustainability

A recurring concern among teachers relates to skepticism about the authorities' genuine commitment to long-term improvement of the education system. Past experiences with reforms perceived as superficial or politically motivated have left many unconvinced that the current changes will last beyond the present administration. Teachers expressed doubts about accountability, fearing that failures would ultimately be blamed on teachers rather than decision makers: "It's still a simulation from the authorities." Similarly, teachers in Yucatán overwhelmingly stated that they did not expect the reform to outlive the current government, with one noting simply, "We're just so used to that." This lack of trust in institutional consistency and responsibility influences the willingness of teachers and families to engage fully with the reform.

Implementation Structures and Supports

Teachers and families alike pointed to rushed implementation as a major barrier within the ecosystem. The limited timeframes for training and preparation created significant confusion during rollout: "Trying to understand it last year, that was chaos. And even today we're still trying to figure out how to implement all of this." Participants described a lack of coordination, inadequate training, and reliance on digital rather than physical materials, which left many teachers underprepared. Families also noticed these gaps, with one parent in Yucatán commenting on the "poor organization at the beginning and not even the teachers themselves knew how to carry it out." Such shortcomings highlight systemic weaknesses in reform delivery, where insufficient support and resourcing undermine even well-intentioned policies.

Variation in Implementation Across Contexts

Differences across contexts further demonstrate how ecosystem legacies shape reform. Teachers in Indigenous Education schools in Yucatán described a smoother transition, noting that they had worked with projects since at least 2005. "In state schools, project-based work is not well known. But in Indigenous Education, there's a book from like 2005 that already includes projects. So this isn't new for Indigenous Education… and that helps us a lot to implement the New Mexican School." Families in these communities, initially skeptical of projects, came to support them after observing positive outcomes during learning fairs and evaluations. Classroom observations in both Mexico City and Yucatán confirmed that while some routines still reflected older models of dictation and rote repetition, many teachers were experimenting with project-based activities, and students were actively engaged. These patterns show that pre-existing ecosystem practices condition how readily new reforms are absorbed.

Textbook Misalignment

Textbooks emerged as a recurring point of concern and were frequently described by teachers and families as emblematic of broader systemic misalignments. While intended to support the reform, the textbooks' design and content were frequently criticized. Parents noted that the fonts and print quality discouraged at-home use, and teachers highlighted contradictions between the textbooks' limitations and the NEM's principles of inclusion.

One teacher remarked, "So here we are, recycling large-print books from previous years, from donations," underscoring the shortage of materials for students with visual impairments. Another teacher commented, "I look at the books and think, they didn't even use real ink. The ink is so light–kids who can't see well, the font, etc. I mean, the designs are really nice, but they need adjustments (...) They should also be designed for reading, for enjoyment, so kids can say, 'Well, I had fun with this at school, and I want to review it at home.' And they do that, but I feel the books fall short."

Teachers also pointed to weak alignment between textbooks and the curricular strategies promoted by the NEM, with some noting that the textbooks offered "only direct answers" rather than encouraging exploration or inquiry-based learning. Taken together, these critiques reveal tensions between the reform's aspirations and the material support available to schools.

Resource Gaps

Beyond textbooks, broader ecosystem challenges were visible in the uneven availability of basic and pedagogical resources. Teachers described unmet needs ranging from insufficient cleaning supplies to missing learning materials. A teacher in Mexico City illustrated the strain: "When we organized a cleaning supply drive, very few parents showed up."

Yet classroom observations revealed a contrasting picture: the same institution had considerable teaching resources sourced not through government channels but via non-profit donations. This contrast illustrates how the ability to implement reform depends not only on official policy but also on the availability of external support, producing uneven conditions across communities. In this way, resource gaps act as a systemic filter within the education ecosystem, shaping how consistently the NEM can be enacted.

Family engagement, trust in authorities, rollout structures, contextual legacies, and the availability of resources each influenced how the NEM was received and enacted.

Overall, the education ecosystem as an IPM demonstrates how institutional conditions filter reform implementation. Family engagement, trust in authorities, rollout structures, contextual legacies, and the availability of resources each influenced how the NEM was received and enacted. These findings confirm that reform success depends not only on pedagogical intent but also on systemic alignment, highlighting the importance of governance stability, adequate support, and equitable resource provision in sustaining pedagogical change.

EFFECTS OF LEARNING THEORIES ON THE NEM

As an IPM, learning theories are the implicit and explicit ideas about how knowledge is created and what the roles of teachers and students should be. These mindsets shape whether education reforms like the NEM are adopted or resisted. Conceptions about the purpose of basic education and the nature of the teaching-learning process may also influence the implementation of the NEM. With the NEM focus on project-based learning, there is concern among both teachers and families about certain content no longer being taught or included in textbooks available to students. This concern is particularly evident in the school in Mexico City and arises only marginally in Yucatán. At the same time, many teachers and parents highlighted the reform's strengths in fostering student-centered learning, inclusion, teamwork, and relevance to daily life, though implementation is constrained by ingrained teaching habits and some students' preference for more structured approaches.

Curriculum Content

One of the strongest critiques of the NEM from both teachers and families relates to the perception that essential knowledge is reduced. Teachers in Mexico City worried that important academic foundations—particularly in math, reading, and writing—were being neglected: "Some of the essential knowledge kids need is being left out. Important math content is being omitted, as well as reading and writing skills." Families shared similar concerns, pointing to the loss of subjects like history and the disjointed organization of textbooks, which they felt made it harder for students to follow lessons. As one parent summarized, "Kids know less now." These reflections illustrate how traditional learning theories—where education is equated with structured content delivery and mastery of core subjects—continue to influence expectations of reform.

Student-Centered Learning via Active Pedagogies

A central contribution of the NEM, according to teachers, is its deliberate shift toward student-centered learning and inclusive practices—both of which align directly with the reform's stated goals of fostering autonomy, equity, and holistic development. Teachers described how the approach changes classroom dynamics: "It's about everyone participating, it's not just what the teacher says, not just what I think they need." Others noted that methodologies such as project-based work "let the kids learn at their own pace" and that inclusion is integral to the teacher's role: "It's part of our job to promote inclusion for all children, no matter their differences, and especially to respond to their needs." Similarly, one teacher in Yucatán emphasized that the NEM "helps students become autonomous in their learning, and (...) we build knowledge, inclusion, and interact in a healthy way." These reflections illustrate how teachers perceive the reform not just as a pedagogical adjustment but as a reorientation of education toward participation, respect for diversity, and self-directed growth.

Tensions Between Autonomy and Habits

Even when teachers expressed support for active learning, many acknowledged that ingrained habits constrained implementation. In Mexico City, several noted that despite the NEM's emphasis on autonomy, they remained accustomed to hierarchical structures and step-by-step instructions: "We've been trained to obey vertical structures... They're giving us this autonomy, but we're still waiting for step-by-step recipes." This tension between formal autonomy and internalized dependence on authority illustrates how older pedagogical traditions continue to shape classroom practices. Teachers noted that without more structured training, the shift to autonomy often felt burdensome. These tensions reflect how more traditional pedagogical mindsets interact with reform, filtering how much of the NEM is enacted in classrooms.

Teachers noted that without more structured training, the shift to autonomy often felt burdensome.

Family Perspectives on Student Changes

From the perspective of families, students appear to respond positively to the NEM's emphasis on more active and inclusive pedagogies. Parents frequently described their children as more enthusiastic about attending school, particularly when teachers implemented the reform consistently. As one family member in Yucatán explained, her younger child "really wants to go to school (...) he enjoys learning, and he says, 'Mom, aren't you taking me?'" whereas her older child, in a classroom where the approach was less present, "doesn't want to go because he gets bored." In Mexico City, a parent similarly noted that "my daughter wants to participate more in academic activities," while another observed that her son now "always talks about inclusion and respecting his classmates."

Parents in Yucatán also highlighted how the reform encouraged collaboration and deeper engagement. One noted that her son "works better in teams, shows more reasoning when answering questions or solving problems."

Together, these accounts suggest that students not only find the reform's pedagogical approach more engaging but also that it is fostering skills and values—such as participation, teamwork, and inclusion—that align closely with the broader goals of the NEM. At the same time, some students found open-ended projects overwhelming and preferred more structured methods.

Meaningful Learning

Families reinforced this perspective, highlighting outcomes that reflect another key ambition of the NEM: making learning more relevant and meaningful by connecting knowledge to everyday life. Parents described how children now demonstrate stronger retention and deeper engagement. As one Mexico City parent explained, "They get comfortable, and they just kind of know how to hold onto the information (...) You can ask again a month or two later, and they'll still remember." Another observed that learning is "more meaningful (...) because they take into account not just what the teachers guide them through, but also the things that happen in their daily lives." Such accounts suggest that the NEM's emphasis on linking curriculum to lived experience is resonating in practice, enhancing both knowledge retention and the perceived relevance of schooling.

The findings on learning theories highlight both enthusiasm for student-centered pedagogies and concern about the loss of structured, content-driven instruction. Teachers and families value the reform's emphasis on autonomy, inclusion, and real-life relevance, but they also see a need to retain strong foundations in areas like math, reading, and writing. This tension reflects not a simple choice between old and new approaches but the coexistence of pedagogical mindsets that each carry value.

SUMMARY OF FINDINGS

Overall, the findings illustrate that IPMs—culture, education ecosystem, and learning theories—act as filters through which the NEM reform is understood and enacted. The implementation of the NEM represents an ambitious and, in the view of many education ecosystem actors, necessary effort to transform basic education in Mexico toward a model that fosters critical thinking, creativity, active learning, and respect for cultural diversity. Yet, after the initial cycles of implementation, significant gaps remain between the NEM's design and its realization in classrooms. These gaps are not merely technical, managerial, or infrastructural, though such dimensions are undoubtedly critical. These gaps are subtly shaped by IPMs: deeply rooted beliefs about the purpose of education and the roles of teachers, families, and students in the learning process.

CULTURE. The NEM aspires to interculturality and inclusion, yet teachers often feel underprepared to teach neurodivergent students or those with disabilities. Family members confirm that more training is needed for school staff to care for their children. Additionally, systemic barriers such as language decline and uneven support limit the depth of culturally responsive education. At the same time, families and teachers noted that when local knowledge and languages were incorporated, even in small ways, students responded with enthusiasm and pride—showing the potential for reforms to build on cultural strengths already present.

EDUCATION ECOSYSTEM. Family engagement, trust in authorities, resources, and textbook alignment remain uneven. While families appreciate greater opportunities to participate, social and economic barriers constrain involvement. Teachers and parents alike highlighted rushed implementation and weak institutional support, which undermine confidence in the reform's sustainability. At the same time, contexts with a history of project-based work (such as Indigenous Education schools) showed that pre-existing ecosystem practices can ease the transition to NEM pedagogies.

LEARNING THEORIES. Ingrained pedagogical habits, reduced emphasis on core subjects, and tensions between traditional and student-centered approaches constrain the reform's transformative potential. Yet families and teachers also identified strengths in fostering autonomy, collaboration, inclusion, and meaningful connections to daily life. Importantly, no one framed traditional and student-centered pedagogies as mutually exclusive: both were seen as carrying legitimacy, with the opportunity for reform lying in finding a balance that sustains strong foundations while promoting more active, relevant learning.

Taken together, these findings show that the NEM is not experienced as a simple shift from old to new. Instead, implementation is mediated by longstanding cultural, systemic, and pedagogical mindsets that shape how reforms are received in practice. **The challenge—and opportunity—is to develop strategies that actively acknowledge and work with these IPMs, ensuring they become enabling rather than obstructive forces in the pursuit of education reform.**
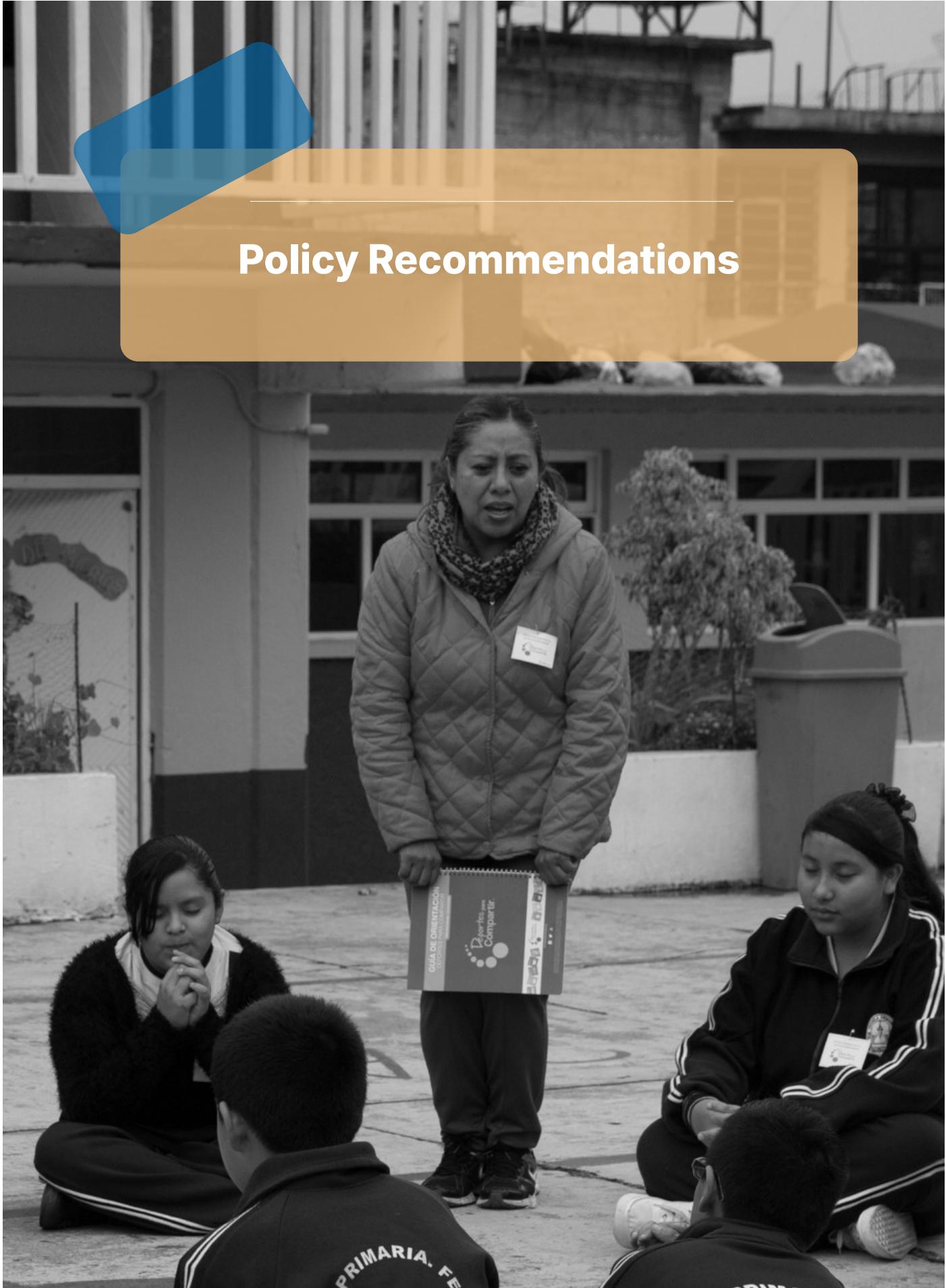
Policy Recommendations

The following recommendations, developed as part of the SPARKS project, focus on integrating IPMs into work with schools and families so that these mindsets enable rather than obstruct the transformation envisioned by the NEM.

1

Provide experiential "learning by doing" training for teachers on each active pedagogy proposed by the NEM.[5]

Because the findings showed that many teachers support active pedagogies but remain constrained by ingrained habits and a lack of clear training (e.g., waiting for step-by-step recipes), teachers need training opportunities to experience these methodologies firsthand. Such training should feature three characteristics:

- Use the same active methodologies the NEM promotes in classrooms,[6] enabling teachers to practice both teacher and student roles.

- Begin each session by making underlying assumptions explicit, then conclude with reflection on how those assumptions shift through practice.

- Be delivered primarily in person, with complementary virtual components.

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[5] *This type of training should be offered both in initial teacher education and in the professional development of in-service teachers.*

[6] *The specific methodologies include those derived from: 1) critical pedagogy (Problem-Based Learning [PBL], discussion and debate, action research); 2) inclusive pedagogy (personalized education, cooperative learning, socioemotional support); 3) humanistic pedagogy (socioemotional learning, values-based education, student-centered teaching); 4) constructivist pedagogy (active learning, project-based learning, situated teaching); 5) community-based pedagogy (community-based learning, networking with families and social actors, fostering civic engagement); 6) intercultural pedagogy (bilingual and bicultural education, cultural and artistic exchange, integration of ancestral knowledge); and 7) pedagogy of care and peace (peace education, environmental learning, techniques for peaceful conflict resolution).*

Redesign free student textbooks to align with both active pedagogies and content expectations.

Findings from both teachers and families highlighted concerns about textbooks: poor design, lack of accessibility (e.g., large-print editions), limited enjoyment value, and misalignment with curricular goals. At the same time, families emphasized the cultural and emotional importance of books as objects of enjoyment within households.

Student textbooks should therefore be redesigned to fulfill three purposes:

- Serve as a methodological guide, including clear guidance on the use of active methodologies proposed by the NEM.

- Provide reference content that aligns with the learning objectives of each academic year, ensuring that core subjects such as math, reading, writing, and history are not perceived as omitted or undervalued.

- Function as objects of enjoyment within the home, reinforcing the cultural and emotional role of books in family life.

Redesigned textbooks must also respond to feedback about design and accessibility. Schools should have access to large-print editions *(macrotipos)* and basic pedagogical resources aligned with inclusive principles. Finally, materials should be culturally relevant and support teachers in implementing bilingual education. These provisions are critical to ensuring consistency between the values promoted by the NEM and the materials provided. While immediate implementation may not be feasible, these adjustments could be integrated into the regular annual cycles of printing and distributing free textbooks.

Establish a national public dialogue and information campaign that both informs and listens.

Findings revealed that families welcome involvement but face barriers such as work demands, skepticism of reform stability, and confusion during the rushed rollout. To address these issues, a two-way communication strategy is needed to perform four functions:

- Use mass communication channels and social media to inform families, teachers, and students about the aims and practices of the NEM.

- Reinforce and amplify school-level communication efforts.

- Promote awareness of structural issues (e.g., labor conditions that limit parental participation), ensuring public debate does not only frame parents as passive supporters but acknowledges broader constraints that hinder their involvement.

- Create feedback loops so policymakers can hear from families and teachers about challenges and successes. These dialogues should not only legitimize the reform but also help policymakers adapt and adjust implementation in response to lived experiences.

By combining promotion with responsiveness, such a campaign would strengthen legitimacy, address skepticism, and ensure that families, teachers, and students feel heard and included.

Together, these three lines of action would represent a significant step forward in consolidating the NEM, which—six years after its launch—now stands at a crossroads. Without adjustments, it risks fragmented and uneven implementation that undermines both legitimacy and sustainability.

Conclusion

By applying the **IPM framework,** this study showed how culture, education ecosystems, and learning theories—often not sufficiently discussed in policy debates—interact to shape reform outcomes. The IPM lens makes visible the hidden assumptions, habits, and systemic barriers that influence how teachers, families, and students experience change, thereby moving beyond surface-level considerations of policy design.

For the field of policy research, this approach underscores the importance of analyzing not only institutional structures and formal rules but also the cultural values, pedagogical traditions, and everyday practices that determine whether reforms are sustained in classrooms. In doing so, the study contributes a deeper understanding of why policies often fall short in practice and how aligning reforms with the invisible mindsets of education actors can open pathways for more durable and meaningful transformation.

Policymakers must now build on the local experiences of this initial implementation period and respond to the evidence presented here. By strengthening teacher training, redesigning textbooks to better align with both active pedagogies and content expectations, and creating genuine two-way dialogue with families and communities, the reform can move toward greater legitimacy and sustainability. These adjustments would allow the NEM not only to consolidate nationwide but also to fulfill its promise of positively transforming the lives of children and adolescents across Mexico.

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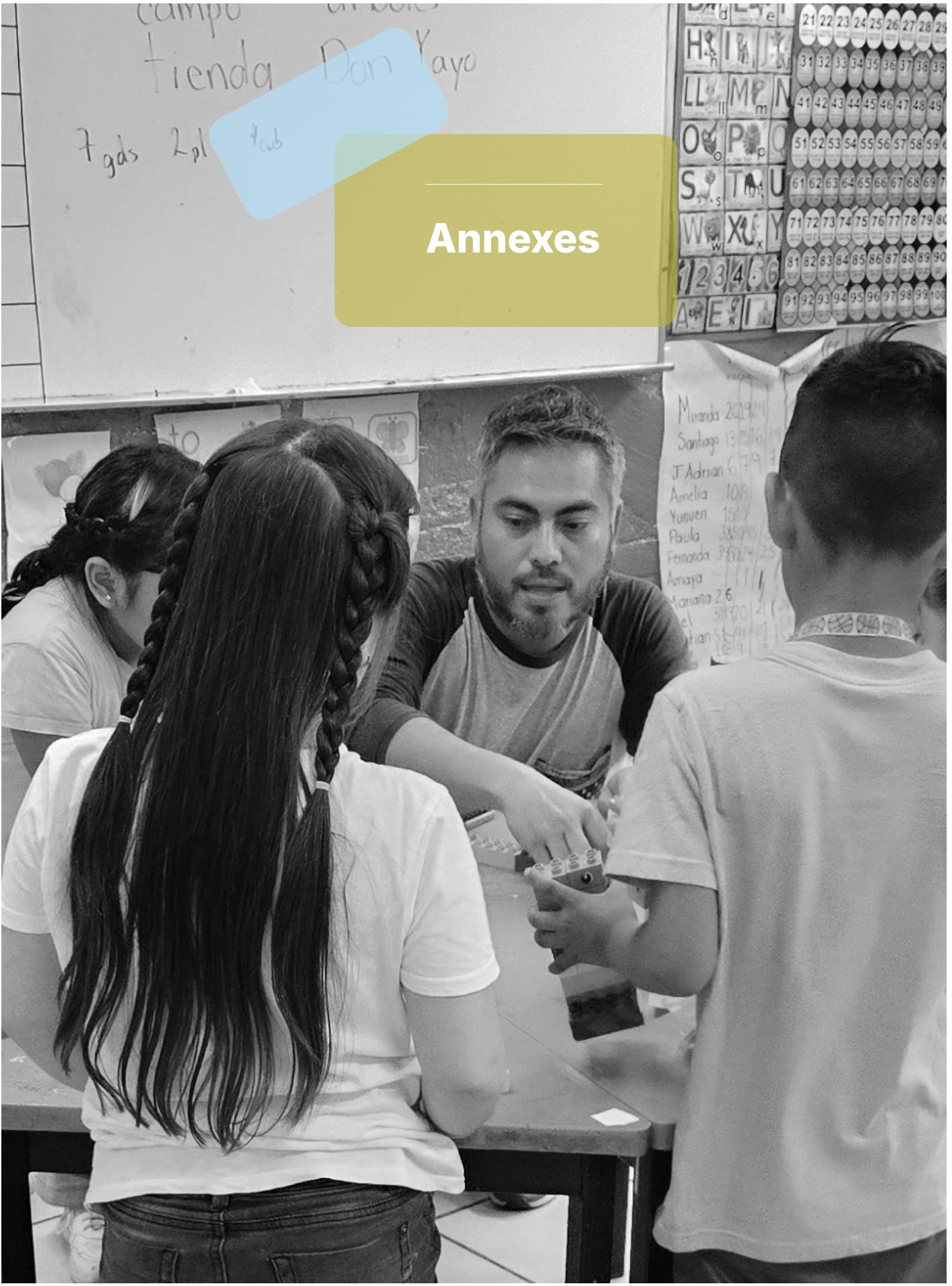
Annexes

ANNEX 1: **TEACHER SURVEY**

This survey is intended for elementary school teachers. Your answers will be of great help in learning about the implementation of the NEM. It requires a maximum of 20 minutes to complete. It does not seek "correct" answers, but rather to obtain the honest opinions of the respondent. The information collected will be used in the framework of a research project that Education for Sharing is developing with the support of the Brookings Center, maintaining the anonymity and confidentiality of the respondent's data. Our privacy notice is available here.

1. STATE:
   CDMX
   Yucatán

2. CITY:
   [Open-ended]

3. GENDER:
   Female
   Male

3. AGE:
   20 years or younger
   21 to 30 years
   31 to 40 years
   41 to 50 years
   51 to 60 years
   61 years or older

4. NAME OF THE EDUCATIONAL INSTITUTION:
   [Open-ended]

5. GRADE:
   1st
   2nd
   3rd
   4th
   5th
   6th

6. SHIFT:
Morning
Afternoon
Extended Schedule
Full Time

7. GROUP:
A
B
C
D
E

8. NUMBER OF STUDENTS UNDER YOUR RESPONSIBILITY:
1 to 10
11 to 20
21 to 30
31 or more

9. REGARDING THE FOLLOWING STATEMENT, AND BASED ON YOUR RECORDS, WOULD YOU SAY THAT:
Yes | No | Not Sure
The majority of students at the elementary level live near the school.

10. PLEASE INDICATE HOW FAR FROM THE SCHOOL MOST STUDENTS LIVE:
Less than 1 km
Between 1 and 3 km
Between 3 and 5 km
Between 5 and 10 km
More than 10 km

11. WHICH OF THE FOLLOWING ETHNIC IDENTITIES ARE PRESENT IN YOUR GROUP?
Nahua
Otomí
Mazahua
Purépecha

Totonaca

Matlatzincas

Tlahuicas

Huasteco

Maya

Not sure

Others: >

12. **WHAT DO YOU UNDERSTAND TO BE THE MAIN GOALS OF NEM IN REGARDS TO PEDAGOGY IN THE CLASSROOM?**
[Open-ended]

13. **PLEASE INDICATE YOUR LEVEL OF AGREEMENT WITH THE OVERALL EDUCATIONAL REFORM PROPOSED BY THE NUEVA ESCUELA MEXICANA (NEM):**
Strongly agree

Agree

Partially agree

Partially disagree

Disagree

Strongly disagree

14. **IN A FEW WORDS, PLEASE ELABORATE ON YOUR PREVIOUS RESPONSES. WHY DID YOU INDICATE THIS LEVELS OF AGREEMENT?**
[Open-ended]

15. **PLEASE INDICATE YOUR LEVEL OF AGREEMENT WITH THE FOLLOWING PEDAGOGIES PROPOSED BY THE NEM:**
Strongly agree | Agree |Disagree | Strongly disagree

Critical Pedagogy

Inclusive Pedagogy

Humanistic Pedagogy

Constructivist Pedagogy

Community-Based Pedagogy

Intercultural Pedagogy

Pedagogy of Care and Peace

16. **IN A FEW WORDS, PLEASE ELABORATE ON YOUR PREVIOUS RESPONSES. WHY DID YOU INDICATE THIS LEVELS OF AGREEMENT?**

[Open-ended]

17. **TO WHAT EXTENT DO YOU CONSIDER THAT YOU HAVE BEEN ABLE TO INCORPORATE THE FOLLOWING PEDAGOGIES PROPOSED BY THE NEM IN YOUR CLASSROOM?**

Fully | Quite a lot | Somewhat | Very little | Not sure

Critical Pedagogy

Inclusive Pedagogy

Humanistic Pedagogy

Constructivist Pedagogy

Community-Based Pedagogy

Intercultural Pedagogy

Pedagogy of Care and Peace

18. **TO WHAT EXTENT DO YOU CONSIDER THAT YOU HAVE BEEN ABLE TO INCORPORATE THE FOLLOWING STRATEGIES PROPOSED BY THE NEM IN YOUR CLASSROOM?**

Fully | Quite a lot | Somewhat | Very little | Not sure

Problem-Based Learning (PBL)

Discussion and Debate

Action Research

Personalized Education

Cooperative Work

Socioemotional Support

Socioemotional Learning

Values-Based Education

Student-Centered Teaching

Active Learning

Project-Based Work

Situated Teaching

Community-Based Learning

Networking with Families and Social Actors

Promoting Civic Participation

Bilingual and Bicultural Education

Cultural and Artistic Exchange

Integration of Ancestral Knowledge

Peace Education

Environmental Learning

Techniques for Peaceful Conflict Resolution

19.REGARDING THE PEDAGOGIES AND STRATEGIES THAT YOU HAVE SUCCESSFULLY INCORPORATED, WHAT FACTORS DO YOU THINK FACILITATED THEIR IMPLEMENTATION?

[Open-ended]

20. THINKING NOW ABOUT THE PEDAGOGIES AND STRATEGIES THAT YOU HAVE NOT BEEN ABLE TO INCORPORATE, WHAT FACTORS HINDERED THEIR IMPLEMENTATION?

[Open-ended]

21. IN YOUR OPINION, IS THERE ANY ASPECT OF THE LOCAL CONTEXT AND LOCAL PERSPECTIVES ON EDUCATION THAT HAS FACILITED THE INCOPORATION OF THE CHANGES PROPOSED BY NEM?

[Open-ended]

22. IN YOUR OPINION, IS THERE ANY ASPECT OF THE LOCAL CONTEXT AND LOCAL PERSPECTIVES ON EDUCATION THAT HAS DIFFICULTED THE INCOPORATION OF THE CHANGES PROPOSED BY NEM?

[Open-ended]

23. HOW STRONGLY DO YOU FEEL THAT THE NEM WILL HELP IMPROVE PEDAGOGICAL PRACTICES IN THE CLASSROOM?

Fully | Quite a lot | Somewhat | Very little

ANNEX 2: **PRINCIPAL & SCHOOL AUTHORITIES SURVEY**

This survey is addressed to elementary school principals. Your answers will be of great help in learning about the implementation of the NEM. It requires a maximum of 20 minutes to be answered. It does not seek "correct" answers, but rather to obtain the honest opinions of the respondent. The information collected will be used in the framework of a research project that Education for Sharing is developing with the support of the Brookings Center, maintaining the anonymity and confidentiality of the respondent's data. Our privacy notice is available here.

1. STATE:
CDMX
Yucatán

2. CITY:
[Open-ended]

3. GENDER:
Female
Male

3. AGE:
20 years or younger
21 to 30 years
31 to 40 years
41 to 50 years
51 to 60 years
61 years or older

4. NAME OF THE EDUCATIONAL INSTITUTION:
[Open-ended]

5. NUMBER OF STUDENTS IN THE SCHOOL THIS SCHOOL YEAR:

6. AVERAGE NUMBER OF TEACHERS PER GROUP:

7. AVERAGE NUMBER OF STUDENTS PER GROUP:

8. REGARDING THE FOLLOWING STATEMENT, AND BASED ON YOUR RECORDS, WOULD YOU SAY THAT:
Yes | No | Not Sure
The majority of students at the elementary level live near the school.

9. PLEASE INDICATE HOW FAR FROM THE SCHOOL MOST STUDENTS LIVE:
Less than 1 km
Between 1 and 3 km
Between 3 and 5 km
Between 5 and 10 km
More than 10 km

10. WHAT DO YOU UNDERSTAND TO BE THE MAIN GOALS OF NEM IN REGARDS TO PEDAGOGY IN THE CLASSROOM?
[Open-ended]

11. PLEASE INDICATE YOUR LEVEL OF AGREEMENT WITH THE OVERALL EDUCATIONAL REFORM PROPOSED BY THE NUEVA ESCUELA MEXICANA (NEM):
Strongly agree
Parcially agree
Agree
Disagree
Parcially disagree
Strongly disagree

12. IN A FEW WORDS, PLEASE ELABORATE ON YOUR PREVIOUS RESPONSES. WHY DID YOU INDICATE THIS LEVELS OF AGREEMENT?
[Open-ended]

13. PLEASE INDICATE YOUR LEVEL OF AGREEMENT WITH THE FOLLOWING PEDAGOGIES PROPOSED BY THE NEM:

Strongly agree | Agree | Disagree| Strongly disagree

Critical Pedagogy

Inclusive Pedagogy

Humanistic Pedagogy

Constructivist Pedagogy

Community-Based Pedagogy

Intercultural Pedagogy

Pedagogy of Care and Peace

14. IN A FEW WORDS, PLEASE ELABORATE ON YOUR PREVIOUS RESPONSES. WHY DID YOU INDICATE THIS LEVELS OF AGREEMENT?

[Open-ended]

15. TO WHAT EXTENT DO YOU CONSIDER THAT TEACHERS IN YOUR SCHOOL HAVE BEEN ABLE TO INCORPORATE THE FOLLOWING PEDAGOGIES PROPOSED BY THE NEM?

Fully | Quite a lot | Somewhat | Very little | Not sure

Critical Pedagogy

Inclusive Pedagogy

Humanistic Pedagogy

Constructivist Pedagogy

Community-Based Pedagogy

Intercultural Pedagogy

Pedagogy of Care and Peace

16. TO WHAT EXTENT DO YOU CONSIDER THAT TEACHERS IN YOUR SCHOOL HAD BEEN ABLE TO INCORPORATE THE FOLLOWING STRATEGIES PROPOSED BY THE NEM?

Fully | Quite a lot | Somewhat | Very little | Not sure

Problem-Based Learning (PBL)

Discussion and Debate

Action Research

Personalized Education

Cooperative Work

Socioemotional Support

Socioemotional Learning

Values-Based Education

Student-Centered Teaching

Active Learning

Project-Based Work

Situated Teaching

Community-Based Learning

Networking with Families and Social Actors

Promoting Civic Participation

Bilingual and Bicultural Education

Cultural and Artistic Exchange

Integration of Ancestral Knowledge

Peace Education

Environmental Learning

Techniques for Peaceful Conflict Resolution

17. REGARDING THE PEDAGOGIES AND STRATEGIES THAT HAVE BEEN SUCCESSFULLY INCORPORATED BY TEACHERS, WHAT FACTORS DO YOU THINK FACILITATED THEIR IMPLEMENTATION?

[Open-ended]

18. **THINKING NOW ABOUT THE PEDAGOGIES AND STRATEGIES THAT HAVE NOT BEEN INCORPORATED BY TEACHERS, WHAT FACTORS HINDERED THEIR IMPLEMENTATION?**

[Open-ended]

19. **IN YOUR OPINION, IS THERE ANY ASPECT OF THE LOCAL CONTEXT AND LOCAL PERSPECTIVES ON EDUCATION THAT HAS FACILITED THE INCOPORATION OF THE CHANGES PROPOSED BY NEM?**

[Open-ended]

20. **IN YOUR OPINION, IS THERE ANY ASPECT OF THE LOCAL CONTEXT AND LOCAL PERSPECTIVES ON EDUCATION THAT HAS DIFFICULTED THE INCOPORATION OF THE CHANGES PROPOSED BY NEM?**

[Open-ended]

21. **HOW STRONGLY DO YOU FEEL THAT THE NEM WILL HELP IMPROVE PEDAGOGICAL PRACTICES IN THE CLASSROOM?**

Fully | Quite a lot | Somewhat | Very little

This survey is intended for non-teaching and non-teaching staff at the elementary level. Your responses will be helpful in learning about the implementation of the NEM. It requires a maximum of 20 minutes to complete. It does not seek "correct" answers, but rather to obtain the honest opinions of the respondent. The information collected will be used in the framework of a research project that Education for Sharing is developing with the support of the Brookings Center, maintaining the anonymity and confidentiality of the respondent's data. Our privacy notice is available here.

1. STATE:
   CDMX
   Yucatán

2. CITY:
    [Open-ended]

3. GENDER:
   Female
   Male

3. AGE:
   20 years or younger
   21 to 30 years
   31 to 40 years
   41 to 50 years
   51 to 60 years
   61 years or older

4. NAME OF THE EDUCATIONAL INSTITUTION:
   [Open-ended]

5. GRADE LEVEL YOU WORK IN:
   List of grades
   My role spans two or more grades in the school

6. ROLE OR AREA:
   School Deputy Director
   Support Teacher or USAER
   Pedagogical Technical Advisor
   Secretariat
   Library
   Administration

7. REGARDING THE FOLLOWING STATEMENT, AND BASED ON YOUR RECORDS, WOULD YOU SAY THAT:
Yes | No | Not Sure
The majority of students at the elementary level live near the school.

8. PLEASE INDICATE HOW FAR FROM THE SCHOOL MOST STUDENTS LIVE:
   Less than 1 km
   Between 1 and 3 km
   Between 3 and 5 km
   Between 5 and 10 km
   More than 10 km

9. WHAT DO YOU UNDERSTAND TO BE THE MAIN GOALS OF NEM IN REGARDS TO PEDAGOGY IN THE CLASSROOM?
   [Open-ended]

10. PLEASE INDICATE YOUR LEVEL OF AGREEMENT WITH THE OVERALL EDUCATIONAL REFORM PROPOSED BY THE NUEVA ESCUELA MEXICANA (NEM):
   Strongly agree
   Partially agree
   Agree
   Disagree
   Partially disagree
   Strongly disagree

11. IN A FEW WORDS, PLEASE ELABORATE ON YOUR PREVIOUS RESPONSES. WHY DID YOU INDICATE THIS LEVELS OF AGREEMENT?

[Open-ended]

12. PLEASE INDICATE YOUR LEVEL OF AGREEMENT WITH THE FOLLOWING PEDAGOGIES PROPOSED BY THE NEM:

Strongly agree | Agree | Disagree | Strongly disagree

Critical Pedagogy

Inclusive Pedagogy

Humanistic Pedagogy

Constructivist Pedagogy

Community-Based Pedagogy

Intercultural Pedagogy

Pedagogy of Care and Peace

13. IN A FEW WORDS, PLEASE ELABORATE ON YOUR PREVIOUS RESPONSES. WHY DID YOU INDICATE THIS LEVELS OF AGREEMENT?

[Open-ended]

14. TO WHAT EXTENT DO YOU CONSIDER THAT TEACHERS IN YOUR SCHOOL HAVE BEEN ABLE TO INCORPORATE THE FOLLOWING PEDAGOGIES PROPOSED BY THE NEM?

Fully | Quite a lot | Somewhat | Very little | Not sure

Critical Pedagogy

Inclusive Pedagogy

Humanistic Pedagogy

Constructivist Pedagogy

Community-Based Pedagogy

Intercultural Pedagogy

Pedagogy of Care and Peace

15. **TO WHAT EXTENT DO YOU CONSIDER THAT TEACHERS IN YOUR SCHOOL HAD BEEN ABLE TO INCORPORATE THE FOLLOWING STRATEGIES PROPOSED BY THE NEM?**

Fully | Quite a lot | Somewhat | Very little | Not sure

Problem-Based Learning (PBL)

Discussion and Debate

Action Research

Personalized Education

Cooperative Work

Socioemotional Support

Socioemotional Learning

Values-Based Education

Student-Centered Teaching

Active Learning

Project-Based Work

Situated Teaching

Community-Based Learning

Networking with Families and Social Actors

Promoting Civic Participation

Bilingual and Bicultural Education

Cultural and Artistic Exchange

Integration of Ancestral Knowledge

Peace Education

Environmental Learning

Techniques for Peaceful Conflict Resolution

16. **REGARDING THE PEDAGOGIES AND STRATEGIES THAT HAVE BEEN SUCCESSFULLY INCORPORATED BY TEACHERS, WHAT FACTORS DO YOU BELIEVE FACILITATED THEIR IMPLEMENTATION?**

[Open-ended]

17. **THINKING NOW ABOUT THE PEDAGOGIES AND STRATEGIES THAT HAVE NOT BEEN INCORPORATED BY TEACHERS, WHAT FACTORS HINDERED THEIR IMPLEMENTATION?**

[Open-ended]

18. **IN YOUR OPINION, IS THERE ANY ASPECT OF THE LOCAL CONTEXT AND LOCAL PERSPECTIVES ON EDUCATION THAT HAS FACILITED THE INCOPORATION OF THE CHANGES PROPOSED BY NEM?**

[Open-ended]

19. **IN YOUR OPINION, IS THERE ANY ASPECT OF THE LOCAL CONTEXT AND LOCAL PERSPECTIVES ON EDUCATION THAT HAS DIFFICULTED THE INCOPORATION OF THE CHANGES PROPOSED BY NEM?**

[Open-ended]

20. **HOW STRONGLY DO YOU FEEL THAT THE NEM WILL HELP IMPROVE PEDAGOGICAL PRACTICES IN THE CLASSROOM?**

Fully | Quite a lot | Somewhat | Very little

ANNEX 4: **PARENTS OR CAREGIVERS SURVEY**

This survey is intended for parents or caregivers of elementary school students. Your answers will be of great help in learning about the implementation of the NEM. It requires a maximum of 20 minutes to be answered. It does not seek "correct" answers, but rather to obtain the honest opinions of the respondent. The information collected will be used in the framework of a research project that Education for Sharing is developing with the support of the Brookings Center, maintaining the anonymity and confidentiality of the respondent's data.

1. STATE:
   CDMX
   Yucatán

2. CITY:
   [Open-ended]

3. GENDER:
   Female
   Male

3. AGE:
   20 years or younger
   21 to 30 years
   31 to 40 years
   41 to 50 years
   51 to 60 years
   61 years or older

4. NAME OF THE EDUCATIONAL INSTITUTION:
   [Open-ended]

5. 5. HOW MANY CHILDREN UNDER YOUR CARE ATTEND PRIMARY SCHOOL AT THE MENTIONED EDUCATIONAL INSTITUTION?

1

2

3

4

5

6. WHAT GRADE ARE THEY IN? MARK ALL THAT APPLY.

1st

2nd

3rd

4th

5th

6th

7. SCHOOL SHIFT. MARK ALL THAT APPLY.

Morning

Afternoon

Extended Schedule

Full Time

8. APPROXIMATELY HOW FAR DOES YOUR FAMILY LIVE FROM THE SCHOOL:

Less than 1 km

Between 1 and 3 km

Between 3 and 5 km

Between 5 and 10 km

More than 10 km

9. DO YOU AND YOUR FAMILY IDENTIFY WITH ANY OF THE FOLLOWING ETHNIC GROUPS?

Nahua

Otomí

Mazahua

Purépecha

Totonaca

Matlatzincas

Tlahuicas

Huasteco

Maya

Not sure

Other

10. TO WHAT EXTENT WOULD YOU SAY YOU ARE FAMILIAR WITH THE NEM PROPOSAL?

Not at all | Quite a lot | Somewhat | Very little

11. THROUGH WHICH MEANS DID YOU LEARN ABOUT THE NEM PROPOSAL? MARK ALL THAT APPLY.

Media (radio, TV, newspaper, etc.).

Social media (Facebook, Instagram, TikTok).

The school of my child(ren).

Others.

None of the above.

12. BASED ON THE INFORMATION YOU HAVE, HOW MUCH DO YOU AGREE WITH THE NEM PROPOSAL?

Strongly agree | Agree | Disagree | Strongly disagree

13. IN A FEW WORDS, PLEASE ELABORATE ON YOUR PREVIOUS RESPONSE. WHY DID YOU INDICATE THAT LEVEL OF AGREEMENT?

[Open-ended]

14. HAS THE SCHOOL INVITED YOU TO LEARN ABOUT THE CHANGES PROPOSED BY THE NEM?

Yes >

No

Not sure

14.1. HAVE YOU PARTICIPATED IN THESE EVENTS?

Generally yes

Only once or twice

I have not participated

15. BASED ON YOUR EXPERIENCE WITH YOUR CHILD/CHILDREN, HAVE YOU NOTICED ANY CHANGES IN THE LEARNING AND TEACHING PROCESS?

Yes >

No

Not sure

15.1. IF YES, BRIEFLY EXPLAIN WHAT CHANGES YOU HAVE NOTICED.

[Open-ended]

16. IN YOUR OPINION, ARE THERE ASPECTS OF THE LOCAL CONTEXT THAT HAVE FAVORED THE CHANGES YOU HAVE NOTICED?

Many

Quite a lot

Some

Few

Not sure

16.1. COULD YOU COMMENT ON WHICH ASPECT(S) OF THE LOCAL CONTEXT YOU CONSIDER HAVE FAVORED THE CHANGES YOU HAVE NOTICED?

[Open-ended]

17. TO WHAT EXTENT DO YOU THINK THE NEM WILL CONTRIBUTE TO IMPROVING YOUR CHILD(REN)'S EDUCATION?

Not at all | Quite a lot | Somewhat | Very little | Not sure

PARTICIPANTS
School Administrators, Teachers, and Non-Teaching Staff

DURATION
90 Minutes

SECTIONS

QUESTIONS AND DYNAMICS

1. Presentation

- As you know, we would like to discuss the implementation of the NEM in your school and learn about your experiences so far.

- It is important to clarify that the purpose of the surveys and focus groups is part of the SPARKS project, which explores how local contexts shape teaching and learning experiences and what that means for educational reform, transformation, and policy.

- Everything you share will be used solely to better understand the national reform process. This is not an evaluation of your school or an exam. It is simply an exchange to understand your experiences, how you have felt during this transition, what aspects excite you, and which ones are more challenging.

- We appreciate your willingness, openness, and trust in this conversation

2. About the School

We would like to start by clarifying some aspects of the school.

1. How long has the school been established?

2. How long has the current team of administrators, teachers, and non-teaching staff been working together in its current structure?

3. Regarding the student body, would you say that most students come from the same neighborhood, district, or community? Is it a relatively homogeneous group in terms of cultural, social, and economic characteristics?

3. The NEM

4. Now, delving into the topic of the NEM, the first thing we would like to ask, to explore further (based on your responses to the survey), is: How would you characterize the humanistic approach of the NEM?

5. Regarding your general opinion on the NEM proposal, we would like to delve a little deeper into what you expressed in the surveys.

    Therefore, we propose the following activity: take 2 minutes to reflect on how much you agree with the NEM proposal.

    » Strongly agree
    » Agree
    » Partially agree
    » Partially disagree
    » Disagree
    » Strongly disagree

    Once you have thought about your level of agreement, we ask each of you to write down three reasons for your level of agreement on three separate pieces of paper.

With your notes ready, go to the area where the sign for your chosen level of agreement is located. Now you can stick your reasons on the board, group them, and discuss them.

Plenary: To conclude, a team member will explain the findings.

6. Now, moving on to the pedagogies themselves, we would like you to comment a bit more on 3 of them:
   » Humanist pedagogy
   » Intercultural pedagogy
   » Pedagogy of care and peace

   Could you share which aspects of them generate the most enthusiasm among you?
   Once again, we invite you to write one aspect per note and place it under the corresponding pedagogy.
   If someone doesn't feel enthusiastic about any aspect, they can simply choose not to write a note.

7. Very well, moving forward, it would be very helpful if you could tell us, about two methodologies, the aspects that have raised the most questions or difficulties for you to implement:
   » Inclusive pedagogy
   » Constructivist pedagogy

   Once again, we invite you to write one aspect per note and place it under the corresponding pedagogy.
   If someone didn't have any questions or difficulties, they can simply choose not to write a note.

8. Thank you very much. Now, we would like to focus on how your implementation process has been. Regarding the following four pedagogies, we would like to know how you have been able to implement them and which ones have been EASIER to incorporate—and why.

For example, you can write: Regarding [pedagogy], I was able to incorporate it because... For each new reason (even if it is for the same pedagogy), please use a new note. You can choose which ones to share about—it is not necessary to cover all of them, but rather focus on the ones you were able to incorporate the most and with the greatest success.

- » Inclusive pedagogy
- » Humanist pedagogy
- » Intercultural pedagogy
- » Pedagogy of care and peace

If someone did not find it easy to incorporate these pedagogies, they can simply choose not to write a note.

9. Excellent! We are gathering a lot of valuable information that will be very useful. This is the last activity we will do with post-its—I promise!
Regarding three pedagogies, we would appreciate it if you could share whether you found them more COMPLEX to incorporate and why.
Just like before, but the other way around. For example, you can write: Regarding [pedagogy], I found it difficult to incorporate because... For each new reason (even if it is for the same pedagogy), please use a new note.You can choose which ones to share about—it is not necessary to cover all of them, but rather focus on the ones you found most challenging to implement in the classroom.

- » Critical pedagogy
- » Constructivist pedagogy
- » Community-based pedagogy

10. Now, thinking again about the NEM in general and considering much of what you have already shared with us (the context, the environment, the community, the families' perspectives), we would like to delve into the aspects of the local context. In your opinion, what are some local cultural factors and local perspectives that FAVOR the implementation of the NEM?

11. Thank you very much for everything you've shared with us. We have just 3 questions left.
    Now, we would like to focus on aspects of the context, the environment, the community, and the families' perspectives that may be HINDERING the implementation of the NEM. What are some of the environmental conditions, local perspectives about learning and teaching, and other cultural factors make it challenging to implement the reforms of the NEM?

    11.1. Is there any aspect of the NEM that is somehow not compatible with the local context?

12. Now, a bit of role-playing: If you had the opportunity to decide from the Secretariat of Public Education, what would you change in the NEM proposal to improve or correct the elements of the NEM that are problematic and difficult to implement in your local contexts?

13. To close, one last question: Do you think the principles proposed by the NEM will endure over time, across different governments? Why or Why Not?

CONCLUSION 14. Closing remarks.

ANNEX 6: FOCUS GROUP WITH FAMILY REPRESENTATIVES

PARTICIPANTS
Mothers, Fathers, and Caregivers of the School's Students

DURATION
70 Minutes

SECTIONS	QUESTIONS AND DYNAMICS
1. Introduction	As you know, we would like to talk about the implementation of the NEM at your school. We are interested in learning about your experience so far.
	Let us recall that the purpose of the surveys and these focus groups, as part of the SPARKS project, is to explore how local contexts shape teaching and learning experiences, and what this means for educational reform, transformation, and policy.
	It is important to note that everything you share will be used solely to better understand the reform currently being implemented across the country.
	This is not an evaluation of the school or of families—it is not a test. It is simply an exchange to learn about your experience: how you have felt during this transition, what aspects you find encouraging, which ones you do not, and so on.
	We greatly appreciate your willingness to receive us, as well as your openness and trust during this conversation.

2. The NEM

1. Could you tell us how you first learned about the NEM proposal?
   [Record whether this was through informational meetings, documents shared by the school, media coverage, social networks, etc.]

2. Considering the different sources you accessed, how familiar would you say you are with the proposal? Could you briefly share your thoughts?
   Very well. To align our understanding of the NEM proposal, we can briefly say that it consists of... (NEM slide)

3. Based on what you have seen in your children's notebooks, from their comments, or from parent meetings where the school may have explained the new approach—or based on what we have just discussed:

   What do you think about the NEM proposal? Do you agree with the new approach?

4. Based on your experience with your children, have you noticed any changes in the teaching and learning process?
   Regardless of whether your answer is yes or no, could you please share some examples? Please take a moment to write down a few examples, and then we'll discuss them together.

5. Now, please write down the reasons why you like or agree with the new approach on one side, and on the other, the aspects you dislike or disagree with. We'll take 2 minutes for individual notes and then share as a group.

3. Cultural Factors

6. Considering the characteristics of this school and its surroundings, do you think there are aspects that facilitate the adoption of the changes proposed by the NEM, or of the changes you have noticed? What are those aspects?

7. In the same way, considering the characteristics of this school and its environment, do you think there are aspects that hinder the adoption of the changes proposed by the NEM, or of the changes you have noticed? What are those aspects?

4. Role of Families

[If the topic has not come up yet, the introduction could be: We understand that you are now receiving more invitations to participate in school activities...

If it has already been mentioned: You were telling us that you are now receiving more invitations to participate in school activities...]

8. What do you think about the possibility of participating more in school activities? How do you feel about it?

9. When you receive an invitation from the school, what motivates you to attend? What reasons might lead you to decide not to?

5. Conclusion and Closing

10. Do you think the NEM will contribute to improving your children's education? Let's form two groups: those who believe it will—please write down your reasons—and those who believe it will not, also write down your reasons.

11. Closing remarks.

PARTICIPANTS
4th Grade Students

DURATION
50 Minutes

SECTIONS

QUESTIONS AND DYNAMICS

1. Welcome and Introduction

Purpose: Explain the research project and obtain verbal consent from participants.
Guiding questions:

Do you know what research is?

Are you okay with participating in this research?

Is it alright if I record the session (only voices, not images)?

2. First Activity – A Day at School

Purpose: Understand students' daily routines and school experiences.
Guiding questions:

Who would like to describe a regular school day? What do you do when you arrive?

What activities do you usually do?

Do you have these activities in Spanish or in Maya?

What do you do during recess? What games do you play?

What do you do after recess?

If children mention any methodology, for example projects, then: Can you tell me about a project you have done recently? What was it about? What did you learn from that project?

3. Favorite and Least Favorite Experiences

Purpose: Explore children's perceptions of school life and learning.

Guiding questions:

Think about your favorite moment of the school year — what did you enjoy the most?

Why was that your favorite?

What was the moment or activity you liked the least this school year? Why?

What activities do you find more difficult?

4. Interactive Game–Agree/Disagree/Doubt

Purpose: Encourage reflection on learning preferences and participation.

Method: Children express agreement by jumping, disagreement by crossing their arms, or doubt by touching their chin.

Some statements used by the facilitator:

I prefer working in groups rather than alone.

I like asking questions to my teacher.

I like working on things that happen in my community.

5. Closing

Closing word and final game.

1. Record the school's information and the grade being observed.

2. Record the teacher's gender and age, and the number of students.

3. Based on the activities being carried out, can the implementation of the pedagogies proposed by the NEM be identified? Which ones?

4. Do teachers appear comfortable presenting and conducting the activities?

5. By analyzing students' behavior, could it be said that they are familiar with the working methods and activities of the new pedagogies identified?

6. Does the use of classroom space, including posters and visual displays, reflect the implementation of the NEM?

7. If appropriate and depending on students' age, they may be asked whether they have noticed changes in the way work is carried out at school, and what they like or dislike about those changes.

8. When instructions are given, do students show any resistance regarding the working modalities of the NEM?

9. Do students participate actively?

10. If there is resistance or lack of participation, try to identify the reasons, whether expressed by the students or teachers, or by asking them directly if the opportunity arises.

ANNEX 9: **RESEARCH POLICY COLLABORATIVE MEMBERS**

Name	Role
Ricardo Enrique Cetina Flores	Supervisor of Indigenous Education
Rosa María Gómez Cruz	School Principal
Laila Martha Balderas Loza	Deputy Head of School Development
María del Rocío Hurtado Díaz	Elementary School Teacher
Isabel Villegas Pérez	Deputy Head of School Operations
José Luis Díaz Sánchez	Elementary School Teacher
Lorena del Socorro Chavira Álvarez	Education Researcher and Elementary School Teacher
Lua Camila Damián García	Elementary School Student
María Teresa Damián García	Parent
Jesús Carlos Ornelas Navarro	Education Researcher and College Teacher