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RINOE Journal-Economic History

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Support the international scientific community in its written production Science, Technology and Innovation in the Field of Social Sciences, in Subdisciplines of Macroeconomics and monetary economy: Growth and economic fluctuation; Financial markets and institutions; Labor and consumers, demography, education, income and wealth; Government, War, Law, and Regulation; Agriculture, natural resources, natural, natural environment and extractive industries; Manufacturing and construction; Transport, domestic and international trade, energy, technology and other services; Micro-Business History; Regional and urban history.

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Presentation of the content

In the first article we present *Economic cycles in the Mexican economy from 1982 to 2018* by MARTÍNEZ-NAVARRETE, Fernando & SANDOVAL-GÓMEZ, Raúl Junior with adscription in the Instituto Politécnico Nacional, in the next article *Strategies on mathematical thinking. A superior experience* by SOLIS-CAMPOS, Alicia with adscription in the Centro de Investigación e Innovación para el Desarrollo Educativo, in the next article *Approaching a pedagogical model of prison education* by ORTEGA-SANCHEZ Edgar Ricardo with adscription in the Centro de Investigación e Innovación para el Desarrollo Educativo (CIIDE) and Colegio de Estudios Científicos y Tecnológicos del Estado de Durango (CECyTED), in the next article *Kamishibai educational: a tool as a common project* by CASTRO-FLORES, Verónica Azucena with adscription in the Sistema Estatal de Telesecundarias.

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Economic cycles in the Mexican economy from 1982 to 2018

Los ciclos económicos en la economía mexicana de 1982 a 2018

MARTÍNEZ-NAVARRETE, Fernando†* & SANDOVAL-GÓMEZ, Raúl Junior

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Abstract

Dados los hechos y acontecimiento recientes en la economía mexicana, el presente trabajo consta de utilizar la historia económica y la teoría de los ciclos económicos para revisar, analizar e identificar el comportamiento que se tuvo en el periodo comprendido de 1982 al 2018; para poder dar explicación a las variables que han tenido impacto durante el periodo mencionado. Durante el periodo acotado se mencionan hechos como la década perdida, la crisis económica petrolera, la entrada de México al tratado de libre comercio, el error de diciembre, la recuperación económica al inicio del nuevo milenio, la crisis económica hipotecaria, y finalmente las causas y síntomas de una recesión económica para fines del 2018.

Economic Cycle, Mexican Economy, Economic History, Crisis, GDP

Resumen

Given the facts and events in the Mexican economy, the present paper is about using economic history and economic cycles theory to review, analyze and find out the behavior we had had between 1982 to 2018; the purpose is giving explanation thru some facts such as the lose decade, the petroleum economic crisis, the joining to NAFTA, the December's mistake, the economic recovery by the end of the millennium, the mortgage economic crisis and finally the causes and symptoms for the economic recession by the end of 2018.

Ciclo Económico, Economía Mexicana, Historia Económica, Crisis, PIB

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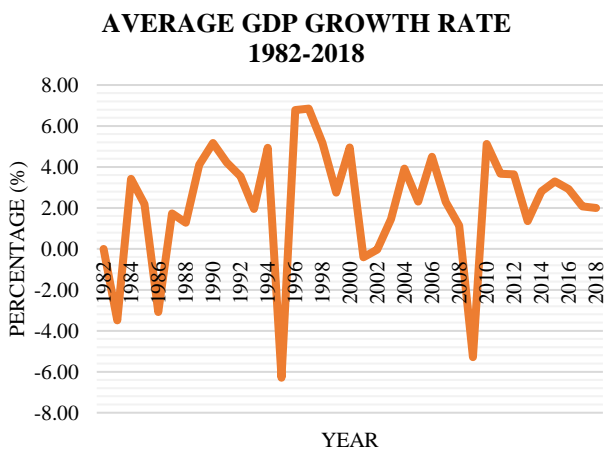
† Researcher contributing first author.

Introduction

During the study of the Mexican economy, we will try to explain it with referenced information and that the protagonists have expressed and written. It begins with the understanding of an economic cycle, showing the graph of the average GDP growth rate from 1982 to 2018, as well as the average by sexennium. The following is to explain the background of 1982, with López Portillo. Then mention the facts and achievements of Miguel de la Madrid. Later with Salinas de Gortari that takes up and modifies certain variables that are explained in its section. Ernesto Zedillo receives an economy in crisis. Finally, the six-year term of Fox, Calderón and Peña Nieto is explained together.

Theory of economic cycles

A period of oscillation that a nation suffers in a given period is called an economic cycle. The factors that influence it are vast, although the main ones are the level of production, employment rate, income level, investment level, and credit rates, to name a few. The simple and known way to quantify this concept is the Gross Domestic Product (GDP), whose definition is the sum of the market values of the final goods and services produced in the economy of some country (Heath, 2012). For A. F. Burns and W. C Mitchell (1946) consider that a cycle consists of expansions that are known as recessions, contractions and recoveries. It can be shown graphically, which uses the Gross Domestic Product Growth Rate (GDP) in percentage terms, while in the abscissa axis the time used in years.



Graphic 1 Economic cycles, recessions and expansions
Source: own elaboration with World Bank data

Period	President	PIB (%)
1982-1988	Miguel de la Madrid	0.34
1988-1994	Salinas de Gortari	3.99
1994-2000	Ernesto Zedillo	3.36
2000-2006	Vicente Fox	1.95
2006-2012	Felipe Calderón	1.76
2012-2018	Enrique Peña	2.41

Table 1 Average GDP Growth Rate per sexennium
Source: own elaboration with data from the World Bank

Background

Before explaining the study period, it is pertinent to understand the preconditions they had. During the six-year period of López Portillo, macroeconomic imbalances were found, such as having a current account in the balance of deficit payments, and controlled inflation. External debt became more substantial and unpayable (Torres, 2018). By the end of his term, the economic policy used was based on the fact that oil prices would continue to rise. The income generated by the sale of oil represented approximately twenty-five percent of GDP, which caused the expansion of Petróleos Mexicanos (Huerta, 2017). In the industrialized countries the energy crisis forced the implementation of energy saving programs, significantly reducing their levels of oil consumption by the end of the seventies. As a consequence, the Mexican oil market weakened; to such a degree of having to decrease the prices of a barrel of oil and depreciate the Mexican currency; what ultimately led to capital flight and that the reserves in the Bank of Mexico were at record lows (Ramos, et. al., 2005). In parallel, the United States suffered a recession caused by interest rates, which caused credit to be reduced worldwide. That is, when a loan was requested, variable interest rates were agreed upon and in short payment periods. This caused the payment of interest and capital to be somewhat unpayable for those debtor countries, including Mexico (Cruz, 2017). Given this, international banks cut the credit lines granted. As a consequence of this, Jesús Silva Herzog was commissioned to meet in the United States with representatives of the International Monetary Fund, World Bank and private banks to publicize the debt crisis with the phrase "I owe, I do not deny. I don't have payment." In the last presidential report of López Portillo, the decree to nationalize the bank is announced. This caused the ties between the private sector and the government that had been working together on the policies of economic growth and development in the country and their application to be broken (Orlik, 2016).

What Miguel de la Madrid left

In the speech given by Miguel de la Madrid during the presidential protest, he mentions that the country was in danger of getting rid of its hands and that the solution was neither easy nor prompt. The first actions of the new government were to renegotiate the terms and terms of the external debt of both the public and private sectors (Navarrete, 2016). In macroeconomic terms, there was an increase in inflation due to the public deficit. This resulted in the basic basket, and in general, goods and services increase in price, with the solution of implementing subsidies to maintain its acquisition level (Ibarra, 2013). The unemployment rate increased twice as much as in the previous administration. In addition, there was a general closure of companies due to the contraction of the internal market, due to the inability of companies to pay their debts assessed in US dollars, since both their raw material and spare parts were imported (Cortés, 2013). In the end, the role of the state in the economy had to be redefined. Entrepreneurs hoped to have more participation in key economic activities, and the expropriation of banks would be reversed. In this period, in the political sphere the strength of the opposition to the partisan regime that had been taking place increased (Villanueva, 2018). Entrepreneurs supported this nascent force. Two streams of thought were extrapolated, the first that the dominant regime expects in the short term the least state participation in the economy and adopt what is known as globalization; while the nascent regime maintained the idea of nationalism that would maintain state intervention in the economy (Brid, 2013). That is how the 25th and 28th constitutional articles were reformed to clarify the role of the state in the economy. As an example of this, the private sector mainly participated in banking institutions and other key sectors (González, 2013). This event did not achieve union between government and companies, rather it generated uncertainty and increased support for the nascent political party, the National Action Party. This is how the government, under the motto of "economic realism", sought structural change through the protection of the productive apparatus; reduce unemployment; guarantee the supply of the basic basket; increase tax rates and tax revenues; and reduce the subsidy to products that previously (Barajas, 2014).

With the application of the previous measures, the national economy gradually stabilized. But during this period there was an opportunity cost, and this was the cut to social programs, which generated deterioration in the social welfare of the population (Loría, 2014). Even so, the debt crisis was overcome, largely by the loan granted by bankers for five billion dollars for the payment of moratorium and subsequently to the payment of capital. Once the crisis was over, the restructuring policy was implemented, which consisted of two guidelines: on the one hand, reducing the importance and interference of the public sector with key economic activities; and on the other hand, generate competitiveness through foreign trade (Ruiz, 2011). As a consequence of this, the privatization process began. At the beginning of the six-year period there were one thousand one hundred and fifty-five parastatal companies, now with this measure six hundred and seventeen were reached (Mosqueda, 2013). Previously a protectionist apparatus had been structured in which it was changed so that foreign trade gained ground. This was consolidated when the president in turn made the decision to enter the GATT along with a liberalization policy (Mejía, et. Al., 2006). Even when they were left behind after the effects of the crisis, two important events made the efforts in vain: the fall in oil prices, and the earthquakes in September of nineteen eighty-five (Carreño, et. Al., 2015). In the case of oil, barrel sales were weakened due to overproduction. This is how the Organization of Petroleum Exporting Countries (OPEC) managed a price-based strategy in order to recover both production and quantity in income (Rodríguez, et. Al., 2015). This strategy caused increases in prices when needed, and decreases in this to break businesses that did not belong to the organization. This brought a significant impact on the Mexican economy, which remained largely dependent on oil revenues (Hernández, 2018). The macroeconomic indicators that had improved (such as the inflation rate, public debt, current account deficit, to name a few) collapsed to similar figures that caused the crisis that was overcome. As a corrective measure, the Breath and Growth Plan (CAP) was implemented, whose main goal was the reactivation of the economy, through the recovery of oil market prices; the renegotiation of outstanding debt; export support and reduction of import barriers.

Eventually, some nonconformists in the political dome of the Institutional Revolutionary Party left it to form an opposition front called the Democratic Revolution Party (Sánchez, 2019). This reflected that both the PAN and the PRD have favorable results in candidates in the north of the country. These are the bases of political democratization. In the social aspect, the middle class was reduced, as well as the upper class, with the lower class giving greater proportion (Ibarra, 2009). It was lived with uncertainty, especially with the precariousness in wages and its zero increase. People of productive age were unemployed. The prices to acquire products and services fluctuated. One day it was bought at a reasonable price, on another day it was stopped buying for an exorbitant price. The lag permeated education, where few people had degrees of university studies. The social indicators of housing and health decreased in the decade (Laos, 2000).

The Economic Solidarity Pact (PSE) came out at the end of the presidency period, with the purpose of reducing the inflationary level that was taking place, and in general, recovering economic growth. This pact was made up of an increase in tax rates, reduction in expenses and temporary price controls for certain basic necessities, as well as wages (Aspe, 1993). Once again the opportunity cost was the social cost. The results of this program were to control inflation, but not eliminate it. Based on the Austral and Cruzado plans for Argentina and Brazil respectively, so as not to go through the mistakes they both made. In addition, corporatism was included in the development, the same relationship that was fragmented, derived from the nationalization of banks.

The results that were achieved were to reduce public spending and in turn raise tax revenue; together with the stable exchange rate, which together caused inflation to remain low during the last year of the Madrid government (Espinosa, et. al., 2019). Once the economy was relatively stable, it was recognized who was the intellectual author of the program, Carlos Salinas de Gortari. As in any previous six-year term, the PRI used to uncover its candidate with the approval of the president, although the presidential contest would have serious rivals (De la Madrid, et. Al., 1982).

El salinato

During the previous years, the political force fragmented, resulting in the creation of the PAN and PRD parties. For the presidential elections of 1988, the candidates were: Carlos Salinas de Gortari for the PRI; Manuel Clouthier for the PAN; and Cuauhtémoc Cárdenas for the PRD (Rogozinski, 1997). During the counting of the votes to declare the winner, the then president of the IFE gave a conference on the night of the end of the elections to notify a fall of the system in the counting of the votes, which referred to the delay to publicize the election results (Puche, 2015).

Before that fall, the votes favored the PRD representative. After the system had been re-established, the votes favored the PRI representative. With very little legitimacy of the population and the political opposition, Carlos Salinas received the presidential side of Miguel de la Madrid. This is how the sexennium began (Rugarcía, 2011). The next day, the president met with the political opposition groups to make truce and join efforts towards the same path. The way in which the president would recover credibility was by trapping and imprisoning public figures, such as the oil union leader, the leader of the Education Workers' Union (SNTE). With these achievements he was recovering the legitimacy he needed to start the plans in mind (Cárdenas, 2009).

The new government, who for the first time was made up of a generation of PhD students in foreign universities and that the president called "the compact group", faced an economic stagnation (Reyes, 2019). From the first presidential speech in Salinas, he sought to renegotiate the debt and reduce the transfer of resources abroad. The correction measure was to keep the Economic Solidarity Program under the name of the Pact for Stability and Economic Growth (PECE) under the task of growing without neglecting inflation. In addition, the US government, through the secretary of the treasury, launched the "Brady plan", which sought to keep Latin American countries stable public finances so that they could renegotiate their respective debts with creditors (Avendaño, at. Al., 2011). Derived from this, it was permeated until public opinion that Mexico was ready to receive foreign investment again, and that the debt problem was not an impediment to growing economically speaking.

On the other hand, the results of the PECE during 1989 were significant: the inflation rate decreased further; there was an average growth of 3%; the financial deficit decreased; foreign investment increased; and the trade balance was surplus (Herreros, 2019). With this, the markets were opened and liberalized, led by external events, such as the fall of the Berlin Wall, the break-up of the USSR. All this was combined with the Republican US government that culminated in the Washington Consensus (Reyes, 2019). The purpose of this consensus was to limit the actions of any state in the economy, freely trade goods and capital, eliminate subsidies that hinder competitiveness. This is how the country was reformed during the rest of the six-year term, the economic model, which was mainly protectionist and nationalized, was changed to another model that was called neoliberal. The notable achievement recognized by Salinas de Gortari was the creation of the Free Trade Agreement between Mexico, the United States and Canada, which was the beginning and engine of the new economic model (Moreno-Brid, et. Al., 2009). The purpose of being part of the FTA is to promote economic growth through the export sector, but not because of the stimulus to competitiveness within the Mexican productive apparatus (Nápoles, P., 2017). In parallel, the president tried to unite the broken ties with the private sector before the opportunity to privatize what remained of the parastatals. The bank was returned to those who had lost it in the time of López Portillo (Rice, 2018). Other cases of companies that went to the private sector were Altos Hornos, Mexican aviation and Telephones of Mexico. As a consequence of this, trust was regained between the private and public sectors, in addition to the flow of capital. In addition to this, the deregulation policy of key sectors, such as cement and steel, was carried out in order to minimize production costs (Lomelí, 2012). During 1990, the distribution of income to families caused consumption to be reactivated and purchasing power maintained. The structural change made had repercussions on trade and market liberalization, openness to foreign investment, privatization of parastatal companies. The latter gave results that were not expected, such as airline companies, while others have been questioned, such as the company Telephones of Mexico, given that the state monopoly became part of a private monopoly (Loría, 2009).

In the case of bank privatization, which was the means to consolidate ties with the private sector again. Same that was very well received by both corporatism, and public opinion (Díaz, 2019). The way in which it was carried out was through a bank disincorporation committee, composed mainly of officials of the Ministry of Finance, Bank of Mexico and the National Banking Commission (Avendaño, et. Al., 2011). In total, eighteen banks were those that went to the private sector. On the other hand, land properties were considered to be the problem with which the agrarian system did not grow. To improve productivity in this sector, a constitutional article 27 reform was made. Which added the power to sell land. The results of this change were nil. A possible cause of this event was the lifting of the Zapatista Army of National Liberation (EZLN) in 1994, which will be explained later. Some other relevant reforms during the sexennium, was the autonomy of the Bank of Mexico, as part of a requirement to consolidate the free trade agreement (Vázquez, et. Al., 2012). In addition to this, the economic competition law was created, from which it emanates from the federal economic competition commission, under the premise of avoiding monopolies in sectors where the government was not. By 1991, the Mexican economy showed signs of economic slowdown, which would have an impact on a crisis for 1993 (Ibarra, 2012). The imbalances were in real GDP and in the capital account of the balance of payments derived from the large flow of currencies. Some historians called this period the "Dutch disease." What generated a general increase in the prices of non-tradable internal goods, such as labor, industrial or energy sector services. An impending devaluation was coming (Reyes, 2019). The productive apparatus was weakened, as they now faced three axes: competition with other foreign companies, the phenomenon of the Dutch disease, and the overvaluation of the exchange rate. For 1992 and 1993, the Mexican economy was in recession. The current account was in deficit (Díaz, 2019). This translated into an increase in the unemployment rate, since less efficient national companies closed or broke. With the entry into force of the free trade agreement in early 1994, Mexico was recognized as part of the developed world and leader among emerging countries. However, what was least expected was an armed uprising, which, although it is true, did not generate macroeconomic imbalances, but collective awareness about the country's direction with the reforms made (Lustig, 2010).

Since the privatization of Mexican banks, financial institutions continued to have internal problems caused in part by the acquisitions, whose funds were mostly through debt. The reason was that capital was not enough to acquire the banks. Having a loan to acquire the bank's shares, a credit expansion was generated, which throughout the year was increasing until it reached a point where it became an overdue portfolio (Lustig, 2010). In parallel, the existing legal framework for the financial sector was brief. Both the National Banking Commission and the National Securities Commission were responsible for developing the banking regulation framework (Lustig, 2010). This phenomenon benefited Mexican families, because the opportunities for a line of credit were accessible. The purpose of these credits was mainly to acquire durable consumer goods (Ibarra, 2012). The savings of the families were supported by the Bank Fund for Savings Protection (FOBAPROA), which was founded in 1990 by the Bank of Mexico and contributions from commercial banks.

The government solved this with the issuance of Treasury Certificates (cetes) and treasury bonds (tesobonos), both valued in dollars and with the latent risk of increasing due to the volatility of the exchange rate (Ibarra, 2012). However, the second cause of the crisis at the end of 1994 was due to macroeconomic imbalances, specifically the overvaluation of the exchange rate; In addition, derived from the events of the murder of Luis Donaldo Colosio in March, who was the candidate for the PRI for the presidency of the Republic, capital flight escalated in just the month after the murder (Vázquez, et. al., 2012).

Days later, Ernesto Zedillo Ponce de León, who was the head of the Colosio campaign, is the new one chosen by the PRI. In August the elections were held, giving Ernesto Zedillo as a wide winner. Above the candidates Diego Fernández de Cevallos for the PAN, and Cuauhtémoc Cárdenas mainly for the PRD (Avendaño, et. Al., 2011). Some political analysts agree that the population voted for the continuity of the PRI in the government as a way of counteracting some fear of the destabilization of the country after five years perceived as progress in the outgoing government.

El zedillismo

The president-elect, Ernesto Zedillo, receives the Mexican economy and describes it as "pinned with pins," because the internal debt issued by cetes and tesobonos exceeds international reserve levels; Furthermore, due to the overvaluation of the peso, which, in the opinion of analysts, it was urgent to devalue it (Girón, 2002). The question asked by public opinion was why the peso was not devalued at the time it was needed. Possible answers were speculated: Salinas de Gortari was not suited to continue retaining its public image and also aspire to the position of the general director of the World Trade Organization. Another was that in ten days it is not possible to make, approve and implement an adjustment in the economic package (Dávila, 2010). For December 1994, another crisis appeared known as "the December mistake." This was the result of an incorrect management of internal credit provided by the Bank of Mexico (Rojas, 2008) in Latin America, it was called the "tequila effect", because it affected countries like Brazil and Argentina mainly. The impacts of the devaluation in 1995 were deeper than predicted. The exchange rate increased considerably. In addition to this, the purchasing power decreased by approximately half (Avendaño, et. Al., 2011). That is, the precise goods and services increased to an average fifty percent. The International Monetary Fund led consultants to assist in the economic crisis, determining to provide financial support in conjunction with the US government of fifty billion dollars (Ibarra, 2012). In addition to following macroeconomic rules that would not be very acceptable by society in general (Guillén Romo, 2015). The measures were of a contractionist nature, such as a reduction in public spending, an increase in tax rates such as Value Added Tax (VAT), high interest rates that sought to promote investment, and an increase in inflation up to a figure (Avendaño, et. Al., 2011). Therefore, the GDP growth rate decreased at negative rates compared to previous years. On the other hand, privatized financial institutions were already showing signs of weakening in large part because of the way they were acquired (Lustig, 2010). The credits obtained and granted multiplied, because they were valued in dollars, and with the financial crisis of the end of 1994 and the beginning of 1995, they became unpayable accounts.

Another aspect that had been taken care of was the savings of the clients with the support of FOBAPROA, which continued to be fulfilled (Vázquez, et. Al., 2012). Given the circumstances of payment problems, the phenomenon of portfolio purchase was generated, where the government injected capital into the banks through the Temporary Capitalization Program (PROCAPTE) and replacing it with the Portfolio Capitalization and Purchase Program (PCCC). The mechanics were as follows: when banks could not sell their debt, the government bought the bank's past due portfolio and others in the same situations. The government issues a promissory note through FOBAPROA so that the bank will enter cash flows to heal its finances. This applied measure became public debt approved by the congress (Avendaño, et. Al., 2011). The so-called "bank bailout" transferred the debt of private banks and other sectors to a debt where the population will pay "the broken plates".

Once the year of 1996 arrived, the ravages of the economic crisis were overcome. So much so that the average GDP rate between 1996 and 2000 was 5.5% (Vázquez, et. Al., 2012). The then president Zedillo left solid macroeconomic foundations where the recovery of the productive sectors and the best efficiency of the government in its expenses and income were sought, until benefiting society with employment opportunities and improving the distribution of wealth (Ibarra, 2012). This was thanks to the consolidation of the Free Trade Agreement. Until now, it has been the best period of prosperity since what happened in 1982. Another important event was the political sphere. Given the actions applied in previous years, the opposition was favored, to the point of having the majority in the chambers of deputies and senators in the intermediate elections (Lustig, 2010). This would be the beginning of political change in the country. By 1998, the Bank Savings Protection Law was generally approved, which gave rise to the Bank Savings Protection Institute (IPAB), whose purpose was to replace FOBAPROA (Avendaño, et. Al., 2011). The political opposition took advantage of the events to position themselves and be favored with the votes in the intermediate elections, envisioning a change in the presidential elections. So it was. Social unrest was the reason why the population expected a change for the 2000 elections.

The main candidates for that contest: Vicente Fox for the PAN, Francisco Labastida for the PRI, and Cuauhtémoc Cárdenas for the PRD. Finally, the alternation through the PAN was the one who took power from the hopes of change and improvement in society (Vázquez, et. al., 2012).

A new hope in the new millennium, and the counterattack of the old regime

Since the beginning of the year 2000, national development plans, in their prospects for economic growth, have been far from reality and far from what was promised (Ramos. Et al., 2005). The phenomenon of a weak presidentialism was presented, where the power was held by the congress of the union, the governors and certain interest groups that through them were making the decisions that the president did not take (Mayer-Serra, 2013). The president could no longer approve his economic reforms, largely due to the union and coalition of political parties to prevent it (Vázquez, et. Al., 2012). With the passage of time, not even the subsequent presidents could. For the 2006 elections, the main candidates were: Felipe Calderón for the PAN, Andrés Manuel López Obrador for the PRD, and Roberto Madrazo for the PRI (Lustig, 2010). The elections were fought between the candidates of the PAN and the PRD. In the end, the PAN candidate was the winner by a minimal difference. The elections were controversial, which generated social movements and demonstrations throughout the country (Moreno-Brid, et. Al., 2009). In addition to this, the scandals between the political class and the businessmen; the frontal struggles to eradicate drug trafficking and deaths. This presidential loss in the political aspect was of complications, because the consensus to approve the structural reforms was becoming more frequent and delayed. The financial crisis was created in the United States (Cordera, et. Al., 2009). The problem was caused by the real estate sector. Mortgages granted to low-income clients with a higher risk for debt payment (Guillén Romo, 2015). Investors from any country lent money to hire securities backed by mortgage loans, which expected a profitable business (Vázquez, et. Al., 2012). The free movement of capital allowed derivatives to be acquired and marketed worldwide, of which the majority belonged to the real estate sector (Mayer-Serra, 2013).

This increased the price of real estate and, therefore, generated indebtedness to the families that acquired them (Vázquez, et. Al., 2012). This was known as a bubble in real estate. When the bubble exploded, collateral damage was caused, as in the automotive sector, where its sales decreased considerably (Mejía, et. Al., 2017). In Mexico, inflation increased and it was difficult to acquire the basic basket with income that did not grow (Guillén Romo, 2015). In recent years, economies have been recovering from the crisis (Moreno-Brid, et. Al., 2009). For the 2012 elections, the main candidates were: Enrique Peña Nieto for the PAN, Andrés Manuel López Obrador for the PRD, and Josefina Vázquez Mota for the PAN. The winner was the PRI representative, who beat his close PRD rival. In Mexico, social programs were cut, where the largest budget was destined to finance political parties (Mejía, et. Al., 2015). The perception of corruption and favoritism for certain private sector domains has maintained social unrest (Mejía, et. Al., 2017). In addition to finishing and drying "the golden egg hen", which is PEMEX, with the implementation of structural reforms in 2013 (Naples, 2019). Average growth rates of GDP at 1% have been glimpsed. Poverty has been increasing, as has underemployment (Ros, 2019). Of course, we carry an external debt that, until the end of this edition, is around ten billion pesos (Vega, et. Al., 2019).

Conclusions

The solution used to overcome the crisis in the 1980s was based on the diagnosis of a cash flow problem. Although the problem lay in the development strategy along with a late macroeconomic decision making. This was recognized by the then Secretary of the Treasury, Jesús Silva Herzog. In addition, this refers to the fact that, due to solving the short-term problems, they omitted the structural weakness that caused a depletion of the previously developed model. The dependence of the productive apparatus with foreign trade and the rupture between the public and private sectors in favor of the economic development caused by the nationalization of banks was evident. The crisis of 1995 could have been controlled differently, if and only if the decision was taken without particular interest bias. Today it is still questioned that a private trust would receive public money for the help of private institutions.

The benefits of FOBAPROA was that it prevented the suspension of operations of the institutions involved and the account holders. He made sure you want bank deposits they won't lose it. The legislation was an important point, because due to the facts and events, the regulations were reformed until certain aspects that were not previously considered were considered. The economic crisis of 2008 uncovered the neoliberal model, criticizing and conjecturing that economic crises are inherent in the capitalist system. It has been won in terms of balance of podres. The democratization of the country has become more common. Despite facing more challenges, macroeconomic stability is capable, even with economic growth rates. The workforce is absorbed by the private and public sector; income distribution has been distributed throughout social classes; and it has been gained in access to goods and services around the world. The question with which the present investigation culminates is: will another "Mexican miracle" be returned?

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Strategies on mathematical thinking. A superior experience**Estrategias sobre el pensamiento matemático. Una experiencia en superior.**

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Abstract

The present article is a systematization of experiences derived from a workshop developed with higher education graduates working as teachers in basic or upper secondary education. The aim of the workshop was to strengthen the participants' competences in the design of didactic strategies focused on the development of mathematical thinking for their own students. The workshop addressed three specific teaching components: planning skills, learning environments and teaching strategies. It is important to highlight that an expected workshop outcome was a book chapter written with experiences drawn from the implementation of the designed didactic strategies. The ambition was to publish a book with financial support of the Research and Innovation Center and the Faculty of Exact Sciences. None of these two last objectives were fulfilled. The paper is divided in four parts: diagnostic evaluation, workshop design and implementation, participants' satisfaction and conclusions.

Learning environments, Education, Teaching strategies, Course evaluation, Planing

Resumen

El presente artículo es una sistematización de experiencias derivadas de un taller desarrollado con graduados de educación superior que trabajan como profesores en educación básica o secundaria superior. El objetivo del taller fue fortalecer las competencias de los participantes en el diseño de estrategias didácticas enfocadas en el desarrollo del pensamiento matemático para sus propios estudiantes. El taller abordó tres componentes específicos de la enseñanza: habilidades de planificación, entornos de aprendizaje y estrategias de enseñanza. Es importante destacar que un resultado esperado del taller fue un capítulo de libro escrito con experiencias extraídas de la implementación de las estrategias didácticas diseñadas. La ambición era publicar un libro con el apoyo financiero del Centro de Investigación y Innovación y la Facultad de Ciencias Exactas. Ninguno de estos dos últimos objetivos se cumplió. El documento se divide en cuatro partes: evaluación diagnóstica, diseño e implementación del taller, satisfacción y conclusiones de los participantes.

Entornos de aprendizaje, Educación, Estrategias de enseñanza, Evaluación de cursos, Planificación

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Introduction

In basic education the subject of mathematics has been evaluated through national evaluations such as the National Plan for the Evaluation of Learning (PLANEA), which investigates among other things “the domain of mathematical learning of the corresponding educational level” (INEE, 2018 , p. 16), these evaluations are presented in four levels to be considered ranging from Level I or Insufficient to Level IV or Outstanding, resulting in 79.4% of students in levels I and II in elementary school. Also, in high school 89.4% and high school is not the exception (INEE, 2015), although these results are multifactorial, one of these causes is teaching and learning (Espinoza García, sf as cited in Corzo y Reyes, sf ; Luna, 2003), which is why the Center for Research and Innovation for Educational Development (CIIDE) suggests that basic education teachers have a tool that allows them to improve their educational practice, especially in the teaching of mathematics, through a book where they have proven strategies that help in the mastery of those mathematical learning of each educational level.

Given the possibility that the students of the Master in Educational Mathematics, of the Faculty of Exact Sciences (FCE) consider the objective of the workshop, that as part of their academic training, students strengthen their competencies for the design of teaching strategies that promote the development of the mathematical thinking of their own students and, with the existing agreement between said school and CIIDE, that the students, assisted with their tutors and thesis directors, apply and validate strategies in basic and upper secondary education, so that they are published in an edition of CIIDE / SEED together with the FCE / UJED, after the workshop designed for master's students. In this systematization of experiences, a little will be told about what happened during the intervention process, first what will be described in the diagnostic evaluation that was carried out in the first days of the course will be described, and it was through a process of open questions, where the masters students are characterized. The structure and development of the workshop will also be developed, in this section the way in which the students were working and about the products made will be announced, to finalize with the evaluation made by the students to the workshop called satisfaction of those involved.

Diagnostic evaluation.

Diagnostic evaluation.

Workshop structure and development

Due to the diversity of students in their academic training and teaching experience, adjustments were made so that students could consolidate what a strategy is, for that reason three important topics were reviewed: planning, learning environments and didactic strategies.

With regard to planning, some formats that students with teaching experience were reviewed, in addition to the characteristics that must be carried out, for this reason, the students established, after reviewing different formats and what Madrigal establishes and Solís-Campos (2015) that the minimum that should have a didactic planning should be:

- Planning identification, where the name of the institution, name of the teacher, name of the subject to be taught, grade, group, shift, subject and date of preparation.
- Characteristics of the group, where they established a little of their diagnostic evaluation, how many students, internal and external context, among other relevant information.
- Information on the subject or subject: subject to be taught, objective, purpose, expected learning, skills to develop, etc.
- Development of activities, where activities of beginning, development and end could be visualized, dates on which they will be carried out, material to be used.
- Evaluation, the types of evaluation that you will use in your group, diagnostic, formative and summative, in addition to the co-evaluations, self-evaluations and those made by the student to the teacher.

In the second topic related to learning environments, three definitions were discussed in class: the one established by Raichvarg (1994, as Duarte cites, 2003) where he mentions that the environment derives from the interaction of man with the natural environment that surrounds; Ospina (1999, as Duarte cites it, 2003) that conceives the environment as a daily construction, of daily reflection, permanent singularity, which must ensure the diversity and richness of life in relation; and finally that it is considered as “a scenario where favorable learning conditions exist and develop. A space and a time in movement, where participants develop capacities, competencies, skills and values ”(A.C. CEP Parras 1997, pp. 15-18 as quoted by Duarte, 2003).

This last definition was the one that was considered in the group to carry out the activity where they considered the technological and non-technological resources that were at hand in basic education, such as video production, collaboration websites, mobile broadband, applications hybrid web, collective intelligence, social operating systems, books, notebooks, and other materials that help in the generation of school environments conducive to learning (Correa, 2008 and Duarte, 2003), which they used to prepare a writing and answer the question What should I do to create the learning environment for my students?

The students had to consider the organization of the space, the materials, as well as rules and attitudes in the development of the activities, but give special importance to the sociomathematical norms, typical of the mathematical community and which are listed below (Bonacina, 2013):

- Methodological order: learn to solve problems.
- Cognitive order: learn concepts and procedures.
- Attitudinal order: that create the environment for the renegotiation of mental models that hinder when they do not preclude the development of the skills required for meaningful comprehensive learning.

For this activity there were those who did it as a painting and who in free text, but all the students made their proposal in the arrangement of the material (books, notebooks, cards, tables, blackboards, etc.), in the organization of the students and in organizing your own planning to design your classes. Finally, in the last part of the workshop we worked with the master's students in the identification of what is didactic, teaching method, sequence and didactic strategy, based on strategies established with Cortizas and Rodríguez de Castro (2007), Madrigal, Solis - Campos y Reyes (2016), Ministry of Public Education, (2004) and other authors that each student investigated

Rosales (1988) establishes didactics as a science belonging to the systematic teaching process in terms of the organization of learning, while Contreras (1991) determines that it is a discipline that explains the teaching and learning processes to propose its realization consistent with educational purposes Given these two definitions students found similarities and built their own. Monereo (1994) definition of teaching method was taken into account, considering it as an orderly sequence of activities and resources used by teachers in their educational practice, since it is a logical achievement of the steps or activities that are carried out conducted for the purpose of an educational purpose, giving examples such as methods: deductive, inductive, or Montessori. Regarding the didactic sequence, it was considered as a series of activities to address a topic, which should be progressive and according to the knowledge and skills that the student develops (Cortizas and Rodríguez de Castro, 2007)

For the last concept reviewed within the didactic strategies, the definitions that Cortizas and Rodríguez de Castro (2007) were reviewed, because they first define it as the art of directing, weighing, controlling actions for the achievement of learning and then making an extension of this definition considering it as conscious and intentional actions for the accomplishment of a task, which must be based on a method, and implies a planning of the teaching and learning process in which the teacher must make decisions about the techniques and activities that he will perform in his classroom

After analyzing the different definitions, the students present two instruments of Herrman's brain quadrant model (one as students and the other as teachers) which represent "four different ways of operating, thinking, creating, learning and, in short, live with the world" (Ministry of Public Education, 2004, p.7) obtaining the results presented in Table 1.

Brain quadrants	As students	As teachers
Left cortex	100%	
Right cortex	11%	
Limbic right		88%
Left limbic		44%

Table 1 Results in percentage of the evaluation to the students of masters of mathematics educativa
Source: own creation

As can be seen in Table 1, each student could present more than one brain quadrant in their way of learning, so it was observed that when they behave as students, their processes are of analysis, reasoning and logic, they like models, theories, the precise word, collect facts, so that their competencies go to abstraction, mathematical, quantitative, problem solving.

On the other hand, as teachers they are in the limbic area, which sounds logical, since those in the left limb have as competencies the administration, organization, implementation carried out, necessary to implement the classes, and also those of the right limbic.

They are given teaching, teamwork, relational skills, much needed skills for educational practice.

Assessing their way of learning was important, because that way, strategies designed according to their results could be generated, such as, the strategy of illustrations or visual thinking, that of interleaved questions, that of topographic clues, that of abstracts, of previous organizers, analogies or metaphors (Education for Development Foundation, 2009).

As a couple, students, except one person who worked individually, worked on math-related strategies that were applied in the classroom, and delivered their sustained strategy.

Satisfaction of those involved

At the level of satisfaction of those involved, an instrument is applied that contains both closed and open questions, in both questions are asked regarding the organization of the program, the content of the course, the duration and the schedule, regarding who imparts the course, didactic means that were used, facilities and technical means, learning evaluation mechanisms, the general assessment of the course and the degree of satisfaction, with general comments. In the quantitative evaluation, they were asked to rate each aspect with a scale that ranged from 1 to 4, where one strongly disagrees and four, completely agree, when analyzing the aspects, the results presented in the Table 2.

No.	Appearance	Punctuation		
		Mean	Median	Mode
1	The course was well organized (information, compliance with dates and times, delivery of materials).	3.22	3	3
2	The number of students in the group was adequate for the development of the course.	3.78	4	4
3	The contents of the course responded to my training needs.	3.33	3	3
4	There was an adequate combination of theory and practice application.	3.22	3	3
5	I can put into practice the contents addressed in the course.	3.67	4	4
6	The duration of the course was sufficient according to its objectives and contents.	2.67	3	3
7	The schedule favored the attendance to the course.	3.22	3	3
8	The way of teaching or tutoring the course facilitated learning.	3.22	3	3

9	They showed mastery of the subjects taught.	3.33	3	3
10	The documentation and materials delivered were understandable and adequate.	3.56	4	4
11	The teaching aids were topical.	3.22	3	4
12	The facilities were appropriate for the development of the course.	4	4	4
13	The technical means were adequate to develop the course content.	3.78	4	4
14	Instruments or techniques of evaluation and self-evaluation were available that allowed to know the level of learning achieved.	3.22	3	3
15	The course allowed me to obtain an accreditation where my performance and learning was recognized.	3.11	3	3
16	The course contributed to my professional development	3.56	4	4
17	The course allowed me to acquire skills or knowledge that I will apply in my role.	3.67	4	4
18	The course favored my personal development.	3.44	3	3

Table 2 Quantitative course assessment

Source: own creation

When considering the aspects mentioned in Table 1 and combining them with the comments of the open questions, the following is established as conclusions:

1. Organization of the program The quantitative aspects were established with questions 1 and 2; where it is observed that the course was well organized (mod = 3) in addition to the fact that the number of students was sufficient for the development of the course (mod = 3), however, in their qualitative comments they state that the time was insufficient, especially for some activities (A102, A105), that they liked that there were modifications in the activities according to their learning pace (A107) and that the development of the teaching strategy was useful to them and that is where they would have liked to have more time in the program (A105, A107, A109).
2. Course content. The quantitative aspects were established with questions 3, 4 and 5, which stated that the course contents responded to their training needs (Mod = 3), there was an adequate combination of theory and practice application (Mod = 3), In addition to putting into practice the contents addressed (Mod = 4), however, in the comments received in this regard they were "quite broad and solid" (A102, 20b) and "although it was not the objective to work more with class planning it would have been helpful" (A107, 20b).
3. Duration and schedule The quantitative aspects were established with questions 6 and 7, which stated that both the duration of the course and the schedule favored the fulfillment of objectives, contents and their attendance (mo = 3), however in their comments it was written that time was lacking to work with ease the issues, especially the activity related to the strategies (A101, A102, A103, A105, A107, A109).
4. Trainers or tutors. The quantitative aspects were established with questions 8 and 9 which stated that the way of teaching the course facilitated learning (mo = 3) and showed mastery of the subjects taught (mo = 3), and in this aspect there were no comments about.
5. Didactic means. The quantitative aspects were established with questions 10 and 11, which stated that the materials delivered were understandable to them (mo = 4) and that they were topical (mo = 4), so the only comment made was "very well explained and implemented" (A102, 20e).

6. Facilities and technical means. The quantitative aspects were established with questions 12 and 13, which stated that the facilities were appropriate (mo = 4) and the technical means also (mo = 4), however, their comments were about the use of the computer that was assigned to the teacher, can improve (A101, A109) and what was had was "well used" (A102, 20f).
7. The mechanisms of learning evaluation. The quantitative aspects were established with questions 14 and 15 which stated that they had evaluation and self-assessment techniques that allowed them to know their level of learning achieved (Mo = 3) and the course allowed them an accreditation where they recognized their performance and learning (mo = 3), however, in the qualitative aspects, it was commented that there were some criteria to evaluate some products (A101, A109), although the comment "very good, depending on the subject studied" (A102) was also made.
8. General assessment of the course. The quantitative aspects were established with questions 16, 17 and 18 where they state that the course contributed to their professional development (mo = 4) allowed them to acquire skills that they will apply in their function (mo = 4) and favored their personal development (Mo = 3), however, qualitatively, only comments are presented regarding what they liked but that the question of time was corrected (A102) and that regarding the topics discussed "they seemed important to strengthen knowledge and improve teaching practice" (A108, 20i)

At the end with the question regarding degree of satisfaction, only 2 students representing 22% indicate they are very satisfied with the workshop course, and 78% rate the course as satisfied.

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Conclusions

The students of the workshop, managed to learn a respect on how to do a planning, and those who already had the experience, improved their processes, initially, especially those who were not professors by profession, were fearful of the knowledge that for them represented something different, but throughout the workshop they were more critical of their own effort, they were able (100% of the students) to synthesize information regarding learning environments and apply them in strategies that they designed and applied within the classroom. Although one of the objectives was not achieved, which was the publication of a book, (due to generalized decisions of the majority of the teachers involved) it was achieved that the student could apply in a strategy the knowledge obtained for planning, the generation of environments and content adequacy.

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Approaching a pedagogical model of prison education

Aproximación a un modelo pedagógico de educación carcelaria

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Abstract

The Colegio de Estudios Científicos y Tecnológicos del Estado de Durango (CECyTED), offers high school studies based on two pedagogic schemes, the first one is a technique formation, by different schools CECyTED; the second one, a Median High Education of Distance, denominated Educacion Media Superior a Distancia (EMSaD) a general high school that capacitates as Educational workers. They oppress in 71 schools that covers the majority part the state of Durango. Since 1996, attends students of prison centers, based on the schemes EMSaD with a scholar modality, has at this day near of 700 students in the data base, and hundreds of students graduated in all the prison centers in the State of Durango. In a national level, this is the unique subsystem that provides this service and modality in the prison centers in an international level in Latin America, is the unique model with regular courses in the prison centers. By the way, the pedagogical model is not designed for this context, but it works with a model of students of common scholar context, it says outside of the prison. This project is a part of a series of different works and successful experiences shared for some years in different Prison Centers in the State of Durango. This emphasizes in the creation of a Dirección de Educación Carcelaria, this constituted a line that make the opportunity to recognize the pedagogical precepts, administrative and infrastructure needs of the prison. The objective is to show a padagogic model to educate in confinement contexts. The method used in this work is action-research, and the contribution is the potentiation and the aplicacion of the model in México's jails and other countries.

Resumen

El Colegio de Estudios Científicos y Tecnológicos del Estado de Durango (CECyTED), ofrece estudios de bachillerato basados en dos esquemas pedagógicos, el primero es una formación técnica, por diferentes colegios CECyTED; la segunda, una Mediana de Educación Superior de Distancia, denomina Educación Superior a Distancia (EMSaD) una escuela secundaria general que capacita como trabajadoras educativas. Oprimen en 71 escuelas que cubren la mayor parte del estado de Durango. Desde 1996, asiste a estudiantes de centros penitenciarios, basados en los esquemas EMSaD con una modalidad escolar, tiene en este día cerca de 700 estudiantes en la base de datos, y cientos de estudiantes se graduaron en todos los centros penitenciarios en el estado de Durango. A nivel nacional, este es el subsistema único que proporciona este servicio y modalidad en los centros penitenciarios a nivel internacional en América Latina, es el modelo único con cursos regulares en los centros penitenciarios. Por cierto, el modelo pedagógico no está diseñado para este contexto, pero funciona con un modelo de estudiantes de contexto académico común, dice fuera de la prisión. Este proyecto forma parte de una serie de obras diferentes y experiencias exitosas compartidas desde hace algunos años en diferentes Centros Penitenciarios del Estado de Durango. Esto pone de relieve en la creación de una Dirección de Educación Carcelaria, que constituyó una línea que aprovecha la oportunidad de reconocer los preceptos pedagógicos, las necesidades administrativas y de infraestructura de la prisión. El objetivo es mostrar un modelo padagogic para educar en contextos de confinamiento. El método utilizado en este trabajo es la investigación de acción, y la contribución es la potenciación y la aplicación del modelo en las cárceles de México y otros países.

Direction, Education, Prison, Pedagogical model

Dirección, Educación, Cárcel, Modelo Pedagógico

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Introduction

The Colleges of Scientific and Technological Studies (CECyTEs) in the State of Durango were born in 1993, through the Technological Baccalaureate modality, offering the first services in the CECyTED 01 Campus, in Las Nieves, Villa Ocampo. Throughout these years, coverage has been extended, so that 71 schools are currently in the State. Legally formalized in 1997. In the same year, the project began to provide distance higher secondary education service in the state, which was offered by the General Baccalaureate (BAGEs) and by the so-called Higher Middle Distance Education (EMSaD). Previously, in 1995, agreements were signed with the authorities of the Social Readaptation Center (CERESO No. 1) of the State, located in the Capital City to teach in this Penitentiary Center. Gradually, collaboration agreements were signed with the other prisons of the State: in 1997 with the Federal Center for Social Readaptation (CEFERESO) of Guadalupe Victoria; in 2009 with the District Center for Social Reinsertion (CEDIRESO No. 1) of El Salto, Pueblo Nuevo, Dgo.; and in 2011 at the District Center for Social Reinsertion (CEDIRESO No. 2) of Santiago Papasquiaro, Dgo. The Specialized Centers for Readaptation and Treatment for Minor Offenders (CERTMI) of Gómez Palacio and the City of Durango are also attended. From all this, we start to create this project under a main problem: the CECyTED and the Mexican Educational System lack a pedagogical-administrative model of care for prison centers. This work contains the proposal for the implementation of its own pedagogical model for the Prisons of Higher Secondary Education, and particularly focuses on the development of teaching and learning strategies, adapted teaching and curricular materials, as well as the consideration of an education located that optimize the educational service in confinement contexts. The proposed model has been called CEAPlaMSiCC, whose meaning refers to the particular needs of penitentiary education schemes: Teacher and managerial training; Adapted evaluation; Curricular adaptations; Adapted planning; Adapted curriculum and teaching materials; Situations and Contingencies for the Jail. Under this model, specific elements are raised, which have been considered to be projected from intervention strategies under the methodology of action research.

From all of the above it follows that the contributions of the work are clear, insofar as they contribute to the formalization of a pedagogical model for the prison. Similarly, contributions in education and human rights for the attention of marginalized groups are also reflected in this research.

Finally, with regard to theoretical contributions, important elements are conglomerated, based on classical authors, educators and contemporary pedagogues, whose theories focus on the treatment of lines and perspectives aimed at inclusive work and attention to diversity, but also specifically on Persons Deprived of Liberty (PPL).

Theoretical discussion

Prison education

Recent pedagogical practices, at almost all educational levels, have been restructured and "modernized" in the theoretical sense. The teachers of now, are linked more (in a compulsory or voluntary way) with a pedagogy of constructivist tendency than traditional, to mention only two of the predominant and best known models.

The conceptualization of teaching adapts to new theoretical trends. Authors, classics, educators and contemporary pedagogues have approached diverse and plural elements about teaching, having different constructions in models, trends and perspectives as varied as authors on it exist. Namely: Pérez and Gimeno (1996, p. 79) affirm that "the teaching starts from different theoretical approaches that assume it as a task in the field of knowledge and action, and through which the practice that has to Do the teacher. The same author proposes three theoretical perspectives to define teaching ("cultural transmission"; "promotion of natural development" and "skills training"), through which he proposes his definition of teaching:

A process that facilitates the permanent transformation of students' thoughts, attitudes and behaviors, provoking the contrast of their more or less spontaneous acquisitions in their daily lives with the proposals of the scientific, artistic and speculative disciplines, stimulating their experimentation in the reality (Pérez and Gimeno, 1996, p. 80).

There are other authors and perspectives on teaching and its models, definitions and proposals for action, which assume it as a task in the field of knowledge and action, and through which, the practice to be done by the teacher takes shape. (Pérez and Gimeno, 1996, p. 401: academic perspective, technical perspective, practical perspective and reflection in practice for social reconstruction). Santoianni and Striano (2000, p. 75: constructivist, contextualist and culturalist heuristic lines), among others.

Within the Encierro Centers, cultural codes and symbolic artifacts, both for communication, teaching and learning vary from other regular schools; In this sense, the "heuristic lines" of Santoianni and Striano define teaching as an activity that is subject to the plurality and ecological dependence of human action ... In this environment (prison-school), internal students, Private Persons de la Libertad (PPL) from 2018 configure their actions in very specific and specific ways, and that way it has to be teaching so that it can be effective in this complex educational circle. The teaching strategies to be followed must be consistent with these very special and unique actions and, with this, make clear the constitutional requirements of attention and Human Rights to the PPLs specifically, our Magna Carta (Art. 18, p. 25) to the letter refers: The governments of the Federation and those of the States will organize the Criminal System, in their respective jurisdictions, on the basis of work, training for it and education as means for the social retraining of the offender. Women will confuse their sentences in places separate from those destined for men for this purpose.

For its part, the Constitution of the State of Durango, (Art. 9, p. 18) on education in prisons argues:

The Penitentiary System in the State of Durango will be organized on the basis of work, training for it, education, health and sport as means to achieve the reintegration of the sentenced to society and ensure that he does not commit a crime again, observing the benefits that the Law provides for.

However, some authors and specialists on the subject are not at all compliant with the laws and theories of Human Rights in their penitentiary practice, except in regard to education.

For example, Kouyoumdjian L. and Poblet, M., (2010, p. 7) have a theoretical perspective around which they argue that: "education as a therapeutic treatment is based on the speeches of "re": reintegration, social rehabilitation, social reintegration, reeducation, resocialization, among others ... In this way education is disregarded as a right that enables human development." "This grotesque interpretation of education does not reflect the prisoner as a human being at all" (Daroqui, 2010, p. 58).

In our country, there are strong criticisms of the educational and prison systems, among which corruption within prisons and the palliative situation of school institutions stand out as "mere nurseries" that help the prison administration with activities that keep the PPL, but that little contribute to their academic and personal growth.

Higher Middle Education (EMS): 2017 Educational Model and New Mexican School (NEM)

EMS was created in the late nineteenth century in our country and has been growing very slowly; by the beginning of the 20th century, coverage was scarce, but it was detonated from the 70s, and reached a boom in attention in the 90s; Today, 3 out of every four students able to attend it are in a preparatory school, and according to the 2016 Educational Model (p. 8), for the 2021-2022 school year the coverage will be one hundred percent.

However, this level continues to have great challenges, especially those that have to do with quality, equity and the decrease in school drop-out, so that a care model has been proposed that minimizes the gap in these priority areas: the 2016 educational model, which seeks:

... Realize the right to education for all, based on the principles that support inclusive education, postulates the elimination of barriers that prevent learning and participation for all students, with special emphasis on those who have conditions of vulnerability (SEP, 2016, p. 15).

This approach can be interpreted as an objective of pedagogical attention and in the case of this project it should be clear that students deprived of liberty, teachers of the Encierro Centers and other agents working in them are a priority of attention, over all if one considers that the same model has the following features and characteristics:

1. Humanistic approach.
2. The school downtown.
3. Prepared and trained teachers.
4. To break down barriers that make learning difficult, regardless of the conditions of the students: origin, gender, socioeconomic status, cultural diversity, geographic and social contexts, including those in conditions of disability and multiple situations of vulnerability (here enter our students and teachers).
5. An effective governance of the education system.
6. Complete, timely and consistent educational materials.
7. A flexible curricular approach based on the overcoming of contents and on the focus of key learning (integrating educational philosophy, capacities and advances in cognitive development, intelligence and learning).
8. A flexible approach, through the application of the Common Curricular Framework (MCC): generic and disciplinary competencies as "life" competencies.
9. The concept of "professional training" is addressed.
10. Finally, an education in and for Human Rights is sought, in which the objective is the integral development and adaptation of the curriculum, so that it responds to the needs of any context, through the expansion and flexibility of educational modalities for the disadvantaged population (rural, indigenous, with disabilities) (SEP, 2016) ... and we add, the prison population.

On the other hand, the postulates of the New Mexican School (2019), pose for the EMS the following outstanding elements: 6 guiding axes have been projected on which the operation of the EMS has been established. Broadly speaking, it is proposed to revalue the teaching function and link learning directly with the students' social environment, but above all, it is intended to improve the work situations of those in precarious conditions (Arroyo, 2019), which is the PPL case.

All these features legitimize the need for attention and the creation of a model of care for education in prisons, since policies of inclusive education and coverage require it, if the consideration is made that in our country there are more than 200,000 PPL in centers Prisons: 211,000 in October 2016, of which more than 64% are potential enrollment to study Higher Secondary Education and are neglected (INEGI, 2017).

Pedagogical models

In relation to teaching and learning, there are as many lines, authors and models as authors on the subject are consulted. Among the most recent works in this regard, is the family of learning models, which starts from a specific classification, emphasizing the definitions of teaching and the role of the teacher in each perspective. Joyce (2000) defines a teaching model as "a description of a learning environment, including our behaviors as teachers when we use that model"

For his part Ramírez (2012, p. 2) conceives a model as "something desirable, a must be, a representation of an element of reality, the expression of the most important elements of what you want to show". In terms of education, Ramírez herself emphasizes that an educational model has the desirable components and elements that integrate the meaning and orientation of what you want to schematize. Thus, each educational, business or any other institution builds its own model according to the guidelines and objectives it intends to achieve. In the case of educational institutions, the so-called "teaching models" are also proposed. A teaching model is "A structured plan that can be used to set up a curriculum (long-term course of study), to design teaching materials and to guide classroom teaching (Joyce and Weil, in Ramírez, 2012, p. 3).

“Teaching models are prescriptive strategies to meet particular teaching goals. They are prescriptive because the responsibilities of the teacher during the planning, implementation and evaluation stage they are clearly defined”.

Eggen and Kauchak, 1999, in Ramírez (2012, p. 3). Ramírez herself (2013, p. 4): “The model is specifically designed to achieve a particular objective and determine a large part of the facilitator's actions.

A teaching model is a kind of model to teach.” Among the teaching models there are various classifications: The model or social family: emphasizes the relationship between the individual and other people; peer learning and study of values.

The model or personal family: underlines the processes by which the individual builds his unique reality; non-directive education and life preparation.

The information processing model: the construction of knowledge is the central axis. Work with metacognitive thinking skills and deep analysis of various kinds. The model or behavioral family: aims to change the visible behavior of the subject, rather than the latent psychological structure and unobservable behavior; its main features, learning to learn, direct instruction and simulations. Joyce, Weil and Calhoun, 2000, in Ramírez (2012). After showing this analysis of concepts, models, approaches, perspectives and heuristic lines on teaching, it is necessary to recognize those who have a close relationship with the forms of teaching in Prisons should focus on the learning situations and administration of the centers themselves and of the school institutions that are inside.

There is no model that suits, so it is necessary to build your own. In this work, the model is clearly referenced, based on action research, from the perspective of reflective and creative practice to produce changes that improve teaching and learning in prison centers.

The theoretical schemes of the proposed pedagogical model are detailed below. It should be clarified that what is shown here is an approximation and that the specific lines and strategies are in operation at the date of production of this document.

CEAPlaMSiC pedagogical model

Teacher and board training: references and theoretical information on prison and educational systems; Higher education plans and curricula; curricular adaptations and cognitive nodes; own planning and evaluation for our schools; teaching-learning strategies; issues about values and teaching ethics, psychological support for teachers and interns, resilience, among others.

Adapted assessment: own school control; focused and adapted evaluation system; design of focused exams and other evaluation instruments, such as rubrics, checklists, observation guides, among others.

Curricular adaptations: significant and non-significant adaptations; cognitive nodes and 2016 adapted educational model.

Adapted planning: own planning format, competencies, competence units, objectives and purposes for teachers and internal students (PPL).

Adapted curricular and teaching materials: textbooks, manuals and booklets for students deprived of liberty.

Situations and Contingencies for the Prison: consideration of contingencies in the field of prison education; development of contingent plans, which considers the most common events, such as: absences due to transfers, family visits, illnesses, student work, releases, among others (development of matrices and contingent plans).

Model Implementation

Problems have been grouped by scope; the areas of opportunity are specified in each. The actions taken from each element are planned, considering the specific objectives and goals, those responsible, the resources, the times and the forms of monitoring and evaluation. Likewise, some instruments, forms and types of evaluation will proceed, which will have to be specified. by the corresponding areas or responsible.

Actions by priority in the pedagogical-educational field

It refers to school and aulic processes, as well as the elements that compose them: students, teachers, managers in general; teaching process learning in particular.

Problems generated in the diagnosis:

1. Considerations have not been made that our students are in vulnerable and disadvantaged situations, with respect to regular school students ... (in most cases): they arrive at the CECyTED classrooms with very low achievement, since close to 95% of them attend their basic level (primary and secondary) at the State Institute for Adult Education (IDEA). There are cases of students who in two years attend the two previous levels (primary and secondary) and arrive at the high school without knowing how to read or write (there are senior citizens, who are 50 years old or older without attending school).
2. There is no pedagogical or didactic model that has been developed for the facilities that are held in the Correctional Centers; therefore, there are no specific attention schemes, such as: planning formats, elaboration of didactic sequences, application of evaluation instruments, use of specific textbooks; much less has been thought of developing a list of skills or learning for prison schools.
3. There is no teacher training scheme, nor directive before or after admission to the prison educational service.
4. Poor results have been obtained in the National Plan for Learning Assessment (PLANEA) test.

The following table summarizes the main and complementary actions, according to the problems found:

Objectives	Goals	Actions	Responsible	Resources	Cuts	Time	Monitoring and evaluation
Operate the CEAPlaMSiCC Pedagogical Model schools that offer services in the Encierro Centers	3.- To ensure that 100% of the schools attended by students in jail, which the subsystem has operate a Pedagogical Model that meets the needs of teachers, students, managers and other agents	The CEAPlaMSiCC Model is proposed (Teacher training and evaluation; Adapted evaluation; Curricular adaptation; Adapted planning; Adapted teaching and curricular materials; Situations and Contingencies for the prison). Attention strategies are defined and defined within the same suggested model	D.C.E. Edgar Ricardo Omega Sánchez	Established model Teaching and teaching attention strategies		From the 2017-2018 cycle	Duration of the Model, based on the proposed instruments, rubrics, planning formats, checklists and contingency matrices.

Table 1 Specific actions proposed by the CEAPlaMSiCC model

Source: self-made

Methodology

Action research is the process of reflection by which, in a given area, where it is desired to improve practice or personal understanding, the practicing professional conducts a study; First, to clearly define the problem; second, to specify an action plan. An evaluation is then undertaken to verify and establish the effectiveness of the action taken. Finally, participants reflect, explain progress and communicate these results to the community of action researchers. Action research is a self-reflective scientific study of professionals to improve practice.

This form of inquiry transports the world of reflection, because alternatives are sought to change a problem and bring us closer to interacting directly with the social environment and with the same individual who forms it, turning their practice into an immediate meditation task, then analyze why the transformation is a change with various satisfactions of relevance to the human being.

Under these ideas, the projection of this model has been constituted, which is based on the Kemmis scheme:

A form of self-reflective inquiry, carried out by those who participate (teachers, students, or directors, for example) in social situations (including educational ones) to improve the rationality and justice of: a) their own educational social practices; b) your understanding of them; and c) the situations and institutions in which these practices are carried out (classrooms, schools, for example) (Kemmis, 1984, in Latorre, 2003, p. 25).

Action research is made up of methodological criteria, concepts and principles that generally assume an emancipatory-transformative position, around social problems, but mainly educational ones.

Among the research-action models that have been postulated, this work was based on the model developed by Kolb, Karr and Kemmis (1988, in Latorre, 2003, p. 33), who define the model as “spirals in action”, in reference that there is always a transformative action.

What this model entails is the successful implementation of an action plan, to subsequently execute it as planned; the action is immediately observed and evidence is collected to evaluate the action.

Finally, we reflect on the action carried out, this can lead to the reconstruction of the meaning of the social situation and provide the basis for another new planning and continue another cycle (Latorre, 2003, p. 33).

This research was based on the Kemmis model, 1989, (in Rodríguez, et. Al 1999, p. 54), whose phases are determined more directly and concatenated with each other naturally; in the teaching environment in the Prison Centers, significant and simple strategies that impact on teachers and students must be specified, so as to improve the pedagogical and didactic aspect of the model with which they work in these centers and optimize teaching in this context.

This paper follows up on this proposal (from Kemmis), first, taking into account that it is designed exclusively to apply to teaching and learning, the main object of the proposal's approach; second, considering the flexibility that it allows in a prison context, making the consideration that the adjustments always depend on the administrative and academic facts and on variations of various kinds that occur frequently in the Penitentiary Center.

Thus, the CEAPlaMSiCC model is a potential theoretical-practical construction, although at the time of formalization of this work, textbooks for the prison context have been completed, which are part of one of the elements of the model (Teaching and curriculum materials for jail). Specifically, the books of Reading and Writing Workshop II and Mathematics II have been prepared.

Conclusions

Continuous improvement as teachers makes students face individual and collective work and commitment schemes; With works like this, the ethical schemes of the students of prison centers are modified, which are more interested, more committed and regular in their school activities, although they have, as they say, other “more important things to do”.

By optimizing teaching, the benefits offered to other aspects such as educational lag also come to light; The disposition and work of the teacher have contributed to the disappearance of the lag in state prisons, since 100% of the students who are able to enter this educational level are served. The concept of "social reintegration" is thus committed, working on aspects of an institutional nature and human rights, among others. These and other elements are addressed in this work.

This is expected to crystallize an educational intervention line that strengthens the Duranguense Education System, CECyTED and the National Education System, and especially the comprehensive care of almost 211,000 people deprived of liberty in Mexico.

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Kamishibai educational: a tool as a common project**Kamishibai educativo: una herramienta como proyecto común**

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Abstract

The creation of the collaborative team for the distinction of improvements in activities designed to impact teaching strategies, which will ultimately provide an increase in literacy, historical research and creativity for the acquisition of new knowledge through tools for planning, reading of discontinuous texts, and the visual expression of specific texts that give meaning to the systematization of processes that can be reproduced in different areas of knowledge of expected learning but with the constructivist approach to education delineated by the concept of General Systems Theory and the emphasis on humanism as a regulator of the emotions of human beings that intertwine in an educational community.

**Systematization, Processes, Constructionism,
Literacy, Strategies**

Resumen

La creación del equipo colaborativo para la distinción de mejoras en las actividades destinadas a impactar las estrategias de enseñanza, lo que en última instancia proporcionará un aumento de la alfabetización, la investigación histórica y la creatividad para la adquisición de nuevos conocimientos a través de herramientas de planificación, lectura de textos discontinuos, y la expresión visual de textos específicos que dan sentido a la sistematización de procesos que pueden ser reproducidos en diferentes áreas de conocimiento del aprendizaje esperado pero con el constructivista enfoque de la educación delineado por el concepto de Teoría General de Los Sistemas y el énfasis en el humanismo como regulador de las emociones de los seres humanos que se entrelazan en una comunidad educativa.

**Sistematización, Procesos, Construcción,
Alfabetización, Estrategias**

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Introduction

In the constant search for integral effectiveness, management is to carry out an initiative or project according to the RAE (2019), where it must be inferred that all those who affect a specific area must acquire a commitment, together to direct their “ self-improvement and continuous improvement ”in Chiavenato 2002, cited in López (2005), that is why the activities that were visualized were from an approach like the one proposed by Schmelkes (2001)“... identify improvement as a permanent, slow and gradual process ” that inspires the managers, teachers, students, parents and educational authorities that underlie the schools in the school zone no. 10 of the State Telesecundaria System based in Canatlán, Dgo., To act accordingly to the discovery of the problems identified in each educational establishment.

Training of the educational agents was combined, the strategies and culture of the teachers who have been in the school contextual geography were rescued, the characteristics of the students and functionality of the physical, environmental and distinctive structures of each school were included. it implied a shared action, a social act of teacher involvement, as well as the proposal of the Kamishibai educational tool to unite education professionals in the universe of the school zone around social realities, to relearn within teaching.

Reading as a trigger for the social practices of language within the classroom, generated in teachers the recognition that it cannot be separated from writing, speech and active listening; but in that interaction they are resigned to being interpreted by students from texts with particular characteristics that have a specific sociocultural background and from unique personal experiences that are also affected by conventions related to the same text, so that each gender, type or Textual format implies not only a different approach, but also the mobilization of different conceptual, procedural and attitudinal knowledge that can be taught and developed throughout the student's school life from the teaching intervention cited in Strategy to increase and strengthen the reading ability

The following are some elements, cited in SEP (2015) that were considered at the time of designing and implementing the reading strategy that would also address literacy and that would respond to the needs of students:

- Contemplate reading on the various cross-cutting themes of the curriculum, as well as the integration into the subjects as a priority objective.
- Develop and increase the literacy skills of teachers.
- Verify the availability of a sufficient bibliographic collection relevant to the age and interests of the students, weighing the existence of expository texts related to the different areas or subjects of the curriculum.
- Consider the uses of reading within the classroom (development of reading habits, development of language skills, development of reflective and critical thinking, improvement of communication skills, access to culture, learning of concepts, improvement of grammar rules, vocabulary enrichment, socialization) and, based on this, define the objective of each activity.
- Identify the motivations that encourage - or discourage - students to read.
- Provide reading experiences that help improve efficiency and reading comprehension autonomously.
- Accompany young people during the reading process by helping them to activate previous knowledge, establish relationships between content and use reading and learning strategies that are most relevant to them.
- Consider and attend to the different learning rhythms.
- Encourage the development of functional learning through reading.

Focusing actions by recovering the above and from the following specific functions of school supervision taken from SEP (2014) "Promotes collaborative work between schools in the area, Promotes and models the appropriate use of available educational materials and tools, in addition to that brings new materials to the teaching groups that enrich their function, manages external technical-professional support for teachers "so that they could have the appropriate processes in each of the stages of project development, the skills of the teachers to include their daily work and taste, in addition to help to address academic issues and content that aims to reach the expected learning of the different subjects.

Method description

Description of the method The method used was action research cited by Vidal & Rivera (2007), it is said that it is a positioning of interrelation between praxis and theoretical support, trying here and now a method with the modification steps to configure changes in the contextual environment of its use, it was also visualized as something conducive to the academic area where the processes are cyclical, where the projection of what is intended to be done with how and with what they are appropriate, with the detailed record of what happens in the classrooms and the punctual introspection of the teachers, so that at the time of carrying out the phenomenon applied regularly, they could configure options to solve the problems that were discovered, deepened and located in the educational reality.

Stenhouse cited in Vidal & Rivera (2007) said that the immediacy in the reorientation of education and that the inquiry from the scientific method generated the occupation, contribution and creativity of the student, in the case of the action was responsible for giving the support theoretical to boost the human being. To demystify that theory and practice are dissociated by nature, networks are projected in which the unique essence of going from research to action is created from within, refeeding at the time of examining the fact and returning to genesis, to be and look like a solid structure of the scientific method with oriented movement.

The instruments that were used to gather information, monitor and evaluate were validated instruments that configure the teaching actions and the impact on the learning of the students that are regularly used by the school supervisors, since they allow to have a part of the whole, from the generic control and monitoring function that can be found described in the effective supervision notebook that supports the professionalization of school supervisors (SEP, 2014), which describes the permanent action of verifying the level of achievement achieved through the delimitation of current regulations, by public policies, from the perspective of effective teaching intervention.

Planning was designed from:

Contextual diagnosis of the school zone prepared since the beginning of the school year, the second week of October to have a location in time, in addition the concentrate of:

- a) Of supervision sheets.
- b) Visiting Diary.
- c) Statistics from previous 3 years and the current one.
- d) Academic diagnoses (internal and external).
- e) SisAT Results.

The problems of:

- Lack of systematization of the didactic strategies that take place in the classrooms focused on the resolution of a problem.
- Spacing in strategies designed for reading and writing.
- establish an accompaniment to influence in a timely manner as part of the solution and not the problem.
- The elaboration of planning from an integral context of the assessment of the students.

Michael Foucault (1992) quoted in Urraco, M. and Nogales G (2013), "discipline manufactures an individuality" because he perceived that everything that surrounds the individual is always generated from badges with clear signs that reflect the construction of each One of the people who make up a society.

That is why the formulation of objectives synthesized the tangible part of instruments that concentrate the identity of the students from the surrounding context, for which it was identified in the diagnosis, with the intention of including a direct action on what was found in the school zone, in addition to impacting from the theoretical foundation of why addressing a situation of real and very relevant.

It is significant that it is centered that for the present proposal, the system will be related to what is quoted in Lara (1990) and Samoura (1999) within De la Peña, G and Velázquez, R. (2018) which merge relevant aspects, which allowed a convergent action of components that meet: each teacher in the school zone are interconnected by identity and belonging, so when one of them acquires a certain behavior everything is necessarily modified and in turn the common action will depend on at least one teacher To impact the entire school zone, this analogy allowed: to identify the degree of reflection on the teaching practice by identifying problems and actions carried out from each school in the area connecting from the similarities, developing strategies shared by a technical team external to the school and school supervision that drive motivation towards the object of learning, but only as mediators, because p To impact on the appropriation of strategies, the teacher will have the original impulse if there were changes in the area after another teacher after the initial training acquired the taste for the strategy, which for this activity will be “Kamishibai educational”

In the field of operation and organization of the school it was expected that this will promote healthy, peaceful and respectful coexistence in schools, within the framework of the development of an inclusive and open to diversity school culture that the teacher assumes a strategy to impact on the appropriation of literacy in order to systematize processes through global actions.

Place the school as a particular space to include the context itself through teacher training and strategy adaptation. Configure some of the causes to influence inclusive through the appropriation of actions from the skills of students and teachers.

It is important to quote Schmelkes, S. (1994) when he mentions that “A movement towards quality begins when a problem is prioritized, its causes are identified and the team is mobilized to attack these causes at the root”, from the reflexivity of the groups teachers in addition to the actions that have been processed by others to solve common problems, linking what underlies the visible, that is, what cannot be perceived until a thorough recognition of the facts and circumstances is made.

The approach that was made was to incorporate the technique of educational kamishibai through a systematization of processes from inclusion, equity and attention to an academic difficulty by encouraging three situations in a clear way to generate a didactic and creative space through the technique mentioned , which allows to expose the strengthening of the communicative abilities of the students through the full use of oral and written language.

The modality that was incorporated was that of educational projects suggested in the Plan and Program of Study of Mother Language, Spanish for Basic Education, the theme that was developed was: The life of Francisco Villa with the assessment of a representative character of Mexico using The narrative genre, through a dynamic of historical research that led students to begin with the teaching intervention directly and incorporating external agents achieving the combination of a series of elements such as: guide, bibliographic and work cards, it was also included it was designed a “base document” as a constructive element of a systematized vision of procedures that merge the appropriation of new knowledge, as well as the integration of grounded practice.

As cited in Schön (1983) “it is a process of reflection in the action or reflective conversation with the problematic situation, a critical and theoretical knowledge built through dialogue and interaction with colleagues and students, which gives pedagogical knowledge a more social dimension ”subtly the ideas are extracted

Analysis from the regression by demand curve

The preference towards the kamishibai educational strategy increased the consumption of the 17 schools in the school zone from facilitation, systematization, as well as by contextualization to educational practice. The training was given as follows and achievement of incorporation.

Telesecundarias	Teachers and directors	Total of participants	Students	Total students per school	Contextualized Strategy
02	4	1	15	62	Link with Spanish and socio-emotional education
03	1	1	18	18	Learning communities
04	4	1	9	31	Spanish
05	3	2	14	19	History
06	3	0	0	39	nothing
07	3	2	20	35	Singing club and free texts
08	4	1	3	31	Free text
69	3	1	11	22	Spanish
106	3	1	26	26	Club with ex-student participation
109	1	1	15	15	Spanish
166	6	1	20	60	Kamishibai Club
233	1	1	13	13	Free texts
328	1	1	21	21	Free texts
447	2	0	0	22	Nothing
449	1	1	17	17	Spanish
473	1	1	12	12	Free texts
532	1	1	15	15	Spanish
Totals	42	16 teachers	229	458	Subjects: 8
Implementation Period:	100%	38%	50%	100%	Encounter: 5

Table 1

In the 5-month period that the strategy was implemented:

Period (months) (x)	Demand (teachers and students) (and)	xy	x ²	y ²
1	4	3	9	9
2	7	16	64	256
3	10	30	100	900
4	13	52	169	2704
5	16	75	225	5625

Teachers to a greater degree of ignorance of the strategy, there was less participation of these, in the visibility of direct interaction with the materials, intertwining the different factors that converge in the situations of the educational phenomenon of which a disturbing lack of curiosity, which breaks the innovative actions that teachers can acquire to provide a better form of intervention. The increase in the demand for educational kamishibai took place gradually, to the extent that the teachers since the training appropriated the strategy: 6 teams were formed and only 17%, that is, 1 single team did not present any activity. Of the 42 teachers who participated in the training, 14% did not prepare a story to present, that is, 6 teachers.

The situations that allowed the demand curve were:

- The teaching characteristics.
- The adaptation to the context.
- Freedom in the chair.
- The transversality between the subjects.
- The formulation of a systematized strategy with well-defined characteristics that allowed flexibility in the actions that were defined, by implementing in all teachers.

Results

The quantifiable results that were obtained were determined from the development of the historical research, reading and writing of the students, the accompaniment of the teachers in an educational project with specific lines on three subjects of the curriculum of the 2017 Plan of basic education, bringing a history of students and schools with a solid foundation from the training of the figure of the supervisor, teacher and students.

It is of the utmost importance to establish that the 38 teachers who participated since the training formulated the integration to their aulic contexts, from 4 original educational intentions, but that extended to complementary work of internal, external, direct and indirect agents with diversifications, involvement and Complementation of other methodologies such as learning communities.

The characteristics of the materials used also marked the difference between the final presentations of the elaborated texts, configuring the cosmology of each one of the communities in which the 17 schools participating in the activities planned from the planning by competences are located, as well as The teaching and management profiles also marked the adequacy of the research prepared to give a methodological support in this area, as well as the sources that consulted the instances that were used to formalize the figure to which the final activity was framed.

The creation of the collaborative team for the distinction of improvements in activities designed to impact teaching strategies, which will ultimately provide an increase in literacy, historical research and creativity for the acquisition of new knowledge through tools for planning, reading of discontinuous texts, and the visual expression of specific texts that give meaning to the systematization of processes that can be reproduced in different areas of knowledge of expected learning but with the constructivist approach to education outlined by the concept of General Systems Theory and the emphasis on humanism as a regulator of the emotions of human beings that intertwine in an educational community.

Acknowledgments

In the work carried out indirectly, the Continuous Training Unit in the state of Durango participated, since the call launched for the Diploma of System of Technical Attention to the School, where the project applied in the school zone was not configured. 10.

All teachers and students who were participating in this proposal were allowed to know a form of advice from the joint action of the entire community, in regard to the role that within each of the schools has the school principal to support the systematized work to impact in this case on the reading of compression from the area of literacy and the taste for the reading of discontinuous texts.

The distinction of the strengthening work of the revised texts, where the practice was linked to the theoretical support, as well as the generic and specific functions that outlined a work from the students, but with a willingness to speed up times dedicated to the academic field, with the willingness of teachers to increase their creative contributions, the reconciliation of clear ideas towards the type of advice and follow-up that is required from school supervisions.

Conclusions

It is considered important to extract from the actions defined from the identification of the objectives, the specific vision of where they wanted to influence, as well as the involvement of the students with the proposed activities, formulating the interaction directed towards the achievement of the learning of the communicative processes from reflection, from synthesis, literacy but from an approach to processing thinking skills, images, tastes, reflection and continuous texts.

Teachers are included from the level of recognition "Own cultures" that identifies each of them, as well as the school management that each educational center has from there, the introjection of the educational communities was achieved, looking for coincidences from the individuality.

The school supervision enhancing the management and accompaniment on the control to give adequate follow-up, depending on what the teacher is convinced to do, the helm carried by everyone turning the direction towards continuous improvement from a consignment of activities with precise elements and facilitating the processing of commitments.

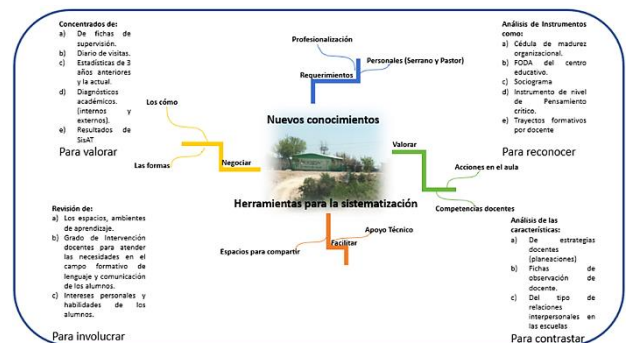


Figure 1

They allowed the improvement in three subjects of the current curricular network in basic education and the proposal that was developed from the foundation of the diagnosis of the school and teacher training.

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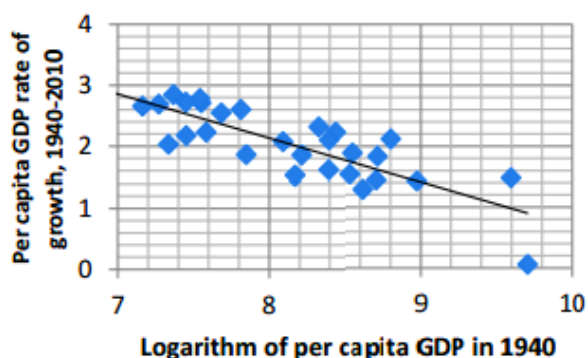
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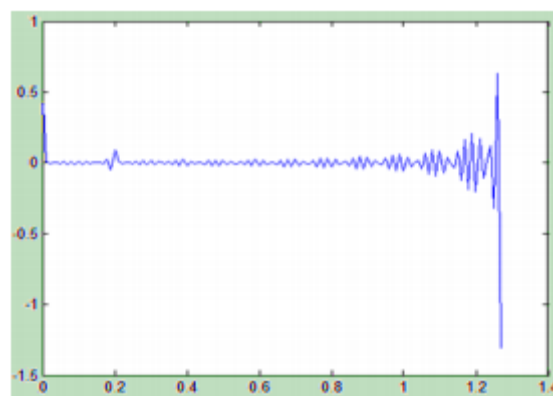


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