










Generation of knowledge for the intervention of community integration projects and recognition of diversity, proposed in the plans and programs of the New Mexican School in Multigrade Primary Schools

Generación de conocimiento para la intervención de los proyectos integradores comunitarios y de reconocimiento de la diversidad, planteados en los planes y programas de la Nueva Escuela Mexicana en Escuelas Primarias Multigrado

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Abstract

The purpose of this research project is to generate cutting-edge knowledge that will allow us to analyse the application of integrative, community-based and diversity-recognition projects, proposed in the plans and programs of the New Mexican School in multigrade primary schools in the Municipality of Acaponeta in the State of Nayarit; as well as the design of a proposal to strengthen the operation of these projects through the recognition of community knowledge, which will allow us to systematize and establish teaching and dissemination materials that will contribute to improving the operation of multigrade primary education and thereby contribute to reducing the gaps between this type of education and the education provided in fully organized schools. The project is intended to be carried out in three stages, these stages structured on the basis of the Second Generation Knowledge Management Model of Firestone and McElroy (2003). This project will contribute to narrowing the historical gaps of discrimination between educational actors and lay the foundations for future inclusive educational paths.

Diversity, gaps, educational paths

Abstract

El presente proyecto de investigación tiene como objetivo generar conocimiento de frontera que permita analizar la aplicación de los proyectos integradores, comunitarios y de reconocimiento de la diversidad, planteados en los planes y programas de la Nueva Escuela Mexicana en escuelas primarias multigrado del Municipio de Acaponeta del Estado de Nayarit; así como el diseño de una propuesta de fortalecimiento de la operación de dichos proyectos a través del reconocimiento de los saberes comunitarios, que permita sistematizar y establecer materiales de didácticos y de difusión, que contribuyan a mejorar la operación de la educación primaria multigrado y con ello contribuir a reducir la brechas entre este tipo de educación y la educación impartida en escuelas de organización completa. Se pretende realizar en tres etapas, dichas etapas estructuradas sobre la base del Modelo de Gestión del Conocimiento de Segunda Generación de Firestone y McElroy (2003). Este proyecto contribuirá al estrechamiento de las brechas históricas de discriminación entre los actores educativos y se sienten bases para futuras trayectorias educativas inclusivas.

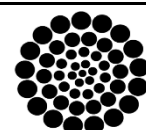
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Introduction

The aim of this project is to generate knowledge through analysis, strengthening and innovation of the implementation of inclusive projects that are proposed in the plans and programmes of the New Mexican School in Multigrade Primary Schools.

The generation of knowledge from integrative, community and diversity recognition projects is based on the national strategy of basic education in Mexico to strengthen multigrade education in the country, as it is considered a type of education offered in marginalised areas, and with particular characteristics for its development, such as having one to three teachers per school, a situation that implies that the teacher covers at least two school groups.

The needs of Multigrade Education given by its own organisation, as well as the possibilities that are being proposed in the New Mexican School, to convert the school as a centre of integration, where the community is the basis for the generation of learning experiences and the recognition of diversity as a horizon for growth.

This allows us to generate a structured research proposal based on community education and the creation of communities of practice, whose purpose is to strengthen the capacities of teachers, school and community for the integration of education, society and the generation of contextual knowledge to face the challenges of a complex and changing world.

Project background and description

The ability to prioritise knowledge, transform it, disseminate it and use it with a prospective vision, to create and apply it in a relevant way in the development of human society, is what has positioned the knowledge society as an emerging concept, which favours autonomy, a sense of plurality and is present in issues of social participation.

As Marrero (2007) argues, the idea of the knowledge society as a model is not fully determined; it refers to a phenomenon that is still trying to define its contours and forms of behaviour.

This characteristic, associated with the constant variation in the contexts in which we speak of the knowledge society, demands a recognition of the differences and inequalities that can be found and described in relation to its understanding and, therefore, its implications as a form of organisation, production and distribution of knowledge. In the case of education, the knowledge society represents the scenario on which it determines its vision and work. The discussion on the implications and relations between society and school is a priority in order to ensure that the universities' capacity for autonomy (UNESCO, 2005) and the contextual differences that determine the changes (Marrero, 2007) in the educational practice of teachers are privileged.

Generating innovative proposals that strengthen multigrade primary education in the country requires the use of methodologies that are closer to the recovery of experiences and meanings, where teachers can intervene and contribute to improve integration projects, but also the recovery of contextual knowledge is necessary, recognising the problems faced by the actors is of relevance.

In this sense, the research project is shaped by two processes: the production and integration of knowledge, where production has to do with the creation of knowledge, while integration refers to the processes by which an organisation introduces new statements of knowledge into its operational environment.

This process of knowledge creation and integration is based on what Firestone and McElroy (2001) define as the Knowledge Life Cycle (KLC), for which they establish a series of processes that start from a problematic situation, where its solution requires actions such as the acquisition of information, formulation and validation of statements, which leads to the creation of knowledge. This integration process involves actions such as: disseminating statements, teaching, sharing, redefining and shaping. The research project 'Generation of knowledge for the intervention of community integration and diversity recognition projects, proposed in the plans and programmes of the New Mexican School in Multigrade Primary Schools' is intended to be carried out in three stages, these stages structured on the basis of the Second Generation Knowledge Management Model of Firestone and McElroy (2003).

The aim is to generate an innovative proposal for putting into practice the community integration and diversity recognition projects proposed for primary education in the New Mexican School. For this purpose, the following activities, among others, are planned:

1. Identification and geolocation of multi-grade schools in the municipality of Acaponeta.
2. Characterisation of the elements that mark the educational policy in the plans and programs of study for primary education.
3. Identification and bio-characterisation of multi-grade primary school teachers in the municipality of Acaponeta in the State of Nayarit.
4. Recovery of experiences and meanings of teachers who have participated in multigrade primary education and applied the integrative projects from August 2023 to June 2024.
5. Design and discussion of an innovative proposal for the operation of the integrative projects.
6. Generation of at least one printed textbook to serve as a basis for the operation of inclusive projects focused on community, recognition of diversity for multigrade education.

General objective

To generate frontier knowledge that allows for the analysis of the application of integrative, community and diversity recognition projects, proposed in the plans and programmes of the New Mexican School in multi-grade primary schools in the Municipality of Acaponeta in the State of Nayarit; The design of a proposal to strengthen the operation of these projects through the recognition of community knowledge, which allows for the systematisation and establishment of didactic and dissemination materials that contribute to improving the operation of multi-grade primary education and thus contribute to reducing the gaps between this type of education and the education provided in schools with a complete organisation.

Specific objectives

1. To analyse the application of the integration, community and diversity recognition projects proposed in the plans and programmes of the New Mexican School in multi-grade primary schools in the Municipality of Acaponeta in the State of Nayarit, through an explanatory study of the general operating conditions that were developed from August 2022 to July 2023.
2. Design of a proposal to strengthen the operation of inclusive, community and diversity recognition projects, as set out in the plans and programmes of the New Mexican School in multi-grade primary schools in the Municipality of Acaponeta in the State of Nayarit, through the establishment of a methodology for the generation of knowledge that recovers community knowledge and allows the creation of learning communities.
3. To produce didactic and dissemination materials that contribute to improving the operation of inclusive, community-based projects and the recognition of diversity in multi-grade primary education, thereby helping to reduce the marginalisation gaps between this type of education and the education provided in fully organised schools.

Research questions/hypotheses

How will the community integration and diversity recognition projects proposed in the plans and programmes of the New Mexican School operate in multigrade primary education? What is the participation of teachers, students and parents in the implementation of community-based curricula for multigrade primary education?

What are the ideal characteristics for inclusive projects to operate in multi-grade primary schools?

What are the general orientations that teachers need in order to be able to implement the multigrade primary education curriculum?

Methodology

Stage 1, Goal 1

To develop a characterisation of the general and specific conditions, on the basis of which the community integration projects have been implemented, with recognition of the diversity proposed in the primary education curriculum of the New Mexican School, in the multi-grade primary schools of the Municipality of Acaponeta.

Methodology of stage 1

For stage 1 of the research project, the explanatory method will be used, where quantitative variables will be used, from which explanations will be generated based on their behaviour. The study will be based on a characterisation of the 70 multi-grade schools in the municipality of Acaponeta, which will include three sets of variables.

Contextual variables

- Location
- Access capacity
- Degree of marginalisation where it is located
- Productive orientation where the school is located
- Indicators of violence, drug addiction
- Among others

School variables

- Number of groups
- Number of teachers
- Age and seniority of teachers
- Number of students per group and per school
- Average age of students
- Characterisation of infrastructure and services

Variables of the New Mexican School's operation

- Form of implementation
- Phases or periods of training
- Number of projects carried out
- Integration of projects with contents

Expected products:

1. Explanatory study of the general and specific conditions, on the basis of which the community integration projects have been implemented, with recognition of the diversity proposed in the primary education curriculum of the New Mexican School, in the multi-grade primary schools of the Municipality of Acaponeta.
2. Socio-demographic characterisation of the multigrade primary schools in the municipality of Acaponeta.

Stage 2, goal 2

Design a strengthening proposal for the operation of inclusive, community and diversity recognition projects, set out in the plans and programmes of the New Mexican School in multi-grade primary schools in the Municipality of Acaponeta in the State of Nayarit, generated from the methodology of knowledge management.

Methodology stage 2

The methodology of the second stage of the project is configured around the Second Generation Knowledge Management Model of Firestone and McElroy (2003) and the Organisational Knowledge Creation Model of Ikujiro Nonaka (1994), as well as integrating different substantive and transversal elements of the theoretical models of Petter M. Senge (2005) and Etienne Wenger (2001), which deal with systemic thinking and the conformation of communities of practice respectively.

The combination of the above models and strategies for knowledge generation allowed to establish a series of phases and moments to carry out the process of knowledge generation and management, the four main activities are:

1. Forming the community of practice
2. Negotiating the method and techniques of work.
3. Sharing experiences among the actors
4. Acquire external information
5. Initial validation
6. Create concepts, formulations and make clarifications
7. Establish boundaries and connections
8. Validation among actors and externals

Article

9. Sharing with other communities of practice
10. Design of the first proposal.

Expected products

1. Mapping of the knowledge of the multi-grade primary schools in the municipality of Acaponeta.
2. Innovative proposal to strengthen the operation of inclusive, community and diversity recognition projects, as set out in the plans and programmes of the New Mexican School in multi-grade primary schools in the Municipality of Acaponeta in the State of Nayarit, generated from the methodology of knowledge management.

Stage 3, goal 3

To produce a book that contributes to improving the operation of inclusive, community-based projects and the recognition of diversity in multi-grade primary education, thereby helping to reduce the marginalisation gaps between this type of education and the education provided in comprehensive schools.

Methodology of stage 3

For the third stage of the project, the methodology of knowledge management will be used, with respect to its knowledge integration stage, according to Canals ‘[...] there are only two fundamental processes in knowledge management: creation and transmission. All the others, such as the organisation of knowledge or its storage, are only aids to facilitate the first two’ (2002, p.18).

Hence the need to have adequate processes of organisation and storage of knowledge, which allow the creation or transmission; in this way Canals (2002), recognises the importance of formalising the processes through which ideas and experiences will be systematised and thus facilitate the process of sharing knowledge.

1. Printed textbooks that contribute to improve the operation of inclusive, community and diversity recognition projects in multi-grade primary education and thus contribute to reduce the marginalisation gaps between this type of education and the education provided in full organisation schools.

Result

The New Mexican School (NEM) proposes a comprehensive educational reform, which takes into consideration a curricular and administrative change, together with a change of perspective within the pedagogical model, where the student becomes the guiding axis of the formative process, in order to generate the conditions in their context for a holistic development, which considers the context and the actors around them.

With a civic and humanist perspective, the NEM seeks to generate a positive impact on 7 areas of inequality in Mexico through equity-oriented educational policies; in order to universalise, redistribute and adapt the tangible and intangible assets of the Mexican educational system.

The new Mexican school proposes to positively influence the development of students from an early age, which transforms cognitive and socio-emotional differences into learning differences, but not from exclusion, but as the recognition of difference as a meeting and development point to generate inclusion and equity.

Recognising the current Mexican system as a consequence of past political periods implies identifying the accumulation of inequality as a systemic problem, which can be achieved through the recognition of diversities, and generating training spaces for teachers, who are the main protagonists in developing conditions for learning in the classroom.

The linking of the new Mexican school is not limited to basic education; it is possible to generate a relevant relationship with frontier policy, given that it tends to focus on promoting areas of research and innovation considered strategic for the economic, social and technological development of a country.

Article

The NEM proposal conceives schools as spaces that promote knowledge, which encourages research to generate objects of study that are relevant and contextualised to each region, in addition to fostering culture and innovative knowledge, reducing the gaps between areas of knowledge, in order to propose an interdisciplinary strategy.

Conclusions

The integral vision of knowledge is the driving force that allows the generation of methodological bridges between the knowledge generated by the new Mexican school and frontier research, since the traditional is no longer relevant and innovation to approach the educational situation requires a structural rethinking of the educational system.

The generation of frontier research projects is essential to close historical gaps. By blurring the differences that discriminate against educational actors from an early stage, the basis for future inclusive educational trajectories is laid.

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