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Call for Papers

Education in Mexico. Challenges, atavisms, possibilities

Tanius Karam Cárdenas (ed.)

The articles in this issue of iMex will address various aspects of education in Mexico in its different types and problems, in order to provide iMex readers with an overall view. Reflecting on education is not only about infrastructure, quality or evaluation of the system, specific problems and particular actors that have been fundamental in the history of Mexican education. We seek not only a broad and diverse view, but also a grounded and informed one. The recent publication of the National Population Census 2020 gives us fresh information, many of its indicators linked to education.

Mexico is a country with an extensive and rich culture, with a very elaborate information system, with insistent public policies and very different educational reforms that have made a complex system, but when we look at the results, the characteristics leave a bittersweet taste regarding the scope and the comparison of international indicators with respect to developing countries such as Mexico.

In a way, the study of education in Mexico allows us to enter into one of the main structural and political paradoxes of the country in that the advances in coverage and access run parallel to the difficulties of investment in education, not to mention the atavisms of different political actors that prevent the development of the full potential of social actors and the education system as a whole.

Of the many problems that have a place in this dossier – which is also a frequent theme when analyzing education in any society – is the relationship with the labor market, the

world of professions and productive spaces. Mexico continues to be a conservative country in terms of the criteria for choosing careers and the weight of professional areas, even when this does not translate into employment or the incorporation of graduates into the labor system. The competencies of graduates are increasingly sophisticated, but the tendency to lag between graduation and work persists, therefore, the dossier is open to reflections of this type.

Together with labor impact, or perhaps as a consequence, the issue of quality appears in pedagogical and political discussions. It is a commonplace in the social and political discourse that appeals to educational problems and education in general in Mexico, somehow the system is over-diagnosed. The quality of the school system is no longer assumed from the statistics of failure or desertion; there is now new statistical evidence through the performance of young people in national and international standardized tests. What is evaluation, how it is evaluated, what is evaluated is an issue that requires nuances for each educational institution, do those international comparisons where Mexico comes out badly make sense?

In this dossier we want to present to a wider public, and to academics interested in the current situation of the Mexican educational system, keys to understand the state, characteristics, situation and challenges in education, educational services, educational actors and new technologies in education.

Themes

Papers may be presented on any of the following topics that attempt to cover a broad aspect of education in Mexico, with its heterogeneity.

- Aspect within the history of education in Mexico.
- Analysis, research reports or specific studies of some educational level within the system: pre-primary, basic - primary and secondary -, upper secondary (baccalaureate, high school), higher (undergraduate, graduate). History of social communication, telecommunications, and new technologies.
- Analysis, research reports or specific studies of aspects such as unions, social, political or student organizations.

- Indigenous education, characteristics and challenges of indigenous communities; bilingualism, intercultural educators.
- The relationship between education and power groups in Mexico: political parties, political leaders, unions.
- Education and professional fields. School and work. The status of professions, is it still necessary, relations between technical and professional careers. Unemployment and social disappointment after graduation.
- Problems, difficulties and challenges of the educational system in Mexico: coverage, access, quality, updating and educational quality; lack of resources and investment in education within the country. Proposed solutions for the management of the educational system.
- Educational management, educational administration; resource problems in schools.
- Relationships between education, communication, media, new information technologies: Use of technologies in the classroom and education, distance, virtual, hybrid education; new competencies for digital environments.
- Educational evaluation. The problem of certification. Cognitive capitalism and education. Credentialization and crisis of education. Is it possible to measure educational quality?
- Education and pandemic. Videoconferences, technologies, interpersonal relationships in new educational environments; face-to-face-virtual-hybrid system.
- Social and civil organizations with concern and civic action in any aspect of education.
- Legislative, legal and regulatory issues of any aspect of education in Mexico. Educational reforms, scope and limitations.
- Research and education. The state of research in Mexico and how it affects education. Research and teaching.

Formal issues

- Length: 15-120 pages or its equivalent, approximately 5,000 to 7,000 words.
- Font 12 Times New Roman. Spacing 1.5. Margins 2.5 cm.
- Abstract of up to 200 words, bio-bibliographic information (profession, main areas of research and recent publications) not exceeding 10 lines.

- 5 key words to identify the content of the article that are not repeated in the title of the text.
- The editors may suggest a subsequent publication if the manuscript reviewers request fundamental changes.
- References at the end of the paper.

For more details on submission please consult:

<https://www.imex-revista.com/ediciones/publicar-en-imex/#2>

Articles and reviews can be sent to the e-mail addresses of the editor of this dossier **Prof. Dr. Tanius Karam Cárdenas** (Universidad Autónoma de la Ciudad de México; tanius.karam@uacm.edu.mx) and **Dr. des. Javier Ferrer Calle** (Javier.Ferrer@uni-siegen.de) **until December 31, 2021** in Microsoft Word format.