

Docencia y magisterio en el México moderno*

Teaching and Magisterium in the modern Mexico

Estela Medrano Ortiz

Instituto Superior de Ciencias de la Educación del Estado de México, México

esteidg@yahoo.com.mx

Resumen

El presente trabajo plantea la complejidad de la labor docente a lo largo de la historia del sistema educativo mexicano, los actores implicados, las políticas educativas (federal, estatal e institucional), las evaluaciones y los resultados en las escuelas.

Para ello, primero hace un esbozo del desarrollo del sistema educativo y de sus políticas, después analiza los contextos, teorías y actores que intervienen en el acto educativo, más adelante afirma que el Sistema de Bachillerato Estatal es un ejemplo de los dos rubros anteriores y, por último, analiza las políticas que evalúan el desempeño de los docentes del sistema educativo de nuestro país.

Palabras clave: contexto educativo, calidad, actores, autoridad, política.

Abstract

This work raises the complexity of teaching throughout the history of the Mexican educational system, actors involved, educational policies (federal, State, and institutional), assessments and results in schools.

To do this, first makes a sketch of the development of the education system and its policies, then it analyzes contexts, theories and actors involved in education, furthermore it stands that the State Level High school System is an example of the two previous categories, and finally, It examines policies that evaluate the performance of teachers in the education system of our country.

Key words: context education, quality, actors, authority, policy.

Fecha recepción: Agosto 2015

Fecha aceptación: Diciembre 2015

* This article was prepared during the time that the author remained enrolled in the doctoral program at the Higher Institute of Educational Sciences of the State of Mexico.

Introduction

The education is a theme object of controversy, a concept studied from perspectives different and, consequently, has generated models educational different and positions different with respect to their social, historical, economic and political implications. This has been reflected in curricula, study plans and reforms which, despite everything, still closing the gap that exists between social needs and classroom reality.

Currently we are facing a crisis in education, both in Mexico and the rest of the world, which has to do with the needs of the modern world. Technological progress and learning processes have changed the educational paradigms that the hegemonic groups of education systems demand and, at the same time, theoretical and pedagogical models of educational institutions oppose resistance, in such a way that they demonize the work of teachers in the media.

In this paper we will describe the problems of education, for later analysis from an eclectic critical stance that will help to understand that education is a transdisciplinary phenomenon, permanent and transcendental.

In general, first will talk about the history of the Mexican educational system since the end of the XIX century to the current reform. Second, we will analyze educational structures, actors and models that permeate to the SEM, giving the example of highschool education system; y por último, reflexionaremos sobre la evaluación en la Reforma Educativa aceptada a nivel federal en 2013.

Independent Mexico, scattered teachers

The teaching profession is a profession that belongs to the State.¹ The birth of Teaching is linked to primary education because that is where lies the basis of the National Educational Systems (SEN). This professional genesis began at the end of the 19th century, in the midst of political and economic conflicts of a young country; the victory of the Liberals and the porfirian dictatorship relegated the role of education to the background:

- a) Between 1821 and 1866, the dilemma was, where to teach and what to teach? Thus, education was in the hands of local councils, which bidding schools and teachers of particular origin (corporations and clerical institutions), that made the teaching profession were free, as it was the case with the Lancasterian School.
- b) Due to this educational dynamic emerged two of the most pressing demands of the Magisterium: the professionalization of the guild and a decent wage that would allow a better standard of living.

The reform laws and the Constitution of 1857 brought the liberal triumph, which weakened the influence of the Church in educational matters; the state began to exercise their power to create the first Normal School (now known as) and the first plans and curricula for basic education (Arnaut, 1996).

This caused the first major educational debate between tutors and teachers of the city council because the latter defended their right to work; For its part, the normal school teachers, the minority argued that only had the right to educate those preparing to do so. Perhaps in this context was exposed due to political and corporate interests, the need to recruit teachers and also to transform the teaching profession in a State.

In the years before the Mexican Revolution we can find the pillars of SEN with the nuances you already know, as well as major weaknesses that continue to endure, the most notorious:

- The little or no teacher professionalization; the normal school were minority to more heterogeneous groups involved in matters of education (teaching policies and curriculum), among vested interests.²

¹ Arnaut (1996, q.v. 19-34), He explains that the Mexican State since its inception leaves the public instruction in private hands, those who authorize not only teachers, but also the opening of schools of basic education.

² Dicho rasgo de incorporación al SEN ha permanecido vigente, ya sea por vía sindical o de intereses particulares u oficiales, denominado "amiguismo", "compadrazgo", nepotismo, o más sutilmente "equipo de trabajo".

- The normal school, when most are in great disadvantage with the university, this translated into a lack of identity, which continues today.
- The struggle for leadership positions in schools and regulatory institutions of education did little operating any project; Also, poor implementation of plans and programs of study were that public education was poor service (Latapí, 1998).
- In addition to the Intergremial struggle of teachers was another argument against interference by the university; while teachers begin to identify with the character of the people, the latter had a higher status and, therefore, greater identity (lawyers, doctors, engineers, etc.), because its origin is more heterogeneous.
- Was the long felt demand of better pay for better standard of living (Ornelas, 2002).

From the Revolution to the field; massification of rural education

One of the myths about teaching, told legends, corridos and evidence at the time, talks about the role played by teachers during the Revolution. Alberto Arnaut and Mary Bertely claim is unknown how far teachers actively participated in the armed struggle, which is a fact is that the draft state centralization of the teaching was interrupted by the Revolution, not the teaching work as many teachers continued laboring and working-whether for a revolutionary side and / or to the other, while the few who went to the "ball" is devoted to domestic political issues.³

In those dark years of armed struggle the political and ideological vision of education announced in Article 3 of the Constitution (1917), where secularism and free plasma of it, besides the obligatory both the State to provide education as outlined of the population to have basic studies.

Payment problems and incipient union gave the teacher identity that mythical image of "revolutionary champion", but also there were few educational and curricular changes, which resulted in zero new account in teacher professionalization.

After the triumph of the Constitutionalist Revolution fraction, the Mexican state and its postrevolutionary governments to give the SEN avocaron one of the first educational achievement: the creation 1922⁴ Secretary of Public Education (SEP), which aims to

³ Arnaut (1996) y Latapí (1998), describen muchos casos de maestros en donde los problemas más graves para ellos eran las acusaciones de "traición a la Revolución" y la falta de pago por parte de los ayuntamientos.

⁴ Arnaut (1996: 57-86), menciona la masificación educativa y los espacios por el poder y de dirección educativa que se presenta en la educación rural más que en la urbana, donde ya existían "dinastías" educativas.

standardize the plans and programs of study, the school curriculum and create agencies or departments concerned.

The spaces are achieved SEP preserves both power fight normalistas and non normalistas either by technical-pedagogical positions or political interests. This produced conflicts, tensions and the need to create a teachers' union⁵ or that managers and school inspectors were positions for normal school teachers than for other education professionals, leading to a dogmatic and professional closure.

As education became suddenly a matter of national priority and normal rural schools throughout the country schools were opened. The rural teacher normalista unlike urban extraction, in most of the cases had received no preparation for running a school, but he did attachment to their community, which participated in the social life of the community (manager state and local government, people's lawyer, planter cornfield, counselor), always with the complicity and little control of the education authority.

This approach by the rural teachers uncovered two characteristics of the Mexican master: the first had to do with the problem of payment for services rendered, which were irregular and very low; the second was that the normal school teacher, having no roots in the community where he worked, migrated to the city in search of better opportunities, while teachers did not normalistas political proselytizing, in both cases, use this as a political springboard and profession improve their status of living.⁶

Of socialist education to union membership

In the period 1922-1943, opening primary schools and rural schools brought the worsening of relations and magisterial discussion of teacher professionalization; in addition to the struggle for power between managers and education specialists, secretaries of education and state, university and normal school spaces.

The political changes brought by the fall of Maximato and the idea of socialist education, coupled with the oil expropriation and conflict of World War II, outlining the image of the teacher as an agent of change, as spokesman for the demands of their community manager to the government and proselytizing of chiefs, communes and governors (Arnaut, 1996, pp. 57-92).

⁵ *Ibídem*, o cualquier otra asociación magisterial como lo fue la Liga Magisterial respaldada por la entonces poderosa CROM.

⁶ Latapí (1998), explica que la educación rural fue un paliativo para los problemas educativos de aquel entonces.

The expansion of education and schools created a new educational level: High; here the question that immediately arose was In whose hands would this level ?, held by graduates of the University teachers or graduates of the Normal? Secondary education to be created flared once again, the Byzantine discussion and the struggle for spaces of decision and control of this education, both politically and educationally, between the university level, normal schools and the SEP; because while the first thought in science and culture -the first secondary elite were elitist, the normalistas taking social demands arising from the socialist education (which became the national teaching is discord and the same SEP). It's facing the education authorities and public opinion, as well as adverse political policies of Cardenas.

Cultural missions and rural teachers clashed several times, once for pedagogical discourses and many others for management-educational and political spaces; first there were no roots in the communities but government policy support also small regional chieftains occupied spaces that felt "typical of the normal school". Often, the role of the SEP was to end the conflict by changing the rural teacher workplace to end the dispute.

In early 1940, the teachers, especially in major cities, managed by the CTM and the PRI Lombardo Toledano, sponsored by the SEP, the birth of the largest union in Latin America: the National Union of Workers Education (SNTE).

The SNTE, from birth, outlines its functions in the following areas:

- wage demands and working conditions.
- health-care needs.
- Distribution of teaching posts for its members through a tab of work.
- Intervention in operational and management issues in national education, thereby interfering with the functions of the SEP.
- Speeches philosophical and pedagogical decisions to influence the school curriculum.⁷

In addition to these functions, the SNTE formed one of the corporate organizations of the party in power for nearly 50 years.⁸

Perhaps it is this period which had the highest government budget in the entire history of SEN, but at the same time the least reflected in the lives of thousands of teachers (2002).

⁷ Un año antes en el Estado de México había nacido el Sindicato de Maestros al Servicio del Estado de México, de ahí que el SNTE y el SMSEM tengan tantas similitudes.

⁸ De la bibliografía existente y la consultada, varios autores coinciden que la dependencia del magisterio se arraiga más con la creación del SNTE; sus líderes a lo largo de este tiempo han utilizado al sindicato para ascender en la estructura política del país. Así, no ha existido ninguna legislatura que no cuente con una representación magisterial; a cambio, munícipes, gobernadores y hasta presidentes de la Republica han contado con el voto corporativo del magisterio.

Of national unity to union fall

From managing Avila Camacho, along with Torres Bodet, head of the SEP, the issue of socialist education, finishing at the same time with the power of the secretariat, which was deposited in the union is over.

The 11-year Plan, the social movements of 1958 teachers and student 1968, through the expansion of secondary education system and the six-year economic crisis, Avila Camacho Miguel de la Madrid, everything was a historic watershed in modern Mexico, which changed the face of education and teachers and that the teachers suffered the biggest drop in its history wage and social and labor immobility caused the crisis in relations between the SEP and the SNTE leaders for life, understood as revolutionary vanguard.

Curricular subject areas changes, the contents of textbooks, refresher courses and educational leveling, showed in those years that the teachers opened the educational expansion arbitrarily without planning, in such a way that training and heterogeneous origin guild did political parties and social representatives, a guild without identity and a group of inmediateista mobilization (to not lose what little they have), completely ignoring their social mission.

These characteristics have allowed the teaching being a profession with shallow roots and is used as a political platform; just remember Hank Gonzalez, Elba Esther Gordillo, Carlos Jongitud, numerous deputies, mayors, governors, and so on. They, from the sphere of power, have served the teachers, using (a change of address or gift gifts or places) for their particular interests.

They were the years of struggle for a professional identity, when he fell in the lowering of teaching and badging, when the teacher in order to get their "place" only care to keep the ranks and social mobilization; despite the "big budgets for education", the wage fall 1982 was the most severe and painful and revived with much greater force than in the past, the ghosts of professionalism and better pay for teachers.

The National Educational Modernization Agreement

Carlos Salinas de Gortari decided to create the National Educational Modernization Agreement, which rises from the teaching profession to the upper middle-technical undergraduate level, leading to thousands of teachers to pursue a degree in intensive courses and Semiescolarizado Normal summer in different country; at the same time, demand for new applicants for the teaching contracts will no longer be a "short career with great expectations" (Arnaut, 1996).

At the same time, during the administration of Salinas de Gortari the possibility of establishing a professional wage (Ornelas, 2002) is considered.

Is Salinas de Gortari himself who proposed the policy of the Educational Modernization, which after more than a hundred years of history teacher becomes a great educational reform because:

- a) It makes compulsory primary and secondary education.
- b) plans and curricula of primary and secondary level, in addition to the normal school education, the contents of texts and authorizations to private schools incorporating the aforementioned levels, will be in charge of the SEP.
- c) educational services to federal, not the unions that maintain their state governments are decentralized structures.
- d) There shall be consultations for major educational reforms at all levels of SEN.

All this creates great teachers' expectations and promotes an incipient professionalization of teaching, but also increases the dependence of the federal and state governments of the evaluation criteria and participation of "specialists" and political education, which favors that labor mobility is flooded masters, and doctoral graduates to climb to the top. Also arise in the teaching levels and / or teaching career, as well as other evaluation criteria tabulatoria.

Labour mobility is in the hands of the SNTE and state unions, many of them "white" - accomplices and allies of the government in this crusade for the "professionalization of teaching."

Finally, the great Reformation of the Elementary Secondary Education (1992-2009), (1994-2008) does not coincide in time with the Normal Education Reform (1997, 2002, 2010), which speaks of an educational gap. While normal schools are subject to administrative and political arrangements and normativities, not educational or academic, it will suffer from this lack of professional identity and therefore the graduate profile will be just a speech.

The Mexican educational system, the dump of Mexican politics

In these modern times, have been present educational crisis caused by the lack of employment opportunities, lack of professionals in the various employment sectors in the country, the poor

quality of public education versus private, poor national performance relationship with high competitive standards worldwide, poor preparation of teachers who teach, and so on; on the other hand, each government in turn delights of his alleged achievements in the field of education: speaking of high budget for education, the coverage is broader, we have better levels of education, which has eliminated illiteracy and every day there are more students in schools like no other time in history.

The following elements will help to understand certain situations:

- The education budget allocated our country, apparently the highest in history, represents only 3.2% of GDP, which is well below the 8% recommended by the UN and UNESCO.
- Educational coverage is the highest in Latin America (97% of our children enter primary education), however, there is a lap of 33 million Mexicans who drop out of basic education (10% primary, 25% secondary and between 25% and 35% of high school), coupled with the phenomenon of illiteracy, causing educational inequality and low quality time.
- Only 2 out of 10 Mexicans who enter college or higher education are entitled.
- Only 10% of the population of our country reaches levels of higher education and graduate, which contrasts with the 2.3 percent of developing countries or countries 1.3 Similar to our conditions.
- With regard to the evaluation criteria of the competencies and skills between organizations promoting international education systems, Mexico occupies the last places in both literacy and mathematical logic. Being on the level of these skills, the image of a country that is functionally illiterate projects.⁹

How the education system came to this? Recall that during the last century, our country ceased to be a backward agricultural country to become an industrialized country, which had a population of more than 50% of illiterate and now has less than 6% of illiteracy, which had no educational system but now you have the highest educational coverage across the continent.

The two major problems of the country are on the following factors:

⁹ Muchos de estos datos provienen de los censos realizados por instituciones federales como INEGI, SEP, CENEVAL y organismos internacionales como UNESCO, FMI, OCDE.

1. Education is not part of a strategic sector of national development, therefore we depend on what is allocated in the budget; in addition, education policy is a discourse that reflects the needs of other national political sectors.
2. The same policy has led to a bureaucratic, aimed at resolving the immediate problems of education by expanding coverage and improving teacher salary, but no real plan has provided education development system.

So now the education system is in crisis. The growth of the teachers union has to do with the political control of this guild and at the same time with the struggle of the political groups within it, which has led to a clash between the SEP and the government itself by political spaces, no matter if thousands of children attending classes sacrifices.

This same fight has generated educational inequality in our country and therefore very low educational quality. In a sense, one can not deny that the SEP has been concerned with educational tools to facilitate the improvement of educational quality of teachers as well as their skills.

Refresher courses, educational forums, cultural exchanges, conferences, the teaching profession are, as a whole, elements that foster educational improvement of our country, but which are taken by a minority of teachers; the vast majority see them as "locks" politicians, or as something that should generate a gain in monetary ladder or otherwise left out of consideration. Therefore, the money despite being well spent is lost and does not exercise the educational impact it should.

In addition, the secretary must turn in key positions to accommodate political and teachers to operate educational policies. Thus, the direction of the educational system is left in the hands of people who know the needs of this, burocratizándolo further, leaving to implement a real assessment or follow up policies and educational models.

All this favors the lack of real educational evaluation, lag problems, low competitive level, the few professionals in our country and educational inequality generated by the recoil and contraction we currently endure.

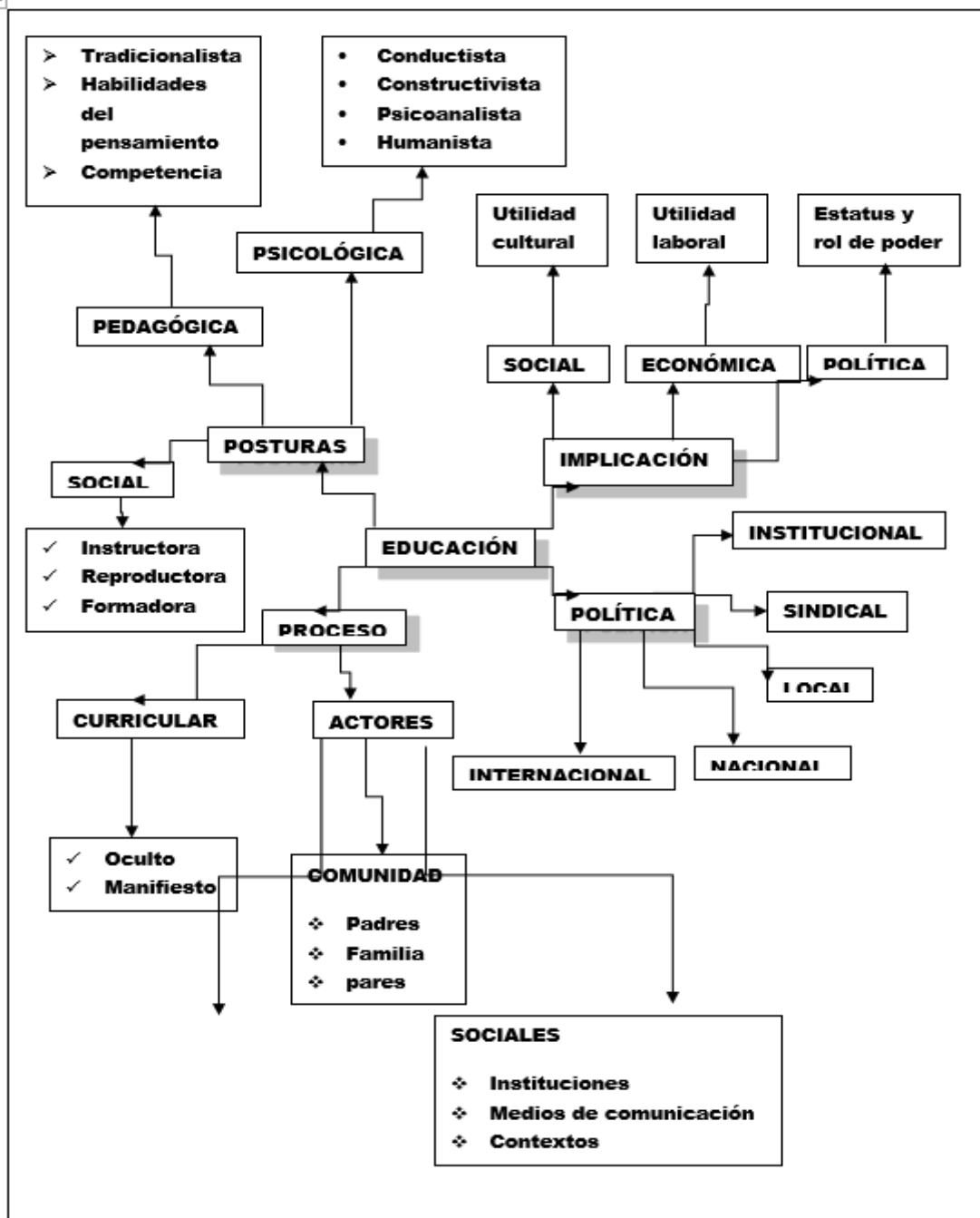
Towards a definition of education

Conceive a concept of education it requires objectivity and time semantic unification, because if it is true that we understand as education act of teaching and learning, is also set as a

phenomenon of cultural transfer from one generation to another, as well as a set techniques and procedures to perform an action in any sphere of human endeavor.

Implications of education in modern life

Table I. Scheme of modern education in Mexico



In other words states that education is a set of abilities and skills to fully develop the individual in society, this implies a context and specific needs of a region and community. At the same time it defined as an individual guarantee and right of any individual.

However, education is also an ideological act involving a worldview and standards that allow their retreat or development, which impacts the very development of cultures, civilizations, nations or governments that invest in it.

If we can define what is education, the questions are: what should the current crisis ?, educational quality standards meet the needs of today's society ?, the quality of education has to do with the quality of life of the subject?

Positions on education

When we talk about positions in education I do not intend to make an historical review of education or those thinkers who contributed theories to explain this phenomenon, the central idea relates to the positions set out today in education in the classroom and in one way or another shape our teaching styles, educational discourse and forms of assessment.

From the psychological perspective we find that the theoretical positions on education are defined by:

- Behavioral vision is a position where education is focused on the teacher, where import responses and results; the process is like a big laboratory where testing and error modifies the knowledge and behavior with value judgments for information as part of the general culture.
- The constructivist vision is based on construction of learning theories and significance of it, focusing on the student and the processes by which learns and takes possession of knowledge; in this matter theory techniques and processes, where the teacher is a training guide or knowledge.
- The psychoanalyst position: refers to the problems arising from the educational processes and how these are rooted in educational conflicts; This position works mainly in educational counseling, vocational counseling is only referred to pupils and their problems within an educational institution, although it is applied in a few schools.
- The humanist stance: from an eclectic vision positions psychological and above are accepted, but human values are involved in defining the socially acceptable behavior of

the subject; in this position it falls in paternalism and protectionism that cause so much damage to education.

However, for these psychological attitudes can be developed they should be supported by a set of processes and thinking skills in order to "prove" that the subject is being polite.

The set of techniques and educational processes is called pedagogy. In educational systems and their models, teaching positions are as follows:

- Traditionalist: the equivalent is behaviorism, here the teacher is the center of the educational process, he decides which pupils learn how they learn and when; knowledge focuses on the teaching and it is he who determines the evaluation. It is an authoritarian, unilateral and linear process, adheres to the policy and program, apprenticeships are mostly rote and nothing significant.
- A position is the development of thinking skills, the important thing here is that students find meaningful learning, the process of how to acquire knowledge and functionality that have these same in the development of the subject; the teacher is no longer the center of the educational act, are the processes of the student and how this knowledge develops thinking skills, if there is something to criticize is the exaggerated importance to the process and leave out information.
- Today we have the vision of competition that results in the usefulness of thinking skills and focuses on the application of knowledge, use of technology and wonder about the use of learning; is knowledge, know-how, is being and should be, however, subject to not develop thinking skills and "facilitated" the acquisition of information are far from developing such skills.

Within these institutions are "scientific" views on education, but if we go beyond the school vision we will be able to explain the different social visions that have the educational fact, these positions are:

- The school as breeding knowledge. Many authors postulate, as well as people outside this discussion, that our institutions only play the discoveries of science, with a positivist and encyclopedic style is reflected in curricula to be met, regardless of the views or methods of it emanate.
- The school as a training center. In this sense, some schools (especially technological or terminals schools or adult education and work), instruct the subject in technical or

trades for productive work in business services, regardless of the contents or training student.

- The school as a trainer. Speaking of training some authors refer to the sense of integrity of the subject, this means not only the use of methods and techniques, but the accumulation of knowledge and its implementation and also the moral and ethical training that is reflected in transmission social and human values for the subject.

It is this sense is difficult to decide which style and integration of subjects within the school by the interaction of agents inside and outside the classroom and the institution; thus we studied the phenomenon becomes difficult to understand.

Education as a process of transformation

While it is true that the phenomenon of education is based on curricular and psychological theories, so is the fact that there is a triad that can not be separated in this regard and it is, in a way, the synthesis of the educational process where relationships are closer and at the same time they are influenced by external factors interpsychological and change not only the education process but the vision and perception of knowledge; this triad is the student, the teacher and the textbook and / or educational materials.

The curriculum is not only planning a course or operation of plans and programs during a school year, a group of subjects or a career or school system, it is also the set of strategies, activities and assessments that have as In order to examine, diagnose and assess the performance of students in the classroom.

This curriculum can be clear lines as noted above, but there is also the hidden curriculum, one that manifests itself in a philosophy and world view that allows us to discern the good or bad of educational work, one where we express our personality and our human values, our interests, in short, our whole personality and learning style is captured in the hidden curriculum.

This leads us to think the relationship between individuals and the struggle between the individual and the collective. Many authors and theorists epistemology of education argue that knowledge is discovered from the subject-object relationship in addition to the mental processes by which we define, explain and interpret reality and different knowledge we acquire, either by through experience or reasoning.

Here we must pause and consider: the interactions that have the individual does not affect the learning process? It is possible that these relationships with different educational actors change phenomena and mechanisms with which we develop our mental abilities and, therefore, our worldview and conceptions of how to study.

Stakeholders in the educational process

The educational process is influenced by various stakeholders both inside and outside of an educational institution, it coexist different perceptions and social and educational needs, which directly or indirectly affect these educational processes which in turn influences not in the intelligence capabilities of the individual but in the way of acquiring knowledge and wisdom to resolve the problems it faces along their academic and life after it.

These relationships established between the different education actors and social partners are permeated by social values and behaviors that change, largely mental processes and allow the subject to develop cognitive abilities or achieve social and labor accepted educational standards to those who call skills, or you can go back in those skills and competencies.

At first, the players involved in education are education authorities, teachers and students; the relationship becomes complex because of the institutional organization and the working environment, influencing her educational and institutional policies established at school.

The relationships between managers and teachers, social commitments, commissions and official regulations over the agreements and disagreements that exist in this relationship, influence, decisively and directly in the operation, interpretation and activities that teachers apply the classroom; thereby we are as diverse as the size and number of teachers working in the school spectrum.

The relationship between teachers and students is a relationship that still explained by educational, psychological and anthropological theories, it tends to be modified by factors of "agreements" between both needs and demands issued by the courtly dynamics, trends in speech and dress for the domain of knowledge or ignorance of contents and procedures established in a curriculum, social values given to school and empathy that exists between student-teacher and student-student. All this favors the success or failure of educational processes and relationships necessary to them.

In another dimension that intertwines with the educational process, the relationship of parents and / or guardians, and the pairs (meaning friends, neighbors and family) influence education because here the economic, cultural and situations manifest immediate needs required by different social groups interacting with the school.

In this respect there is a cluster of beliefs and prejudices about what school and what is conceived as education. The different positions and arguments, despite their empirical construction collide with the academic and evaluative reality that is brewing in the classroom and the institution, generating resistance to curricular principles and rules that give life and meaning to school conception education that is proposed.

Many of the sources we have to conceptualize education as a come from other institutions and relations school canning process with companies, secretaries of state, local or national governments, and the context that surrounds it (geographically, cultural and economic). All this makes the educational actors express a priori what works or does not work in education and question their social function.

Mention that the relationship between the media and the school generates ideas and attitudes about what is this, ranging from satire entertainment programs, to political criticism of the system and its leaders, giving rise an opinion adverse environment influences behavior and ideas about education.

In such contexts, the allegations or criticisms education go to a priori empirical "scientific" criticism based on statistical figures and economic and infrastructural resources that distort our object of study.

Looking at the different beliefs about what is education and theoretical and political positions on it, we realize that our object of study has diversified so that while the political discourse is that education is a benefit and guarantee for every subject, it is also true that at the operational level this is far from a reality for millions of individuals around the world.

Education versus policy

Here we find the harder edge embedded in our object of study, for talking about politics is about another abstract entity that can only be understood from power relations and resource gestation receiving school.

In Western and democratic systems, governments, arising from elections, constitutions and nationalism, speak of education as if it were a security right and brings benefits to both the individual and for the progress of nations invest in it.

To allow streamlining and proper functioning of school life rules and regulations are created and education systems, government involvement and individual is allowed, specialists and teachers are recruited to discuss the relevance of plans and programs of study, evaluation forms, discussing who will be responsible for departments and divisions, who have the attributes to run a school or supervision. At another point discussed resources to build the school, the same facilities, equipment, maintenance of the school, the design of spaces, its geographical location and its impact on a community.

The recruitment criteria are also discussed who should educate and select who should attend to this or that school, teacher salaries and how and where to upgrade to the teaching staff of a school system or subsystem. What is the economic cost of education? Does society or the nation will profit? What is taught in school is useful for the student? Maybe you do not learn to gather information, but education is determined by the agreements of educational policy and the interpretation given to them.

The subordination existing education policy is not abstract, derived from the relationships of different actors and political groups, in different fields and political contexts.

We can define these actors are both international and domestic, and the interpretation given to the educational recommendations and the economic and political interests reflected a portrait of education that is far from the reality that we wished we lived in the classroom.

We know that there are now international agencies thick lines suggest what should be the education policy, objectives and achievements, these institutions are both political, economic, financial, and scientific and humanistic.

This is how it gives rise to the globalization of the world, despite technological advances and economic resources, we discover the great inequality that exists between the various regions of the world for education; countries like ours that are subordinate to those ideologies design their educational policies based on these recommendations.

When designing educational policies, the federal government discussed the budget and content to be designing plans and programs of study.

This discussion focuses on the houses of representatives (politicians away from our courtly and social realities), is summoned to educational conferences, discussion forums, inviting specialists, teachers, researchers and the general public to design educational proposals to legitimize the education policy.

Would clarify that at this point, the scientific discussion perverts directly or indirectly, the different educational theories and present educational programs or reforms that are "cutting edge" and panacea of education, when deep structures remaining equal, Infrastructure is the dominant ideology that permeates our schools.

Although there is a federal government, each state through their education departments and local representatives, distributes the budget allocated to their education systems and design their own strategies and education standards, thus contributing to more confusion, authoritarianism and content they are very far from improving the educational process itself and what we call education.

Two other actors involved in education policy, and they are: the teachers union and institutional life (school climate); such interference is teachers' union that its role goes beyond the defense of the rights of teachers and state employees or private institutions or work contracts or salary. They influence the designation of places of teachers and the senior management, including in many cases from union participation many teachers make political career and fortunes that have nothing to do with the educational phenomenon. Thus, from its policies and labor positions support or not support the reforms or political lines, thereby contributing to pervert the educational work of the courtiers and educational actors.

Such is the strength of the union, this proposed study contents, educational issues and management positions; the union is a reflection of the idiosyncrasies of the political class of our country, enriching various social strata offensive way, acting to the detriment of education.

These union struggles establish alliances with other social agents and other workers to establish agreements that bring benefits to a teacher is away from the dome aforementioned phenomenon; There is even opposition within the union, so it's constant work stoppage in schools and social dissent against the national teaching and act in the classroom. Hence a disastrous outcome in education in our country, a phenomenon that has lasted for at least the last fifty years have.

Institutional life is being affected by this political activity; the school has become a fiefdom where managers and their retinue of followers defined school policy; discretionary manner is punished or rewarded teachers, there authoritarianism, corruption and paternalism that promote inequality of opportunities for teachers and students. Often school building improvements, equipment to be used at school, the type of student uniform, cooperation for academic, cultural or civic activities requiring school in time representing the loss in class hours are agreed, which is detrimental to the education of the subject.

The educational implications

When we talk about the educational implications of the work the object of study chosen, we refer to the synthesis of the vision of education and their usefulness in daily life. We can conceive of education as follows:

- As a factor of economic benefit from the common sense to do math, to the sale of a product emanating from knowledge acquired in school; although it is a valid desire, it is questionable as it affects the welfare of others, that is, when labor and ethic principles of a profession is corrupt or profits from ignorance.
- As a cultural and improvement in the standard of living factor. At this point philosophical and epistemological principles which allow the subject to change and transform their knowledge in meta addressed, something transcendent in the subject's life, which may be the same spirit of education.
- As a political factor. We are talking about education and its relationship to power, here all ethical and moral principles of education and educational work are diluted it becomes a rhetorical and political discourse that justifies the interests of the subject and education; being an end becomes a means to wield ephemeral and corrupt power corrupts lacerating and principles of education.

The state school model

The background of high school in the State of Mexico date back to 1985, in response to the expansion of this education subsystem nationwide and modernization policy that permeated the world at that time.

To professionalize the teaching career and try to raise the educational level of our nation, the explosion of this system in the State of Mexico territory was in the hands of normal school teachers, which in turn caused:

- Copy of educational models of systems with more tradition in this regard (UNAM and IPN, plus Colbach).
- The models were more involved in a humanistic profile and technical teachers, interns most universities, technical and normalistas showed a lack of vision and mission in education policies, which put aside academics.
- A political patronage that affected the management structures of the school.
- Lack of a project in baccalaureate institutions that showed a delay in the pedagogical ideas in vogue.
- A model based on rote and behavioral theories and positions that led to the failure of thousands of young people not admitted to universities and subemplearon.

In 2000 and so far this decade we've had two postulated curricular reforms and structural changes, where philosophy was the development of the subject and their skills and competencies more scientific and technical profiles forgetting the humanistic area.

In each and every one of the reforms of this education sub-level, administrative and regulatory changes have not undergone major changes, which has led to a clash between the new forms of learning and structures aimed at teaching.

The concept of educability, freedom and values in School Education

The explanation of the state school is an example of current models that revolve around the concept of competition, integration and development of the subject, grounded in cognitive psychology and constructivist theories, research, pedagogical action and scaffolding, and supportable freedoms and rights in the Constitution. The problem lies in the conceptions that occur in the hidden curriculum and institutional life.

The problem is not in compliance with regulations or a program, but in the conception of educabilidad who manage teachers, because we believe that education is an act of freedom and creation of the subject; It is also a socializing act of the same educational actors.

Educability must give meaning and purpose to education act in our classrooms; This is not to fill knowledge to students, or to pretend to teach or evaluate procedures through testing; It means knowing educate students and their needs. It is to recognize and take up the idea of the heterogeneous and rhythms that the subject has to learn, give you the freedom to learn what you want to know the intent of the known and forget the educational specialization.

In the school systems still think that the axis of education is the teacher, not the student, school failure justify the assumptions and beliefs of the alleged "ignorance" of the student, the disadvantage of a parent or tyranny State.

To form a closed class scheme becomes a dictatorship in which the student "learns" what the teacher "teaches" and knowledge have a lack of utility, meaningless, an empty and a limitation of freedom.

The essence of man is freedom based on curiosity and imagination, in processes of discovery and research.

When we talk about education we speak of the state and its policies, here ideologies and worldviews collide range from an educational model and institutional life; historical research on educational development in our country have found constant lag and poor education quality.

The problem is more about the educational practices of teachers that the development of the student, the curriculum for teacher (normal school, college or technical teacher), go to the philosophy of education and history of educational philosophy, which does not impact classroom practice with students.

We think as teachers that our actions and our conception of the world is far from the classroom and school, nothing false in the world of human interactions, it is there in schools where more relationships and worldviews are built on a daily basis.

Educability within the school, although in the run-up educational model systems has not been understood by the teacher, who continues contrary to model practices that restrict freedom of the student, restricting their ability to think and imagine.

No use of scientific developments and technological advances when freedom is truncated both the teacher and self-censorship by imposing on the student teaching.

Institutions providing regular education in transforming the system of teacher training for basic education

This part of the work aims to analyze the process of evaluating the normal system, spearheaded specifically INEE Teacher Professional Development System.

Since the 1980s, the educational system of normal schools underwent a change in its structure and paradigms; firstly it's over a century of technical schools to become institutions of higher education.¹⁰ Before that date is considered normal schools as trainers of primary school teachers, so many studies were needed to transmit knowledge. Then the presidential decree that rose to higher education never thought the location of the normal schools as IES, so one wonders what their functions are substantial.

With the reforms of 1992, 1997 and 2011 we have found that regular schools do not have the following functions:

- Disclosure: promotion of research, interaction with other higher education institutions through agreements and exchanges.
- Research: research areas of educational phenomena, methodological proposals.
- Bonding: IES regarding joint projects with research or collegiate type, among other.

With the changes that have arisen in recent years in the national education system and assessments have been the same at all levels and modalities, it has been necessary reforms and changes in the curriculum and curriculum, which do not They have yielded positive results.

This has led to various modifications and assessments by different institutions and instruments that speak of an educational reality which was managed since 1992 with the signing of the Free Trade Agreement (FTA) and over 22 years have changed the SEN, causing changes political and constitutional in education have experienced in recent times (Arnaut, 1996).

Evaluation and accreditation of programs, teachers, administrators and students

Taking into account the new legal frameworks, derived from the constitutional reform in education 2013 prevailing in the country, it is necessary to amend the administrative operational structures, policies and institutions and bodies which form part of the evaluation of the educational actors and education itself.

Now we are in the first decade of the century-millennium and we have to evaluate that modernizing educational policy, teacher training institutions -the Schools Normal-enter the stage of modernization belatedly.

¹⁰ Arnaut (1996: 19-34), explica que el Estado mexicano al estarse configurando dejó la instrucción pública en manos de particulares, quienes autorizaban no solo maestros sino la apertura de escuelas de las primeras letras.

Changes in the curriculum in primary and secondary are given in 1992 and it was not until 1997 that the "Transformation Program for Normal Schools" outlines policies, aims and curricular change (SEP, 2001).

In this context, teachers face competing visions of being a teacher and his training, rights and obligations. New teachers, emerged from the reform, understand that the professionalization of teachers involves initial training, with bachelor's degree since 1984, updating and their work; today more than ever has to do with democratic, inclusive, teaching and research, in such a way that their educational role is the development of skills, systematization of experiences and collegial work (Arevalo, 2003, pp. 9-15) processes.

The problem of most teachers is its repetitive and positivist world view, the classroom routine, the radicalism or political apathy and poor teacher training (manifested in ignorance and repetition of teaching strategies); It makes them see that educational modernization has created instruments of control, which tends to privatize public education and threatens employment and living standards of teachers. That space where the teacher lives leads to an imbalance in his call burnout work: "It is a response to chronic job stress composed of negative attitudes and feelings towards teachers with whom he works and to the professional role itself as well as by the experience of being emotionally drained "(Ayala, 2002, p. 31).

Infrastructure institutions

With regard to the infrastructure of institutions, we must recognize, from Profen assessments, CIIES and SGC, authorization, promotion, management and evaluation tends more towards the maintenance of services and the school building towards the end of development of academic work and research projects, generating by far the backwardness of the colleges mentioned.

Enabling teachers

With regard to teacher empowerment, ideological antagonism that has led to one of the weaknesses of the teaching is presented in staff mobility and integration of work teams. Words like collegiate work, work proposal, competence and quality of education are understood from different perspectives, subjective and emotional mostly delaying the academic work of teachers, no longer apply learning strategies, distort purposes and course plans lacking both planning and institutional courses.

Refresher courses not impact the teacher for the reasons explained above and general updating workshops become cathartic exercises where empiricism prevails over the systematization and proposal.

Rules incorporation, promotion and retention of academic and management staff regular education

The conditions to perform the teaching work and establish successful learning strategies have to do with external and school factors also need to analyze the conditions of the learning environment and the role of educational actors, as explained in the following table:

Table II. Table of factors involved in school

Factores externos y extraescolares	Factores del clima de aprendizaje	Papel de los actores educativos
<ul style="list-style-type: none"> • • economic and educational policy: responding to situations of international and national level, modify curriculum models and educational systems. • • Government and education authorities: from governmental and educational authorities the needs and budgets allocated to education are outlined; these decisions allow distribute the budget in infrastructure, development of educational models, research, training and resource distribution projects and educational plans. • • Institutions: other institutions (family, church, media, political parties, etc.); evaluating the results of education qualitatively (evaluations, results obtained by teachers and students in different instruments) and interpret and represent this assessment qualitatively ambiguous concepts and categories but represent a reality (political, values and aims of education). 	<ul style="list-style-type: none"> • • institutional climate: the school community meets and discusses the institutional policy (goals, purposes of the institution, the vision and mission of the institution); and to discuss school needs, distribution of teaching loads teachers, school projects and organization of schools. • • Institutional Context: the school zone, the zone of influence are factors that influence school culture (fashion, ways of speaking, intra- and interpersonal interaction, educational level at which it operates with other actors) as well as acceptance and results of the institution that will allow growth or rejection of the community institution. • • Schools or colleges where actions are discussed and operation of educational policies, relationships and teaching positions influence the learning and teaching styles of teachers. • • Committees and society: parents and students are held to propose and demand needs of the school, which also affects the learning environment of the institution. 	<ul style="list-style-type: none"> • School authorities who manage, organize and negotiate educational provisions are reflected in the ministries responsible for education and at the same time to organize the work of the institution and relations with staff. • • Teachers: demonstrate learning styles, their teaching positions and resources, tools and methodologies used to teach; on the other hand, the workload and commissions and projects that engage and are responsible determines the number of classes, the distribution of content and lesson preparation time. • • Student: learning interests are determined by motivation, personal relationships, cultural background and level of development and learning that you have that is determined by external, family and cultural factors. • • Other agents: support staff in the institution, parents and peers outside the institution, influence from their comments and levels of relationship with the school in the institutional environment and the starring role teachers and students.

The factors involved in education are complex and also influence the way of showing the planning and ways of organizing educational activities of teachers.

The competence approach allows us to reflect on the educational work and learning actions that students must develop.

The vision and pedagogical tradition affecting the implementation of the competencies approach, what the student knows and learns at the same time reflect the results of education and school influence in the community and evaluation of educational quality.

Currently in the different educational models, educational systems and educational reforms levels, all based on the competence approach is implemented.

Bibliography

Aldama García, Galindo. (2007). *Práctica docente*. México, Esfinge.

Arévalo, F.F. (2003). *Formación docente e implicaciones*. *Revista Magisterio*, enero-febrero, núm. 9

Arnaut, S. A. (1996). *Historia de una profesión. Los maestros de educación primaria en México, 1887-1994*, México, CIDE.

Ayala, A. F. G. (2002). *La función del profesor como asesor*. México, Trillas-ITESM.

Dirección General de Educación Normal y Desarrollo Docente (2002), *Magisterio*. enero-febrero, núm.3, México.

Dirección General de Educación Normal y Desarrollo Docente (2003). *Magisterio*. *Revista bimestral*; enero-febrero, núm.9.

Echavarría Canto, Laura, et al. (2004). *Educación en ruinas: ¿es posible la utopía?* México, Ed. de Nadie.

Eduardo, M. M. (coordinador) (2003). *Otras miradas en educación*. México, Ed. Ediciones Amapsi.

Fullan M. y Andy H. (2000). *La Escuela que queremos*. SEP, México.

Gobierno Federal (2013). *Ley del Instituto Nacional para la Evaluación de la Educación*, México.

Guevara, N. (1979). *La catástrofe silenciosa*. México, FCE.

- Latapí, S. P. (coord.) (1998). Un siglo de educación en México. (tomo II), México, Consejo Nacional para la Cultura y las Artes/FCE.
- Loyo, A. (1997). Los actores sociales y la Educación. Los sentidos del cambio 1988-1994, México, Plaza y Valdés Editores.
- Órnelas, C. (2002). El Sistema Educativo Mexicano: La transición de fin de siglo. México, FCE-Nafinsa-CIDE.
- Ornelas, C. (2008). Política, poder y pupitres. México, Ed. Siglo XXI.
- SEP (2001). Lineamientos para la Organización del trabajo Académico durante el 7mo. y 8vo. Semestre. (Lic. en Educación Primaria, Plan 1997), México.
- SEP (2008). Reforma integral de la educación media superior en México.
- Tobón, S. (2004). Formación basada en competencias: Pensamiento complejo, diseño curricular y didáctica. Bogotá, ECOE.