

AN ALIGNMENT ANALYSIS OF THE BRITISH COUNCIL'S CORE SKILLS AND THE MEXICAN EDUCATION MODEL

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INTRODUCTION



The world is changing and it is becoming one where technologies cannot only create new jobs but also supplant existing ones. The British Council recognises that those features pose challenges for young people's futures. The main challenge is that young people may be getting an education for a world that will no longer exist when they enter the labour market. With a presence in over 100 countries worldwide, the British Council has achieved a reputation for transforming international education through innovative programs.

The British Council's work in schools has directly addressed the development of new skills for young people mainly through the development and provision of support services for teachers and leaders. Within those work areas, they have brought together international thinking and practice in core skills and

competencies, seen as the best tools to prepare young generations for the future.

The British Council is currently promoting training packages on Core Skills curriculum throughout the world. Those packages build upon the deep pedagogies framework¹ and UNESCO's transversal skills and are designed specifically for headteachers, headteachers' assistants and teachers at schools, to provide new approaches and interactive techniques to use in their curriculums. As the British Council defines them, **“the Core Skills are the essential skills that young people of the 21st century require in order to be fully prepared for life and work in a global economy”**.

¹ Fullan, M and Langworthy, M (2013) Towards a new end: New Pedagogies for Deep Learning. Seattle: Collaborative Impact.

The Core Skills programme has been developed by the British Council in conjunction with education experts and it focuses on the following skills:

- 1. Critical thinking and problem solving**- promoting self-directed thinking that produces new and innovative ideas and solves problems; reflecting critically on learning experiences and processes and making effective decisions.
- 2. Collaboration and communication** – fostering effective communication (oral and written); actively listening to and engaging with others in diverse and multi-lingual environments and understanding verbal and non-verbal communication; developing the ability to work in diverse international teams, including learning from and contributing to the learning of others, assuming shared responsibility, cooperating, leading, delegating and compromising to produce new and innovative ideas and solutions.
- 3. Creativity and imagination** – promoting economic and social entrepreneurialism; imagining and pursuing novel ideas, judging value, developing innovation and curiosity.
- 4. Citizenship** – developing active, globally aware citizens who have the skills, knowledge and motivation to address issues of human and environmental sustainability and work towards a fairer world in a spirit of mutual respect and open dialogue; developing an understanding of what it means to be a citizen of their own country and their own country's values.
- 5. Digital literacy** – developing the skills to discover, acquire and communicate knowledge and information in a globalised economy; using technology to reinforce, extend and deepen learning through international collaboration.
- 6. Student leadership and personal development** – recognising the importance of honesty and empathy; recognising others' needs and safety; fostering perseverance, resilience and self-confidence; exploring leadership, self-regulation and responsibility, personal health and wellbeing, career and life skills; learning to learn and life-long learning.

In the past couple of years, the British Council has implemented these trainings throughout different countries, most particularly in Asia and Africa. Recently, the focus has shifted to Latin American countries, with Mexico leading the way. In Mexico, the Core Skills project is being piloted with lower and

upper secondary school teachers at public schools. Those teachers work with 12 to 15 year old students and 15 to 17 year old students, respectively.

This report aims to provide a brief but insightful overview on the situation of Core Skills at lower and upper

secondary school education in Mexico. For that we present an analysis on how the Mexican curriculum relates or aligns to the six areas of the Core Skill programme. For that we developed a methodology called alignment analysis where we performed mapping on how the Mexican graduate profile, at both lower secondary school (which is included as the graduate profile of basic education) and upper secondary school, align to each of the six Core Skills. Also, the alignment analysis maps the six Core Skills within the general curriculum by education level (lower and upper secondary).

It is important to highlight that the Mexican education system is going through a process of change. Following the 2013 Education Reform, the Ministry of Education (commonly known by its Spanish acronym SEP) submitted a proposal in 2016 for a new education model and curriculum. The proposal included three documents: 1) *Los Fines de la Educacion en el Siglo XXI* (The education goals for the 21st century); 2) *El Modelo Educativo 2016* (The 2016 education model); and 3) *La Propuesta Curricular para la Educacion Obligatoria 2016* (The 2016 curriculum proposal for compulsory education). The proposals were then put through a consultation process with all the main actors in the education system, during which they were asked about their opinions, suggestions and criticisms in a formal and structured way. The *Programa Interdisciplinario de Políticas y Prácticas* Educativas of the *Centro de Investigación y Docencia Económicas* was in charge of the consultation process and last year, it submitted its report titled: *Consulta sobre el Modelo Educativo 2016* (The Consultation on the 2016 Education Model) to SEP. The report is being used by SEP to make amendments and adaptations to the proposed documents.

As a result, a final version of the Education Model will be published in the next couple of months and will enter into effect in 2018.

As there is an existing education model and a proposed change, the study performs the alignment analysis for both the current and the 2016 Education Model proposal. As such, we aim to have a more complete picture on how the Core Skills relate to the Mexican education as it is now as well as how it is likely to be.

As we will see in the analysis, the two education models have important differences in their graduate profiles, their curriculums and implementation plans. Therefore our alignment analysis will be crucial in understanding whether the Mexican Education system relates, aligns or is moving towards to the values of the Core Skills.

The report is structured into four parts, as follows: In Part I, we describe the general structure of the Mexican education system and the main characteristics of lower and upper secondary school levels which are the focus of the Core Skills Project. In Part II, we present the alignment analysis methodology. In Part III, we discuss the alignment analysis results for the existing education model, both at lower and upper secondary school levels and focus on the graduate profiles and curriculum. In Part IV, we present the alignment analysis results for the 2016 Education Model proposal focusing also on the graduate profiles and curriculum at both lower and upper secondary schools.

PART I: THE MEXICAN EDUCATION SYSTEM



Mexico's National Education System (NES) follows and fulfils what is established in the third article of the National Constitution: "Everyone has the right to receive education. Basic education (pre-primary, primary and lower secondary) shall be free of charge, non-religious, and publicly provided; basic education and upper secondary education will be compulsory (...) The State will also provide higher education (...) The education provided by the State shall be of good quality and free of charge". With that, the State is responsible for providing compulsory basic education, which includes: preschool since 2002, primary since 1867 and lower secondary since 1993 (Instituto Nacional para la Evaluación de la Educación 2009). In 2012, upper secondary school was also made part of the compulsory education (Camara de Diputados del H. Congreso de la Unión, 2012).

SEP is responsible for the regulation and provision of public education at federal level. The General Education Law (GEL) states that the federal government is responsible for defining the guidelines, plans and programs in association with local education authorities. Following the process of decentralization which took place in 1993, local education authorities have since become responsible for 'the provision of initial, basic, special and normal education services, as well as the training, updating and professional advancement of teachers of basic education'. The municipalities can also provide three types of education and in any modality.

The Mexican education system is structured into five levels:

- 3 years of preschool (ages 3-5);
- 6 years of primary school (grades 1 to 6) with a compulsory starting age of 6 years;
- 3 years of lower secondary school (grades 7 to 9) for children between the ages of 12 to 14;
- 3 years of upper secondary school (grades 10 to 12) for young people ideally between the ages of 15 to 18; and Higher education. (Hernández, 2015)

Therefore, a normal school trajectory from basic to higher education without interruptions would last between 16 to 20 years depending on the field of study (see figure 1). According to the National Institute for Statistics and Geography's 2016 survey, the total population by school age during the 2015 academic year was as follows: 97.71% of 13,224,826 children between the ages of 6 and 11, 93.36% of 6,813,683 teenagers between the ages of 12 and 14 and 26.66% of 6,462,851 teenagers between the ages of 15 and 17. The latter represents the highest percentage of non-attendance registered by the census.


Education Structure	Education Level	Type of Schools Available	Age	Duration in Years
	Preschool	CENDI, General, Indigenous, and Communitarian	3-5	3
	Primary	General, Indigenous, and Communitarian	6-11	6
	Lower Secondary	General, Technical, Communitarian, Distance LS, and LS for Workers	12-14	3
	Upper Secondary and Vocational Education	General Schools, Technical and technological schools	15-17	2-6
	Undergraduate and Postgraduate education	Universities	-	-

Figure 1. Structure of the Mexican Education System

Source: Hernández, J (2015)

Basic education

Basic Education consists of three levels: preschool, primary and lower secondary. According to the GEL, basic education, at its three levels, should be adaptable to be able to respond to the linguistic and cultural characteristics of each of the country's various indigenous groups, as well as the isolated rural population and migratory groups. To fulfil this purpose, both pre-school and primary education are taught through three types of service: general, indigenous and community-based courses. In lower secondary school, education services are further diversified and are divided into five types: general, technical, tele-secondary, community courses and school for workers.

Upper secondary education includes the equivalent to high school level or technical professional education. Upper secondary school usually goes from the 10th to 12th grade, although some programmes are of two and four years. A high school certificate is required to enter higher education. Technical professional education lasts from around 2 to 5 years, although most of them last three years. It is oriented to training for technical work and almost all programmes are terminal.

Higher education has three levels: technical superior, bachelor and postgraduate. The Technological University is oriented at training professionals to

work in a specific area. The programmes are of two years and do not reach the level of bachelor degree, only a certificate or diploma. University, technological and teacher training institutions teach at bachelor level, where professionals are taught in diverse knowledge areas within course programmes of four years or more. Postgraduate studies include specialization, masters and doctorate degrees. These studies are orientated to form researchers and specialized professionals.

Besides the three types of education, the NES offers three other different options. Initial Education caters for new-borns up to three years old children. Special Education serves people with disabilities or with special outstanding skills. Finally, Adult Education is oriented at people aged 15 years or more who have not completed basic education.

Lower-secondary education

Lower secondary education is organised into the following types: general lower-secondary, technical lower-secondary, (lower) tele-secondary, community lower-secondary and lower-secondary school for working people. Students may follow either an academic track (educación secundaria general) or a technical track (educación secundaria técnica). Students who enrol in the academic track generally continue their education at the upper secondary level.

The general secondary track has the greater presence in the country. In addition to the general curricula with humanistic, scientific and artistic training, technical secondary schools provide basic technological education that enable students to participate productively in the society. This type of school certificate is granted as an endorsement of a student's technological knowledge.

Tele-secondary schools predominantly serve the educational needs of the population who do not have access to general or technical schools, especially in rural or highly marginalized communities. They use

electronic communication media (television, satellite signals and videos) and have one teacher per group.

Community secondary schools depend on the National Council for Education Fostering (CONAFE) and are mainly aimed at children and adolescents graduating from community primary schools in rural and indigenous communities, with a maximum of 29 students. They have a multi-grade classroom structure that focuses on student learning through project methodology, problem-based learning and case study. They also include an inter-cultural model as an articulating element of contents and different subjects, and evaluation as a permanent process.

Lower-secondary school for working people, was initially aimed at people who worked and were at least 15 years old. It has changed over time and now it is possible to find younger students. Its curriculum does not include technological activities, workshops or physical education. Usually it is taught during the night shift, at buildings of general secondary schools.

The general lower-secondary programme has a propaedeutic character, which means it is necessary for entering upper-secondary education. Lower-secondary programmes, not leading to further study, are non-academic programs with a strong emphasis on vocational, commercial and artistic training.

In the 2014-2015 academic year, lower-secondary school served 6,825,046 students representing 26.3% of the basic education population. 50.4% of the students attended the general programme, 27.6% to the technical schools, 21% to tele-secondary schools, 0.4% to the working people programme and 0.6% to community schools.

Upper-secondary education

Upper-secondary education is divided into two levels: the equivalent to professional technical education and general upper secondary (high school). Completion of lower secondary school is required for entry into both. Admission to upper secondary school depends on the State where students want to study, as some states use standardised examinations while others have different kinds of admission mechanisms (Hernández, 2015).

This educational type is constituted of three educational models: general upper secondary school, technological upper secondary school and technical professional school. The general secondary school prepares students in different disciplines and sciences so that they may continue to study higher education. The technological type is a bivalent programme as it prepares students for admission to higher education and enables them to join professional activities. The technical professional programme trains students on industrial activities.

There is a range of different schooling options, which include: SEP-controlled schools, state-controlled schools, private schools, preparatory schools affiliated with public autonomous universities, and

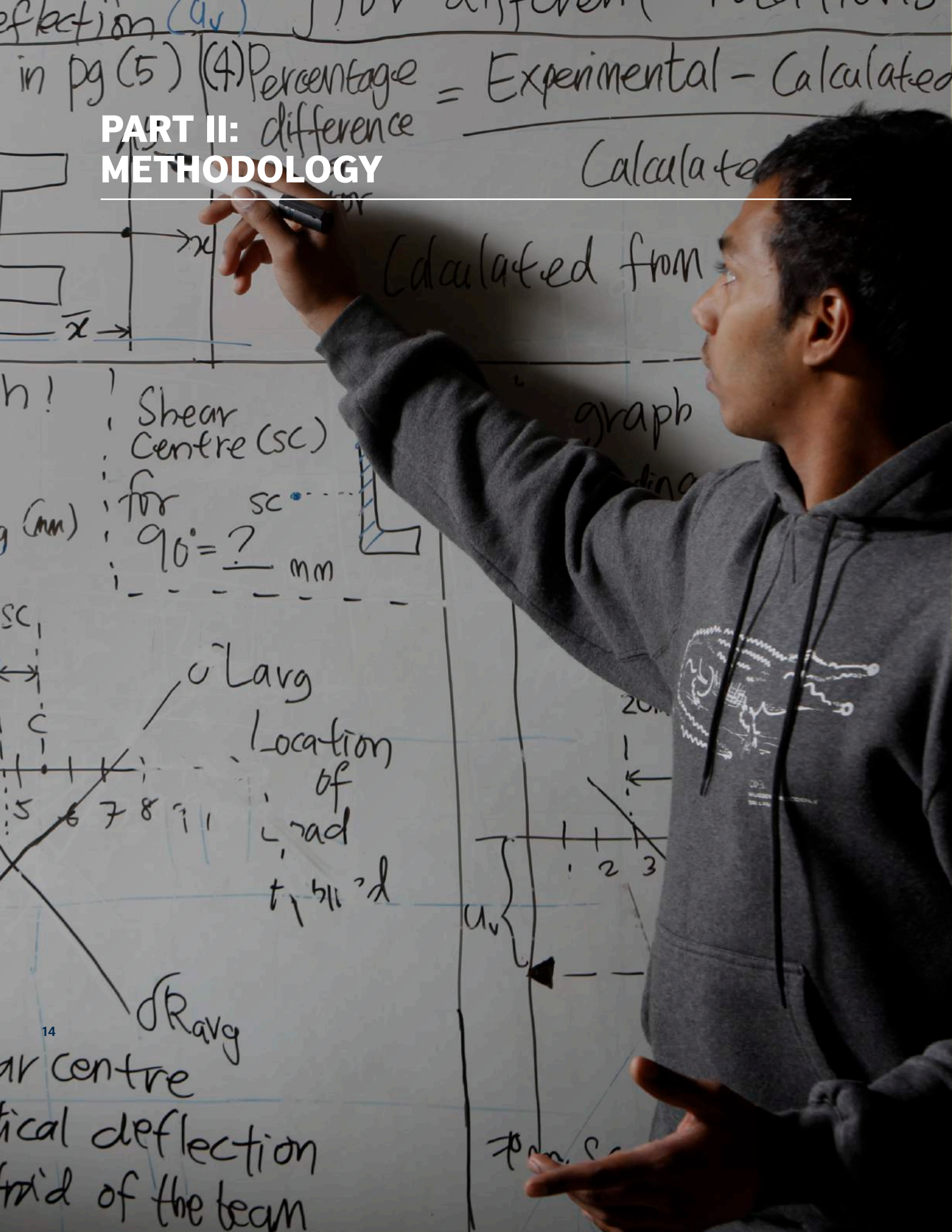
private schools recognized by the government. This characteristic is important as it makes the upper secondary school a complex system with more than 31 sub-systems of (public) schools. Each sub-system has its own curriculum and admission as well as admission and selection system. (Hernández, 2015). Certificates are endorsed by the affiliating university or the relevant government's oversight body. Upper secondary school students in a given city can attend a school affiliated to a public university (autonomous in terms of curriculum design and implementation); a public school governed by the state government; or a private school governed by the federal government, recognized by the local state authorities, or affiliated with a public university.

General upper secondary school makes up 90.6% of students enrolled in upper-secondary school. It covers three grades, although there are schools that offer two-year and four-year programmes. Professional technical education covers the remaining 9.4%. This programme covers three grades and some schools offer two-year, four-year, or five-year curricula as an exception.

Upper secondary and higher education do not, in most cases, come under the direct control of SEP. Public autonomous universities supervise their own programmes, budgets, and teaching personnel, and often supervise the studies of private institutions of higher education. Public technological institutions fall under the supervision of SEP, other federal agencies, or state ministries of education.

In the 2014-2015 academic year, upper secondary education served 4,813,165 students, which represented 13.3% of all the students in the Mexican educational system. 61% of those attended general high school, 36.7% technological high school and 1.5% went to the technical professional model. Of all students, 44% were enrolled in schools administered by local authorities, 25% in schools administered directly by SEP, 13% in university-affiliated schools (totally autonomous), and 18% at private institutions. According to an INEE survey conducted in 2015 on the 2013-2014 academic year, 13.1% of students' dropped out of upper secondary schools and 31.4% failed during the academic year.

PART II: METHODOLOGY



In order to perform the alignment analysis we reviewed the following official documents with respect to the existing and proposed education models:

Existing Education Model (2007, 2011):

- Plan de Estudios Educación Básica 2011.
 - Programas de estudio 2011. Guía para el Maestro. Educación Básica. Secundaria. Artes.
 - Programas de estudio 2011. Guía para el Maestro. Educación Básica. Secundaria. Ciencias.
 - Programas de estudio 2011. Guía para el Maestro. Educación Básica. Secundaria. Español.
 - Programas de estudio 2011. Guía para el Maestro. Educación Básica. Secundaria. Formación Cívica y Ética.
 - Programas de estudio 2011. Guía para el Maestro. Educación Básica. Secundaria. Geografía de México y del Mundo.
 - Programas de estudio 2011. Guía para el Maestro. Educación Básica. Secundaria. Matemáticas.
 - Lineamientos para la formación y atención de los adolescentes 2011. Guía para el Maestro. Educación Básica. Secundaria. Tutoría.
 - Perfil de egreso del Nivel Medio Superior (2007)
 - Modelo de Vinculación de la Educación Media Superior (2007)
-

2016 Education Model Proposal:

- Los Fines de la Educación en el Siglo XXI
- El Modelo Educativo 2016
- La Propuesta Curricular para la Educación Obligatoria 2016
- The analysis is performed in two stages using the above documents. In the first stage, we analyse the correspondence between graduate profiles and each of the 6 Core Skills. In the second stage, we analyse whether there is a presence of the Core Skills values in the curriculum of each education model by education level. Below we will give an in depth explanation of each stage of the analysis.

Stage 1: Analysis on how the graduate profiles align to the 6 Core Skills

Graduate profiles are descriptions of attributes, knowledge, skills and attitudes, which an education system intends its graduates will develop through their study of a certain education level. The descriptions are used to inform curriculum design as well as guide the development of learning outcomes, teaching activities and assessment in order to accomplish the goal. In the Mexican education system, graduate profiles are designed to describe what competences students are expected to develop through their studies, which will enable them to either continue studying or join the labour market. The graduate profiles that we will analyse are the ones for basic education, where lower secondary is the last level, and the one for upper secondary.

We list the graduate profile descriptions of each education model by education level in order to analyse whether there is correspondence between them and the competences defined by the 6 Core Skills. Headings are designed to analyse the alignment of the graduate profiles at lower and upper secondary school for both the existing and proposed models with the disaggregated Core Skills areas. In other words, we created tables for each education level with the graduate profile by education model. In each table the graduate profile is listed by item to compare with the disaggregated Core Skills areas.

The alignment analysis consists of assigning a value of “1” whenever an item of the graduate profile is aligned to a particular aspect of a Core Skill. In other words, we assigned “1” when the graduate profile item helps

to meet a particular aspect of each core skill. On the other hand, we assigned a value of “0” when there is no correspondence between an item of the graduate profile with a particular area of a Core Skills.

The alignment analysis was performed by each of the two researchers and a second reviewer. In that sense, the alignment analysis was independently performed three times, to ensure that the same results were achieved each time. In many cases, aspects of a graduate profile were clearly aligned (or misaligned) with the areas of core skills. However, in other cases we needed to discuss on a case-by-case basis items where we had not arrived at the same conclusion, in order to reach a consensus.

The methodology allows us to display an alignment (misalignment) analysis table with a weighted sum of values. Those sums show the level of alignment between each Core Skill and the graduate profile for each education level and education model. The model is then evaluated as a whole by using a colour scale, where the areas with the largest value (i.e., the most aligned) are marked in “green”. Likewise the areas that have smallest values (i.e., the least aligned) are marked in “red”. As such, there is a scale in between that shows three intermediate colours that go from a lighter green, yellow and orange. An example of the analysis can be seen in the following table.

Table 1. Example of the alignment analysis by colour scale*

Graduate Profile	Critical Thinking and Problem solving	Collaboration and Communication	Creativity and Imagination	Citizenship	Digital Literacy	Student Leadership and personal development
Item 1	1	2	3	4	5	2
Item 2	2	1	4	3	2	1
Item 3	3	4	1	2	3	4

*The values presented as an example show that the most aligned items are displayed in dark green colour, followed by light green, and yellow. The smallest values that represent misalignment are displayed in orange and red.

It is important to highlight that the allocation of colours in each table is wholly based on the weighted values in each individual table in accordance with the alignment analysis of both education models. In other words, neither the values themselves nor the assigned colours can be used as a means of comparison between the two models.

Stage 2: Curriculum based alignment analysis

We also reviewed the curriculum for each education level within each education model to find whether there is correspondence between the education plan and the Core Skills alignment. This analysis follows on from the previous one on graduate profiles: for those areas where the graduate profile shows alignment with the curriculum, we looked at the education plan to identify the actual strategies by which the plan develops the certain Core Skill. In that way, the result of the analysis is a list of actions and examples from the curriculum that relate to the development of each Core Skill at both lower and upper secondary level.

For those Core Skills where we found a greater level of alignment we expected to find more examples of actions taken in the curriculum to achieve the graduate profile. However, it is important to clarify that in some cases the graduate profiles show more alignment beyond the actions taken by the plans and curriculum. We anticipated that this problematic was as a result of how the curriculum puts the goals into practice.

PART III: EXISTING EDUCATION PLAN AND ITS RELATIONSHIP WITH THE CORE SKILLS



To analyse the existing education plan there is no single education model document that includes both lower and upper secondary education. As it was explained before lower secondary school is part of the basic education in conjunction with primary school education whilst upper secondary school education was recently (in 2012) made part of compulsory education. That particularity means that the curricula of both education levels are not contained in the same planning document.

Therefore, the analysis performed here reviews the education model document for basic education, focusing on the graduate profile of lower secondary school and its curriculum. In addition, we reviewed the education model for upper secondary school including the graduate profile and its general curricula.

The documents that include the lower secondary education model are: *Plan de Estudios Educación Básica 2011*, which includes the graduate profile, as well as its planning for each subject that is included in the curriculum: arts, science, language, mathematics, civics and ethics, and geography. For upper secondary school we analyse the *Perfil de egreso del Nivel Medio Superior (2007)* document, which includes the graduate profile, and the *Modelo de Vinculación de la Educación Media Superior (2007)* document, which includes the curricula.

The analysis is performed in two stages: first we performed the alignment analysis of the graduate profiles and then the alignment of the particular strategies of the curriculum.

The profile description of a lower secondary graduate student is listed below:

Table 2. Lower Secondary School Graduate Profile (2011)
1. Uses oral and written mother tongue to communicate with clarity and fluency, and interact in different social and cultural contexts. Also, has basic tools to communicate in English.
2. Argues and reasons when analysing situations, identifies problems, asks questions, formulates questions, makes judgments, proposes solutions, applies strategies and makes decisions. Values reasoning and evidence provided by others and can therefore modify his/her own points of view.
3. Searches for, selects, analyses, evaluates, and uses information from different sources.
4. Interprets and explains social, economic, financial, cultural and natural processes to make individual or collective decisions that favour all.
5. Knows and exercises the human rights and values that favour democratic life. Acts with social responsibility and adherence to the law.
6. Assumes and practices inter-culturally as a wealth and form of coexistence in social, cultural and linguistic diversity.
7. Knows and values his/her characteristics and potential as a human being. Knows how to work collaboratively. Recognizes, respects and appreciates the diversity of capacities in others, and undertakes and strives to achieve personal or collective projects.
8. Promotes and assumes the care for health and the environment as conditions that favour an active and healthy lifestyle.
9. Takes advantage of the technological resources at his/her disposal as means to communicate, obtain information and build knowledge.
10. Recognizes diverse manifestations of the art, appreciates the aesthetic dimension and is able to express his/her-self artistically.

Source: Plan de Estudios 2011 Educación Básica

As we can see the expectation of the graduate profile for lower secondary school is that at the time of finishing basic education, 11 years old students will have acquired 10 general abilities or skills. The profile items are numbered so that we could identify them easier in the alignment analysis. The skills or abilities

that a lower secondary school student should have by the time of graduation from basic education are: communication, enquiry, interpretation, argumentative, civics, taking care of his/her health, using technology and appreciation of the arts.

With respect to upper secondary school, the graduate profile is listed below:

Table 3. Upper Secondary School Graduate Profile
1. Is self-driven and takes care of himself/herself
2. Knows and values himself/herself and addresses problems and challenges taking into account the objectives he/she pursues.
3. Confronts difficulties presented to him/her and is aware of his/her values, strengths and weaknesses.
4. Identifies his/her emotions, handles them constructively and recognizes the need to request support in the face of a situation that overcomes them.
5. Chooses alternatives and courses of action based on sustained criteria and within the framework of a life project.
6. Critically analyzes the factors that influence his/her decision-making.
7. Assumes the consequences of his/her behaviours and decisions.
8. Manages available resources taking into account constraints in achieving his/her goals.
9. Is sensitive to art and participates in the appreciation and interpretation of his/her expressions in different genres.
10. Values art as a manifestation of beauty and expression of ideas, feelings and emotions.
11. Experiences art as a shared historical fact that allows communication between individuals and cultures in time and space, while developing a sense of identity.
12. Participates in art related practices.
13. Chooses and practices healthy lifestyles.
14. Recognizes physical activity as a means of physical, mental and social development.
15. Makes decisions based on the assessment of the consequences of different consumption habits and risk behaviours.
16. Cultivates interpersonal relationships that contribute to his/her human development and that of those around him/her.
17. Expresses himself/herself and communicates
18. Listens, interprets and delivers relevant messages in different contexts through the use of appropriate media, codes and tools.
19. Expresses ideas and concepts through linguistic, mathematical or graphic representations.

Table 3. Upper Secondary School Graduate Profile

20. Applies different communicative strategies according to who their partners are, the context in which they are and the objectives they pursue.
21. Identifies key ideas in an oral text or speech and draws inferences from them.
22. Communicates in a second language in daily situations.
23. Manages information and communication technologies to obtain information and express ideas.
24. Thinks critically and reflexively.
25. Develops innovations and proposes solutions to problems based on established methods.
26. Follows instructions and procedures in a thoughtful way, understanding how each of his/her steps contributes to the achievement of a goal.
27. Sorts out information according to categories, hierarchies and relationships.
28. Identifies the systems and rules or core principles that underlie a series of phenomena.
29. Builds hypotheses and designs and applies models to prove their validity.
30. Synthesizes evidence obtained through experimentation to produce conclusions and formulate new questions.
31. Uses information and communication technologies to process and interpret information.
32. Maintains a personal position on subjects of interest and general relevance, considering other points of view in a critical and reflective way.
33. Chooses the most relevant sources of information for a specific purpose and distinguishes them according to their relevance and reliability.
34. Evaluates arguments and opinions and identifies prejudices and fallacies.
35. Recognizes own prejudices, changes his/her views based on new evidence, and integrates new knowledge and perspectives with the acquis counts.
36. Structures ideas and arguments clearly, coherently and synthetically.
37. Learns independently.
38. Learns by initiative and self-interest throughout life.
39. Sets goals and tracks his/her knowledge building processes.
40. Identifies the activities that are of lesser and greater interest and difficulty, recognizing and controlling his/her reactions to challenges and obstacles.
41. Articulates knowledge of diverse fields and establishes relations between them and their daily life.

Table 3. Upper Secondary School Graduate Profile
42. Participates in a collaborative way.
43. Participates and collaborates effectively in diverse teams.
44. Proposes ways to solve a problem or develop a team project, defining a course of action with specific steps.
45. Brings open points of view and considers others' reflective thoughts.
46. Assumes a constructive attitude, congruent with the knowledge and skills with which it counts in different teams of work.
47. Participates with responsibility in society.
48. Participates with a civic and ethical conscience in the life of his community, region, Mexico and the world.
49. Privileges dialogue as a mechanism for conflict resolution.
50. Makes decisions in order to contribute to the equity, welfare and democratic development of society.
51. Knows his/her rights and obligations as a Mexican and a member of different communities and institutions, and recognizes the value of participation as a tool to exercise them.
52. Contributes to a balance between interest and individual well-being and the general interest of society.
53. Acts in a propositive way in the face of societal phenomena and is kept informed.
54. Warns that the phenomena that develop at the local, national and international levels occur within an interdependent global context.
55. Maintains a respectful attitude towards inter-cultural and diverse beliefs, values, ideas and social practices.
56. Recognizes that diversity takes place in a democratic space of equal dignity and rights of all people, and rejects all forms of discrimination.
57. Discusses and learns from people with different points of view and cultural traditions by locating their own circumstances in a wider context.
58. Assumes that respect for differences is the principle of integration and coexistence in local, national and international contexts.
59. Contributes to sustainable development in a critical way, with responsible actions.
60. Assumes an attitude that favours the solution of environmental problems at the local, national and international levels.
61. Recognizes and understands the biological, economic, political and social implications of environmental damage in an interdependent global context.
62. Contributes to the achievement of a balance between short and long term interests in relation to the environment.

Source: Perfil de egreso del Nivel Medio Superior 2011

As we can observe, the graduate profile for upper secondary school describes in more detail what is expected from a 17 year-old student who completes the education level. There are 6 general profile items that we would use later on in the analysis. The profile includes skills such as being self-driven, expressing

own ideas, critical thinking, independent learning, and being able to collaborate and participate with responsibility.

In the following sections, we present the analysis alignment of the graduate profiles and curriculum.

A. Graduate profiles: what is expected from students?

After analysing the rubrics designed for each Core Skill and its alignment with the graduate student profile for lower and upper secondary schools, we conclude that there is some level of alignment between the Core Skills and the graduate profiles from both education levels. However, there are areas that show great misalignment that are important to highlight (the complete rubrics can be found in Annex 1).

Table 4 below presents a summary of the macro analysis. As we can observe, for lower secondary school there is a high level of alignment in areas such as Citizenship and Creativity and Imagination, as highlighted by the green scale. This means that the areas covered in the graduate profile highly relate

to the statements that describe the 2 Core Skills. Collaboration and Communication is highlighted in yellow with a medium level of alignment, which suggests that lower secondary school students are receiving some kind of preparation with regards this Core Skill but not enough to cover all of its elements. On the other hand, at lower secondary level there is misalignment between Critical Thinking and Problem Solving as well as Student Leadership and Personal Development. That suggests that the areas covered in the graduate profile do not match or relate to the requirements of those Core Skills.

Table 4. General Core Skills Alignment with the Lower secondary and Upper secondary graduate profiles (2007 and 2011 Education Model)

Year	Education Level	Critical Thinking and Problem Solving	Collaboration and Communication	Creativity and Imagination	Citizenship	Digital Literacy	Student Leadership and Personal Development
2011	Lower Secondary	6	8	11	14	7	5
2007	Upper Secondary	41	42	43	5	36	41

Source: Own elaboration

With respect to upper secondary level we can observe from Table 4 that there is alignment between the graduate profile and the descriptions of Creativity and Imagination and Collaboration and Communication. This level of alignment is followed by Critical Thinking and Problem Solving, as well as Student Leadership and Personal Development. Digital Literacy remains in the middle with the graduate profile providing some element of what is described by that Core Skill. However, the misalignment is high when the graduate profile is compared to the elements of the Citizenship Core Skill.

What it is surprising when comparing the alignment of the two education levels is that Citizenship shows the greatest alignment at lower secondary level while it has the greatest misalignment at upper secondary level. It appears the current Mexican education

systems forms Citizenship at basic education assuming that the abilities acquired are enough for their education. However, that is only an assumption as there is no way of knowing whether that characteristic was deliberate or is being neglected at upper secondary school. Either way, it is questionable whether a strong and lifelong sense of Citizenship can be formed in students by the age of 11, or whether it is a skill that students still need to work on in adolescence.

More in depth analysis is presented in the following tables (5 and 6) where each item of the graduate profiles are analysed with respect to their alignment to the Core Skills. In Table 5, we present the alignment results in respect of each of the 10 items from the lower secondary school graduate profile.

Table 5. Detailed alignment analysis: Lower secondary school (2011)

Graduate profile item	Critical Thinking and Problem Solving	Collaboration and Communication	Creativity and Imagination	Citizenship	Digital Literacy	Student Leadership and Personal Development	Total
1	0	19	0	10	10	0	38
2	19	0	13	10	10	3	54
3	19	6	13	19	10	3	70
4	19	13	19	19	10	6	86
5	0	0	6	19	0	6	32
6	0	13	0	19	10	6	48
7	0	19	19	19	0	10	67
8	0	0	13	19	0	6	38
9	0	6	19	0	19	3	48
10	0	0	13	10	0	3	25
Total	57	76	114	143	67	48	N/A

Source: own elaboration

As we can see, the graduate profile aligns more to the description of Citizenship, followed by Creativity and Imagination. However, with Creativity and Imagination, the lower secondary school graduate profile has a few items that are not promoted. Critical Thinking and Problem solving is an interesting case as the graduate profile has three items that are highly aligned, but the remaining 7 are highly misaligned. The case is not surprising as the existing education model is well criticised for not promoting a sense of analysis of information and for not nurturing students with active learning and knowledge application skills. This results in the consistently low PISA scores, as students are incapable of solving mathematical problems or of demonstrating meaningful reading comprehension.

Moreover, we can observe in Table 5 that Student Leadership is the worst case from the lower secondary graduate profile as most items of the graduate profile lack correspondence with developing students who can recognise the importance of honesty and empathy; recognise others' needs and safety; fostering perseverance, resilience and self-confidence; explore leadership, self-regulation and responsibility, personal health and wellbeing, career and life skills; learning to learn and life-long learning. As a result, 15 year olds are leaving basic education without the skills that could help them to enter the labour market prepared to interact in a collaborative and safe manner.

It is also worth mentioning from Table 5 that item 4 of the graduate profile: "Interprets and explains social, economic, financial, cultural and natural processes to make individual or collective decisions" ticks to the greatest extent the descriptions of the Core Skills. That is because it manages to relate with promoting Critical Thinking, Collaboration, Creativity and Citizenship.

The lower secondary graduate profile needs to move towards one that forms the required skills and abilities for the 21st century. The profile needs to show that 15 years old students are acquiring the needed abilities for a changing world where the interrelations of skills are more of use than particular academic subjects. We expect that with the new education model we will move towards that, but we will see if it that is true in the next chapter.

With respect to upper secondary school the graduate profile shows the most alignment with the Creativity and Imagination Core Skill. Item 2 (Expresses himself/herself and communicates effectively) is the only part of the graduate profile which does not integrate the description of Creativity.

The second most aligned area is the Collaboration and Communication Core Skill where the following profile descriptions: 1. Is self-driven and takes care of himself/herself, 4. Thinks critically and reflexively, and 6. Participates with responsibility in society do not relate with the description.

The most misaligned Core Skills are Digital Literacy and Citizenship. With regards Digital Literacy, 3 areas of the graduate profile do not promote what the BC has described as the ability to develop the skills to discover, acquire and communicate knowledge and information in a globalised economy as well as to use technology to reinforce, extend and deepen learning through international collaboration.

Moreover, Citizenship is the most misaligned area as there is only one item of the graduate profile that relates to developing active, globally aware citizens who have the skills, knowledge and motivation to address issues of human and environmental

sustainability and work towards a fairer world in a spirit of mutual respect and open dialogue.

It is worrying that those two areas of core skills are the ones that are not being developed by 17 years old students, who are the most likely to join the labour market without the technological understandings to allow them to get a qualified job. In the same way those students are the ones who are about to reach

the age of majority and would be allowed to vote, to drink alcohol and be responsible for their own actions. In that sense, developing good citizens as well as digital literates is a matter of urgency. As with lower secondary school, in the following chapter we will see what changes are being made and whether those are the necessary ones to prepare Mexican students for the 21st century.

B. Curriculum based alignment analysis

This section presents a more in depth analysis of the alignment of the existing curriculum with the Core Skills at lower secondary and upper secondary

schools. As above, we will analyse lower and upper secondary schools separately.

Lower secondary school level

We reviewed all the curriculum documents by subject. There are six subjects: Arts, Science, Spanish language, Mathematics, Civics and Ethics, as well as, Geography. We looked for the areas where there was more level of alignment as shown in the previous section. It is important to remember that the results of the lower secondary school alignment analysis results showed that the most aligned Core Skills are: Citizenship and Creativity and Imagination.

In lower secondary school, the Arts Subject Planning develops Citizenship, Creativity and Imagination. The Arts Subject Planning states that art should be taught in 3 main aspects: Appreciation, Expression and Contextualization. Appreciation favours the development of perceptual abilities: auditory, visual, tactile and kinaesthetic. It develops students by providing

them with elements to recognise artistic creations by distinguishing colour, shapes, textures, sounds, movements or any other property of artistic languages.

Expression is seen as the possibility for communication, which emphasises ideas and feelings through the artistic languages that take shape in specific creations. It is the result of a process of multiple relationships of the exploration to the expressive possibilities and the production of art work. Exploration is how students learn the principles and elements of the artistic languages, to test different techniques and take advantage of the materials and tools.

Contextualization implies that the student is aware of the influence of the different historical and social moments in the artistic manifestations, the reasons for

them, the necessary conditions for performing them, the role and importance of creators, interpreters and performers participating in them, as well as the impact they exert on individuals and society.

Those three main aspects guide the planning of Art classes and how they are taught. Therefore, in every lower secondary school Art class students will have

a component of expression that relates strongly with the development of creativity and imagination as well as a contextualization part where students are made aware of their surrounding and the importance of social and cultural differences. Therefore, the art contextualization may develop a sense of global citizenship when understanding the different situation that relate to how Art is expressed.

The Science curriculum state that students in lower secondary school should:

- Recognize science as a human activity in permanent construction, with scope and limitations, whose products are harnessed according to the culture and needs of society.
- Participate in the improvement of their quality of life by making decisions aimed at promoting health and environmental care, based on sustainable consumption.
- Appreciate the importance of science and technology and its impacts on the environment within the framework of sustainability.
- Develop skills associated with scientific knowledge and their levels of representation and interpretation about natural phenomena.
- Understand, from the perspective of school science, biological, physical and chemical processes and phenomena.
- Integrate the knowledge of the natural sciences into their explanations of phenomena and natural processes by applying them in diverse contexts and situations.

For that the class planning is structured into the following areas:

1. Scientific knowledge
2. Applications of scientific knowledge and technology
3. Skills associated with science
4. Attitudes associated with science

The planning suggests that to acquire scientific knowledge students must learn to apply the knowledge. That involves developing a sense of Creativity and Imagination in students, as they would need to discover the scientific use of common things. However, it is not clear how students would discover those applications, as it appears that the teacher should guide all the process and there does not seem to be an open space for students to explore on their own.

However, we could not find any evidence of how science classes could help develop Citizenship. This may be because the Mexican education system remains too structured into subjects and there is no evident interconnection between areas of knowledge.

In the Spanish language subject the planning states that the following areas will guide the planning and the class itself:

1. Processes of reading and interpretation of texts.
2. Production of written texts.
3. Production of oral texts and participation in communicative events.
4. Knowledge of the characteristics, function and use of language.
5. Attitudes towards language.

The interpretation and production of texts have a component of making students analyse what they read and imagine and create new texts. That relates to the meaning of Creativity and Imagination as a Core Skill. However, the general guide for class planning does not show that students would have enough time to properly go through a meaningful process of creation.

In addition, the Spanish Language planning guide suggests that students at lower secondary school have to express and defend opinions and ideas in a rational way, through dialogue as a privileged way to resolve conflicts. The topics show that these kinds of exercises relate to the development of citizenship although that may not be understood in the context of global Citizenship, which is the expectation of the Core Skill, but rather one with national values.

The study of Mathematics in basic education is intended for children and adolescents to:

- Develop ways of thinking that allow them to formulate conjectures and procedures to solve problems, and to elaborate explanations for certain numerical or geometric facts.
- Use different techniques or resources to make resolution procedures more efficient.
- Show readiness for the study of mathematics and for autonomous and collaborative work.

The revision of the Mathematics planning does not show that the Citizenship Core Skill can be developed. However, with respect to Creativity and Imagination there are some aspects of the planning that guide students in the search for, organization, analysis and interpretation of what they learn. This allows students to make a more tangible use of what they have learnt and that could develop a sense of imagination.

For the Civics and Ethics class the work done by teachers and students requires taking into account a series of orientations focused on the development of student autonomy and the acquisition of citizen commitments, having as reference democratic principles and values, respect for laws and the fundamental

principles of human rights. In that way, Citizenship is developed by students throughout their basic education as a whole subject every academic year. In that sense it is believed that by the age of 15, students may have acquired the democratic values that form a global citizen.

Moreover, the structure of Civics and Ethics classes also aim to promote critical and independent thinking that should be shared with others to foster harmonious coexistence. The classes progressively make students imagine how to become ideal citizens as well as how to behave like that in society. However, we cannot assume that with that Creativity itself is enforced.

Finally, Geography classes shows that lower secondary school students should learn to:

- Explain relationships between natural, social, cultural, economic and political components of geographic space to build an integral vision of space at the local, state, national, continental and global levels.
- Mobilize concepts, skills and attitudes in situations of daily life to value natural, social, cultural and economic diversity, and strengthen national identity.
- Participate in an informed, reflexive and critical way in the space where they live for the care and conservation of the environment, as well as to contribute to disaster prevention.
- Relate the natural, social, cultural, economic and political components of geographic space to deepen the study of Mexico and the world.
- Value the natural diversity, population dynamics and cultural manifestations in Mexico and in the world, to strengthen national identity, as well as to become aware of the socioeconomic inequality in diverse societies.
- Participate consciously in the geographic space to propose measures that contribute to the conservation of the environment and the prevention of disasters in Mexico and in the world.

The general planning show that Citizenship is an area well covered in the subject as the Geography curriculum is developed in a more interrelated way while combining the understanding of the economic, political, and ecological relations of Geography. That helps to develop a sense of social responsibility as a national citizen as well as a global citizen.

Upper secondary school

Upper secondary school in Mexico is comprised of more than 31 sub-systems; for that reason, there is no formal regulation or unified curriculum for the variety of schools. As there is no unified curriculum, we use in the analysis the *Modelo de Vinculación de la Educación Media Superior* (Upper Secondary School Interrelationship Model) and the *Reforma Integral de la Educación Media Superior* (also known as RIEMS) where general competences to be developed at upper secondary school are highlighted. As upper secondary school does not have a unified curriculum we cannot perform an analysis by subject as in the case of lower secondary schools. Instead, we will review the competences and perform an alignment analysis between them and the Core Skills.

In our analysis, we explore the areas where there are more levels of alignment as shown in the previous section. It is important to remember that the upper

secondary school alignment results show that the most aligned Core Skills are Creativity and Imagination and Collaboration and Communication. Hence those are the areas that we will focus on in this analysis.

The aim of the Upper Secondary School Interrelationship Model is to convene all the General Directors of the upper secondary schools to work in an inter-institutional way; which includes mechanisms of support and cooperation between educational authorities, as well as, the creation of interrelationship committees with the representation from the labour market, local and educational authorities, as well as, members of the general community.

Within the curricular or didactic aspects adopted in the Upper Secondary School Interrelationship Model it is emphasized that upper secondary school should:

- Expand and enrich the educational offer with validity and relevance for the productive sector;
- Open opportunities for students to acquire knowledge and practical experiences in work environments;
- Acquire practical skills and professional experiences that are not acquired in classrooms, as well as the opportunity to use equipment, laboratories and state-of-the-art technology used by companies that are not on campus.

In addition, the education model places emphasis on basic skills and knowledge that upper secondary school students should have. The model is a competence based curriculum where:

- Curriculums are restructured through the creation of specific courses in a transversal way.
- Flexibility and enrichment of curriculums is performed through the creation of trans-disciplinary spaces for the integration of knowledge and skills, both inside and outside the academic programs.
- The programmes focus on learning. The objectives of the programmes and the teaching practices are to develop the processes of learning and development of skills.

The RIEMS states the core competences that upper secondary schools should develop. The competences are divided into two blocks: generic and disciplinary with 11 and 60 competences, respectively. The 11 core generic competencies include:

1. They know and value themselves and address problems and challenges taking into account the objectives they pursue.
 2. They are sensitive to art and participate in the appreciation and interpretation of its expressions in different genres.
 3. They choose and practice healthy lifestyles.
 4. They listen, interpret and emit relevant messages in different contexts through the use of appropriate media, codes and tools.
 5. They develop innovations and propose solutions to problems based on established methods.
 6. They maintain personal positions on topics of interest and general relevance, considering other points of view in a critical and reflective manner.
 7. They learn by initiative and self-interest throughout life.
 8. They participate and collaborate effectively in diverse groups.
 9. They participate with a civic and ethical conscience in the life of their community, region, Mexico and the world.
 10. They maintain a respectful attitude towards inter-cultural and diverse beliefs, values, ideas and social practices.
 11. They contribute to sustainable development in a critical way, with responsible actions.
-

Also, the RIEMS describes 60 disciplinary competencies that fall within the following five main fields:

- Mathematics (8)
- Experimental Sciences (14)
- Communication (12)
- Social Sciences (10)
- Humanities (16)

Table 6 below presents a summary of the key areas where the British Council Core Skills model align best with upper secondary core competencies and

disciplinary competencies. Please note that this table is not colour based as it follows a different methodology from the alignment analysis method.

Table 6. Upper secondary competences and Core Skills

Disciplinary Competences	Critical Thinking and Problem solving	Collaboration and Communication	Creativity and Imagination	Citizenship	Digital Literacy	Student Leadership and personal development
Mathematics	8	3	2	5	4	5
Experiential Sciences	14	5	6	8	3	11
Communication	9	12	5	12	5	12
Social Sciences	10	5	3	10	2	10
Humanities	11	11	5	16	1	16

Also, Table 6 shows that the area with the greatest alignment is Critical Thinking and Problem Solving; this area did not score high when comparing the graduate profile and the Core Skills. The competences suggest that students will develop innovations and propose solutions to problems based on established methods. Moreover, they would maintain a personal position on topics of interest and general relevance, considering other points of view in a critical and reflective manner. Despite the competences stating those characteristics it is relevant to remember that there is no

actual curriculum for all upper secondary schools. Therefore, schools have to adopt the competences in their planning but there is no rule in how aligned they have to be. Forming critical thinkers and problem solvers is crucial in upper secondary school as they are going to join the labour market or enrol at university. The world demands very analytic people; however, it is not clear if simply stating general competences will translate into good practice. For a more detail revision on the alignment analysis of this section please review Annex 3.

PART IV: NEW EDUCATION MODEL AND ITS RELATIONSHIP WITH THE CORE SKILLS



In the first half of 2016, the Secretary of Education in Mexico launched a preliminary version of the new Education Model. During the second half of the year, the Secretary of Education opened a dialogue with stakeholders from academia, civil organisations, and governments to review the proposed model. The model was also discussed at school level, where teachers, principals, and students had an opportunity to give their opinion.

All the comments and information were gathered by a third party and the report containing the main insights and qualitative analysis was delivered to the Secretary of Education by the end of 2016. Thus, the Model will be revised during the first part of 2017 and it is expected to be ready for dissemination and gradual implementation in the 2018-2019 academic year.

For this reason, the analysis in this section is based on the preliminary version of the Model, since the final version has still not been published. However, we believe that the bases of the preliminary version will help The British Council to have a better understanding of the alignment that the Core Skills have with the expected graduate profiles for both lower secondary and upper secondary school students, as well as an overview of how they align with the curricula. The documents used for this chapter are:

- **El Modelo Educativo 2016**
- **La Propuesta Curricular para la Educación Obligatoria 2016**

One main difference from the previous chapter is that since the Model and curriculum are still in a proposition phase, there are not as many additional documents which describe each subject, grade, and level.

One key factor that must be considered when considering the lower secondary graduate profile is that this profile accounts for the complete primary and secondary levels, as mentioned before. Throughout the 9 years of education (6 of primary and 3 of secondary) it is intended that the student will attain the desired skills as per the profile description.

While these descriptions of the profile are general in nature and do not specify in which subjects each skill will be developed nor the number of hours per day/week/month to be dedicated to them, they are in fact an indicator of the priorities from the Secretary of Education to attain those goals by the end of the third year of secondary school and upper-secondary school, accordingly. In this chapter we also present an in depth analysis on how the actual planning relates to the Core Skills by stating the strategies taking place to address the more aligned areas of Core Skills (the complete rubrics can be found in Annex 2).

A. Graduate profile: what is expected from students?

The description of each graduate student profile for each education level is included in the education model document: *El Modelo Educativo 2016*. The graduate profiles are included in Tables 7 and 8. As mentioned earlier, the graduate profiles explain the expected profile of a student upon completion of an education level. Therefore the graduate profiles that we analyse here are based on the expectations of the new Model.

We looked through both profiles and compared each item with the detailed description of the different Core Skills from the British Council Model. In Table 9, we

present a summary of the alignment analysis of the graduate profiles with the Core Skills. This is a macro-analysis resulting from the detailed exercise which will be reviewed afterwards. The total numbers represent a score given to each skill depending on how much or less they are aligned with the overall graduate profile for each education level. As per the methodology explained in Chapter 2, when a cell is coloured green it means the alignment is high, when it is yellow it means there is a lesser degree of alignment, and red means that the alignment is at the lowest level.

Table 7. Graduate Profile Lower Secondary level (2016)

<p>1. Communicates with confidence and effectiveness. Uses his/her mother tongue (and Spanish) to communicate effectively in different contexts with multiple purposes and interlocutors and can communicate in English.</p>
<p>2. Develops critical thinking and solves problems with creativity. When analysing situations, he/she argues and reasons, identifies problems (mathematical and other), formulates questions, bases his/her judgments, proposes solutions, applies strategies and makes decisions. Looks for information in various sources, knows how to select it, analyse it and evaluate it.</p>
<p>3. Has initiative and favours collaboration. Can work collaboratively. Recognizes, respects and appreciates the diversity of capacities and visions in others. He/she can therefore modify his/her own views. Undertakes and strives to achieve personal and collective projects.</p>
<p>4. Shows responsibility for his/her body and for the environment. Promotes and assumes the care of his/her health and the environment as conditions that favour an active and healthy lifestyle. Takes advantage of natural resources with rationality.</p>
<p>5. Possesses self-knowledge and regulates his/her emotions. Knows and values his/her characteristics and his/her potential as a human being. By relating to others he/she is tolerant and unfolds his/her civility. Knows how to master his/her emotions, express their affection.</p>
<p>6. Knows about the phenomena of the natural and social world. Read and report on social, economic, financial, scientific, technological, cultural and natural processes in Mexico and the world. Interprets and explains them by applying his/her knowledge of scientific progress and the principles of informed scepticism. He/she identifies and challenges fanaticism and seeks equity when making individual or collective decisions.</p>
<p>7. Appreciates beauty, art and culture. Recognizes diverse manifestations of art and culture, values the aesthetic dimension of the world and can express himself/herself with creativity.</p>
<p>8. Cultivates his/her ethical training and respects the law. He/she knows, respects and exercises the human rights and values that favour democracy as a way of life, the rule of law and institutions. Acts with social responsibility, solidarity and adherence to the law. Contributes to peaceful coexistence and the general interest of society. He/she rejects all kinds of discrimination.</p>
<p>9. Assumes his/her identity and favours inter-culturality. He/she identifies himself as Mexican. Values and loves his/her country. He/she is aware of globalisation. Assumes and practices inter-culturality as a wealth and form of coexistence in the social, cultural and linguistic diversity of Mexico and the world.</p>
<p>10. Uses digital skills in a relevant way. He/she knows and takes advantage of the technological resources at his/her disposal as means to communicate, obtain information, select it and build knowledge.</p>

Table 8. Graduate Profile Upper Secondary level (2016)

<p>1. Has a sense of belonging and love for Mexico. Feel love for Mexico, dialogue and learn from people with different points of view, understand the relationship between local, national and international events, value cultural and ethnic diversity and practice inter-culturality.</p>
<p>2. Promotes coexistence and dialogue, with respect for diversity. Recognizes that diversity takes place in a democratic space of dignity, with the inclusion and equal rights of all people. Privileges dialogue as a mechanism for conflict resolution. Knows his/her rights and obligations as a Mexican and a member of different communities, and participates actively to the equity, welfare and democratic development of society.</p>
<p>3. Cares and acts for the environment. Understands the implications of environmental damage and assumes a proactive attitude towards finding sustainable solutions, thinks globally and acts locally, and values the social and environmental impact of scientific innovations and advances.</p>
<p>4. Values art and culture. Values and experiences art and culture, because they allow him/her to communicate and give him/her a sense of identity, and he/she understands his/her contribution to the integral development of people.</p>
<p>5. Collaborates in a constructive way. Works in a constructive way and exerts a participatory and responsible leadership, proposes alternatives to act and solve problems, and assumes a constructive attitude.</p>
<p>6. Communicates effectively. Identifies key ideas in a text or oral discourse and draws conclusions from them, effectively argues and expresses his/herself in Spanish clearly and verbally and in writing, to obtain and interpret information and communicate effectively, and reaches an advanced level of English.</p>
<p>7. Use their digital skills. Uses information technologies ethically and responsibly to research, solve problems, produce materials and express ideas. Takes advantage of these technologies to develop ideas and innovations.</p>
<p>8. Seeks to understand its surroundings. Obtains, registers and systematizes information, consulting relevant sources, and performs relevant analysis and investigations. Establishes the interrelation of science, technology, society and the environment in specific historical and social contexts. Identifies problems, formulates scientific questions and raises the hypotheses necessary to answer them.</p>
<p>9. Thinks critically. Uses logical thinking, mathematical thinking and scientific methods to critically analyse and question various phenomena. Develops arguments, evaluates objectives, solves problems, elaborates and justifies conclusions and develops innovations. Responds with adaptability and flexibility to changing environments.</p>
<p>10. Reasons and applies numerical concepts. Constructs and interprets real, hypothetical or formal situations that require the use of mathematical thinking. Formulates and solves problems by applying different approaches. Argues the solution obtained from a problem with numerical, graphical or analytical methods.</p>
<p>11. Knows and understands basic financial aspects. Manages his/her resources intelligently and responsibly. Sets goals and makes the most of your resources. Makes decisions about its resources that generate present well-being, opportunities and risk management in the future.</p>
<p>12. Regulate his/her emotions and takes care of his/her health. Is self-conscious and determined, cultivates healthy interpersonal relationships, has the capacity to face adversity and continue acting effectively, taking care of his/her physical and mental health, exercising self-control, recognizing the need to request support, and has the capacity to build a life project with personal goals.</p>

Looking at basic education (where secondary education pertains) in Table 9, the two Core Skills with a higher level of alignment with the new graduate education profile are Critical Thinking and Problem Solving and Citizenship. One key change from the previous model is that there is a greater emphasis in providing an education that gives students critical thinking skills. The skill for Citizenship remains a very relevant skill in this Model and at this education level.

While Student Leadership, Creativity and Imagination, and Collaboration and Communication also have a good alignment with the graduate student profile for basic education, they are all highlighted in yellow and with a lower score, most probably because the items from the graduate student profile do not completely match the definition that the British Council has given to each skill. In addition, it would be interesting to further explore and research how these skills are being taught in the classroom (i.e. theoretically vs practically and relatable to real life issues).

Table 9 General Core Skills Alignment with the 2016 Mexican Education Model for Basic and Upper-Secondary Education

Level	Critical Thinking and Problem solving	Collaboration and Communication	Creativity and Imagination	Citizenship	Digital Literacy	Student Leadership and Personal Development
Basic Education	4	10	3	1	10	3
Upper Secondary	5	4	4	0	7	4

Source: Own elaboration

Table 9 also shows that in lower secondary school, Digital Literacy is the least aligned (highlighted in red), given that the citing of phrases or sentences related to this latter skill are fewer. We will further explore this theme in the detailed analysis as well as in the curriculum analysis section of this chapter.

When looking at upper secondary school, it can be observed that firstly the education authorities have given priority to new things in this new graduate student profile, where they also highlight the component for the development and learning of critical thinking

skills. At this level, Creativity and Imagination also have a high level of alignment (similar to the previous profile).

Collaboration and Communication would be the third skill with most alignment. As stated above, it would be interesting to understand how this and other skills are being taught in class and to analyse if it is how the Core Skills model recommends.

In addition, Table 9 shows that Citizenship is given less of a priority at this level of education than in basic education, but it could be due to the way in which the skill is

described and how things are named in the profile that could not be an exact match.

Student Leadership is a skill where we found less of an alignment with the new proposed graduate student profile. However, it is relevant to point out here that the new Mexican Education Model proposes to push for more non-cognitive skills education (also known as soft skills, socio-emotional skills), many of which have a similar alignment to the description of Student Leadership in the Core Skills model.

Finally, in a similar way to the basic education profile, Digital Literacy is mentioned in the graduate student profile, but not to a degree that we can say that it is being prioritized. However, the new Education Model states that every school should include sufficient infrastructure to allow the students to use technologies (including computers, tablets, internet access, and other relevant materials). While this is all in the model, we would still recommend reviewing the implementation of such policy in reality and to identify the gaps between what is being planned or suggested as the ideal, and what is really being achieved given the limited resources in schools.

The disaggregated analysis shown below in Tables 10 and 11 demonstrate a better mapping of which areas of the graduate profiles of both education levels have a greater potential match to the Core Skills. The points in the descriptive graduate profile with the greatest match with the Core Skills include:

- **Knows about the phenomena of the natural and social world. Reads and reports on social, economic, financial, scientific, technological, cultural and natural processes in Mexico and the world.** Interprets and explains them by applying his/her knowledge of scientific progress and the principles of informed scepticism. He/she identifies and challenges fanaticisms and seeks equity when making individual or collective decisions.

This item is highly aligned with the descriptions of Critical Thinking and Problem Solving, Communication and Collaboration, Creativity and Imagination, and Citizenship. It is an item that is focused on developing informed citizens able to understand their surroundings (socially, culturally, and scientifically) in order to make better individual and collective decisions. It is assumed that through this learning, the student will learn to participate and collaborate in a society through informed decisions and critical thinking. We also found some alignment with Student Leadership.

- **Develops critical thinking and solves problems with creativity.** When analysing situations, he/she argues and reasons, identifies problems (mathematical and other), formulates questions, bases his/her judgments, proposes solutions, applies strategies and makes decisions. Searches for information in various sources, knows how to select, analyse and evaluate it.

This item is highly aligned with Critical Thinking and Problem Solving, Creativity and Imagination and Citizenship. We also found coincidences with Student Leadership, and a few with Communication and Collaboration and Digital Literacy. Overall, the description of the item is very straightforward in the sense that it defines how the model expects students to be able to develop critical thinking and problem solving skills in a creative way.

- **Has initiative and favours collaboration.** Can work collaboratively. Recognises, respects and appreciates the diversity of capacities and vision in others. He/she can therefore modify his/her own views. Undertakes and strives to achieve personal and collective projects.

This item is highly aligned with Collaboration and Communication, Citizenship and Student Leadership. The item suggests students should learn basic democratic values such as tolerance and respect to different points of views, as well as the ability to empathise and collaborate to achieve greater goals. There is also alignment with other skills, although to a smaller degree, including Creativity and Imagination, and Digital Literacy.

- **Assumes his/her identity and favours inter-culturality.** He/she identifies him/herself as Mexican. Values and loves his/her country. He/she is aware of globalisation. Assumes and practices inter-culturality as a wealth and form of coexistence in the social, cultural and linguistic diversity of Mexico and the world.

This item aligns with Critical Thinking and Problem Solving, Communication and Collaboration, and Citizenship and to a lower degree Student Leadership.

Table 10: Detailed alignment with the 2016 Mexican Education Model for Basic Education (Lower Secondary School)

Student Leadership	Digital Literacy	Citizenship	Creativity and Imagination	Collaboration and Communication	Critical Thinking and Problem Solving	Graduate Profile Item
10	10	10	6	19	6	1
13	10	19	19	6	19	2
19	10	19	13	19	0	3
3	0	10	6	0	19	4
10	0	10	6	19	19	5
13	0	19	19	19	19	6
3	0	19	13	0	19	7
16	0	19	6	0	19	8
16	0	19	0	19	19	9
10	19	0	19	0	6	10

Source: Own elaboration

The points in the descriptive graduate profile for lower secondary school with the greatest match to the Core Skills include:

- **Thinks critically.** Uses logical thinking, mathematical thinking and scientific methods to critically analyse and question various phenomena. Develops arguments, evaluates objectives, solves problems, elaborates and justifies conclusions and develops innovations. Responds with adaptability and flexibility to changing environments.

We found this item to have a very high alignment with many of the Core Skills including Critical Thinking and Problem Solving, Collaboration and Communication, Creativity and Imagination, Citizenship, and Student Leadership (even though this last one had a somewhat lower alignment compared to the rest). In addition, Digital Literacy also matches to some degree.

- **Seeks to understand his/her surroundings.** Obtains, registers and systematises information, consulting relevant sources, and performs relevant analysis and investigations. Establishes the interrelation of science, technology, society and the environment in specific historical and social contexts. Identifies problems, formulates scientific questions and raises the hypotheses necessary to answer them.

We found this item to have a high level of alignment with Critical Thinking and Problem Solving, Creativity and Imagination, Citizenship, and Student Leadership. There is also alignment (but to a lesser degree) with Collaboration and Communication, and with Digital Literacy.

- **Promotes coexistence and dialogue, with respect for diversity.** He/she recognises that diversity takes place in a democratic space of dignity, with the inclusion and equal rights of all people. He/she privileges dialogue as a mechanism for conflict resolution, knows his/her rights and obligations as Mexican and member of different communities, and participates actively to contribute to the equity, welfare and democratic development of society.

We found this item to have a high level of alignment with Critical Thinking and Problem Solving, Collaboration and Communication, and Citizenship. There is also a high degree of alignment with Student Leadership, and some areas in which Digital Literacy and Creativity also match (although much fewer than the rest of the skills).

- **Collaborates in a constructive way.** He/she works in a constructive way and exerts a participatory and responsible leadership, proposes alternatives to act and solve problems, and assumes a constructive attitude. This item highly aligns with Collaboration and Communication, Creativity and Imagination, and Citizenship. We also found that Student Leadership is aligned although to a lesser degree. In addition, Digital Literacy and Critical Thinking and Problem Solving also have some compatibility with the item throughout their descriptions.

Table 11: Detailed Alignment with the 2016 Mexican Education Model for Upper Secondary School

Graduate Profile Item	Critical Thinking and Problem Solving	Collaboration and Communication	Creativity and Imagination	Citizenship	Digital Literacy	Student Leadership and personal development
1	6	19	6	10	0	16
2	19	19	6	19	10	16
3	19	6	19	19	0	10
4	13	19	13	19	0	3
5	6	19	19	19	10	13
6	6	19	19	0	10	13
7	6	0	19	0	19	10
8	19	13	19	19	10	19
9	19	19	19	19	10	16
10	19	0	19	0	19	6
11	19	0	6	0	10	3
12	19	19	6	10	0	10

Source: Own elaboration / CIDE

B. Curriculum based alignment analysis

This section aims to look at the alignment of the Core Skills with the proposed core curriculums for secondary and upper secondary schools resulting from the new Mexican Education Model.

Lower Secondary School

The curriculum for lower secondary school is designed under the basic education components (grades 1 to 6 in primary school and 1 to 3 in lower secondary school). It is structured into three main components:

- **Key Learnings:** considered to be a set of subjects that will provide fundamental knowledge and skills for the students' intellectual development. These key learnings are organised into three main areas: language and communication; mathematical thinking; and exploration and understanding of the natural and social world.
- **Personal and Social Development:** considered to be a set of subjects that will help build the students' socio-emotional skills, personal health and self-esteem.
- **Autonomy for Schools:** a section of the curriculum provides the flexibility for schools to adapt the curriculum to their needs. The school can decide which areas they want to put more emphasis on during each school year. They can decide to increase the number of hours for key learning subjects or personal and social development, or to implement programmes that are relevant in their region/locality, or implement a subject that is relevant but not in the core curriculum.

Critical Thinking and Problem Solving

As per our previous analysis, Critical Thinking and Problem Solving is the Core Skill with the most alignment with the overall curriculum in lower secondary school. At lower secondary level, it can be found in the subjects considered as key learnings such as Mathematics, Chemistry, Physics, Biology, and Spanish.

Mathematics is described as a core subject in the 1st, 2nd, and 3rd year of lower secondary school, which aims to develop in students a positive attitude towards problems, to enable them to find arguments to solve problematic situations, and to evaluate the validity of such arguments and respect the truth. In lower secondary school, students develop Critical Thinking and Problem Solving skills through the learning of geometry, algebra, arithmetics, and trigonometry.

Biology, Physics, and Chemistry are part of the 1st, 2nd, and 3rd years of lower secondary school curriculum and the three subjects are considered components of the set, Understanding of the Natural and Social World. The complete list of subjects making up this set start from the first year of primary level and finish in secondary level. The amount in each year allows students to not only learn facts and objective learnings but to develop critical thinking and the capacity to question and interpret ideas, situations, and data to analyse and evaluate arguments in a responsible, critical, and analytical way.

Critical Thinking and Problem Solving is also aligned with the Spanish subject, which is also included in the three years of lower secondary school. This subject offers students the opportunity to develop critical thinking skills through the development of reading and writing skills acquired in primary school. In lower

secondary school, the students learn to identify different media and literary genres, identify and comprehend legal documents, and develop documents for different real life situations.

In addition, Critical Thinking and Problem Solving is also developed through other sets of subjects included in the curriculum that promote personal development. The skills are acquired through other subjects like History, which is included in all three years of lower secondary school, and provides students with the skills to identify sources, create arguments that can be sustained with facts and identify trends and issues from current times that can be linked to historical events. By becoming more informed, it is expected that students will be able to make better decisions in real life situations and address social problems with better tools.

There is also a space in the curriculum that provides autonomy to schools and allows them to deep dive into relevant contents that they consider a need or priority. These contents may vary from school to school, as its autonomous component allows schools to choose the best programmes/contents that fit their needs. The additional subjects can be focused on deepening a specific subject (i.e. math) or additional learning skills (i.e. programming or robotics).

Collaboration and Communication

There is also a relevant alignment between the Core Skill of Collaboration and Communication and the basic education curriculum. In lower secondary school, it is mostly developed through the subjects of Mother Tongue (Spanish) and Foreign Tongue (mostly English). Both subjects are classified as Key Learnings by the new proposed curriculum. Both

subjects are proposed to be included in the three years of lower secondary level. However, these subjects give a higher emphasis to the development of Communication rather than Collaboration.

Spanish is offered in the three years of lower secondary level. Its main purpose is to provide students with the skills to use, understand and appreciate the oral and written Spanish language in both academic and non-academic settings. Students learn how to communicate efficiently and to build knowledge through the production, understanding and use of different oral and written texts, using proper grammar and spelling.

English is also included in the three years of the curriculum at lower secondary level and it is intended to provide students with the opportunity to advance their communication skills in this foreign language, and allow students to socialise in English in day-to-day conditions. The curriculum aims to provide students with a basic level for them to use the language in different environments including academic, community and family relationships and to understand cultural expressions from other cultures such as cinematography and literature, among others.

With regards to Collaboration, while it is mentioned in the graduate student profile and at several points of the Education Model (for example, the model recommends for infrastructure and spaces that enable collaborative environments), it is not clear which areas of the curriculum will enable its development.

Schools can also choose to further develop the Collaboration and Communication skills through their autonomous curriculum options, which allows them to include additional subjects that can potentially promote collaboration such as developing a social

impact project, project based learning, or through a workshop which requires students to work in teams, like robotics education.

Creativity and Imagination

Creativity and Imagination are skills that are included in the curriculum as part of the skills developed through the Personal and Social Development set of subjects. In lower secondary school, the main subject is Artistic Development, through three focus areas (appreciation, expression, and contextualization) aim to provide spaces and environments for students to develop creative processes that increase their potential, curiosity, initiative, imagination, spontaneity, and the capacity of enjoyment (of culture, national and international patrimony, and the arts).

Schools might also decide to integrate new relevant contents (through subjects and programmes) that promote Creativity and Imagination (i.e. Storytelling, Drama and Theatre, Video production, Graphic Design, Project Based activities, among others).

Citizenship

Citizenship is the second Core Skill with the highest level of alignment in the new proposed curriculum. This skill is developed through the subjects in the curriculum classified as Key Learnings including History, Spanish, Civics and Ethics (all three taught in the three years of lower secondary school), and Geography, which is taught in first year.

Through History, students develop skills to deeply understand concepts of time and space, learn to select and contrast historic information from different sources, strengthen the democratic values for a democratic coexistence, develop their national and global

identity, and allow them to participate in an informed way in society's challenges.

In Spanish classes, students develop specific skills that will help them navigate daily life problems and to embrace problems as empowered citizens. For example, students learn to identify legal documents and laws that relate to them now and in the future, and also to learn to create documents that are key to actively participate as informed citizens (such as writing a letter to their local representative or to create an opinion blog on the Internet).

In Civics and Ethics, the students develop self-awareness and of their surroundings and are provided with tools to become good citizens. Through this subject, values such as tolerance, respect, equity, solidarity, equality, and plurality are promoted. Students further develop self-regulation and decision making skills. In addition, they learn to promote justice and the rule of law as well as human rights and democracy, and to exercise their rights and citizenship in a responsible, informed, participative and compromised way to influence their surroundings and the society.

Through Geography, students acquire further understanding of their surroundings and the environment they live in and are provided with a deeper knowledge in regards relevant topics such as rural and urban developments, economic interactions, sustainable developments, the environment, climate change, water, cultural diversity and intercultural coexistence, among others. These topics provide relevant information to create a conscience about the impact that certain lifestyles have over the local and global environment and to develop their mindsets as informed citizens capable of influencing others individually and as a collective.

Digital Literacy

Digital literacy is embedded in the subjects classified in the curriculum as Key Learnings including Biology, Physics, Chemistry, and Spanish. Biology, Physics, and Chemistry are designed to teach students about their interactions with technology, whilst Spanish includes specific lessons to promote the knowledge of information and communication technologies.

In addition, schools can decide to include in their curriculum relevant contents that can boost Digital Literacy skills (the curriculum currently suggests as examples of these contents: programming, robotics, introduction to algorithmic thinking, and technology).

It is important to mention that the Education Model states that every school should be equipped with technology depending on its circumstances, which can include a media classroom, a mobile media classroom, a media centre in the classroom, or a media centre in the school library. The Education Model also states that all schools should have an internal network and Internet connectivity. Each teacher will then decide how to use the infrastructure (either to complement their subjects or as part of a specific school project).

Student Leadership and Personal Development

Student Leadership is mostly developed through the subjects in the curriculum classified as Key Learnings, specifically Civics and Ethics (included in the three years of lower secondary level). The subject strengthens the students' identity, helps them better express their feelings and emotions and promote their personal care to be able to build their life project.

Personal Development skills are included in the curriculum classified as Personal and Social Development, and are taught through the subject called Orientation and Tutoring (included in the three years of lower secondary level). This subject is a space where the students in get assigned a tutor who meets with the class on a weekly basis for one hour to monitor and continue the process of socio-emotional learning and progress that will allow the students to continue and finish their education in a successful way and integrate into society (once they finish obligatory education or higher education) as well rounded human beings. Amongst the skills developed through in sessions,

the following non-cognitive skills are included/listed: self-regulation, perseverance, stress-management, and decision- making. In addition, there are some activities suggested in the curriculum that can boost student leadership skills, which can be included in each school, depending on the identified needs, such as the implementation of social impact projects. Annex 4 presents a summary of the key areas where the Core Skills from the British Council model align best with the lower secondary school curriculum.

Upper Secondary School

Since the presentation of the new Mexican Education Model in 2016, the Sub-secretary of Upper-Secondary Education has been working on the proposal for the revised curriculum model as a base for all upper secondary school subsystem curriculums in the country.

As we may recall from Part 2, each subsystem has its own curriculum which covers the needs of the

different student populations as well as the purpose of each institution (some curriculums are more oriented towards a vocational/technical education while others are more propedeutic/academic). However, all of them are designed using the base proposed by the Sub-secretary of Upper Secondary Education in 2008, which is based on competency learning.

The main revisions and proposals for adaptation to the previous curriculum include:

1. A revision of the generic competencies from the common curriculum to make them more ad-hoc to the needs of the 21st century. These include:
 - a. Critical Thinking and Problem Solving
 - b. Creativity and Innovation
 - c. Collaboration
 - d. Global Awareness
 - e. Communication and Technological skills
 - f. Flexibility and Initiative
 - g. Leadership and Responsibility

At first sight, these skills practically match the proposal made by the British Council Core Skills model: Critical Thinking and Problem Solving (same name), Collaboration and Communication (Collaboration and Communication and Technological skills), Creativity and Imagination (Creativity and Innovation, and Flexibility and Initiative), Student Leadership (Leadership and Responsibility), Digital Literacy (Communication and Technological skills), and Citizenship (closely related to Global Awareness). However, it must be noted that there are still documents pending to delve deeper into each proposed generic skill and understand clearly its meaning and what it would entail in the curriculum. It would be interesting to analyse and compare in detail how each skill is being defined by the Sub-secretary of Upper Secondary Education on the one hand and the British Council on the other, and what specific contents, materials and strategies for implementation each institution provides in order to really understand this alignment.

2. The incorporation of socio-emotional skills into the generic competencies list to provide students with greater tools for life and to be better prepared for higher education and the workforce. These skills are currently part of the extra-curricular program Construye-T, which has been acclaimed by the World Bank, UNICEF, UNDP, OECD, and other global organisations as one of the biggest programs in the world with a focus on non-cognitive skills. The proposal in the new curriculum is to include materials from Construye-T into the formal curriculums throughout each subsystem. Currently, the Construye-T programme is divided into modules: Conócete-T (Know yourself), Relaciona-t (Relate to others), and Elige – T (Choose yourself), each of which provide materials to develop specific skills. Table 12 explains each one of them in detail.

The alignment with the British Council's Core Skills can be observed at first sight for some of the skills such as Critical Thinking and Problem Solving, which is included as a specific skill in the Construye-T model under the Elige-T dimension, and the Communication and Collaboration skill which can be matched with some of the specific skills in the Relaciona-T dimension (including active listening, assertiveness, and pro-social behavior).

Table 12: General Skills Promoted Through Construye-T

Specific Skills	General Skills	Dimension
1. Self perception 2. Self efficacy 3. Emotion recognition	Self-Conscience	Conoce-T
4. Emotion management 5. Deferral of gratification 6. Stress management	Self-Regulation	
7. Achievement motivation 8. Perseverance 9. Frustration tolerance	Determination	
10. Empathy 11. Active listening 12. Perspective Take	Social Awareness	Relaciona-T
13. Assertiveness 14. Interpersonal conflict management 15. Prosocial behavior	Relationship with others	
16. Option generation and consequences consideration 17. Critical Thinking and consequences analysis	Responsible decision	Elige-T

Source: Own elaboration

It seems that the Student Leadership skill is the one with the greatest alignment to this model since many of the descriptors are included as items in this model (including all the skills from Conoce-T and Relaciona-T dimensions). In fact, it could even be suggested that this model might even serve as a best practice for the British Council Student Leadership skill implementation in a curriculum. It would be interesting to further compare the strategies and materials used in both programmes to implement the topics and teach these skills and learn the best practices from both (Core Skills from the British Council, and Construye-T, from the Sub-secretary of Upper Secondary Education).

Finally, it is worth mentioning that the new curriculum proposal suggests a revision to the specific contents and expected learnings in each discipline (Mathematics, Experimental Sciences, Communication, Social Sciences, and Humanities). The idea is to change the pedagogy in the class from a traditional and more theoretical one to a practical, more relatable one. The proposal is for the specific competencies of each discipline (explained in Part III) to remain the same.

CONCLUSIONS



This report presented the alignment analysis between the Mexican curriculum and the Core Skills. The analysis was performed in two stages: firstly, an alignment analysis between the graduate profiles of basic education and upper secondary school with the Core Skills. Secondly, an alignment analysis of the curriculum planning for lower secondary and upper secondary schools.

The Mexican education system is going through a process of change. Following an education reform, SEP has proposed a new education model that has gone through a process of consultation and will be released shortly. As there is an education model currently operating, as well as a proposed model to be implemented in 2018, the report analysed both versions in order to inquire if the differences translate into a different level of alignment with the Core Skills.

The British Council Core Skills include:

- 1. Critical thinking and problem solving**
- 2. Collaboration and communication**
- 3. Creativity and imagination**
- 4. Citizenship**
- 5. Digital literacy**
- 6. Student leadership and personal development**

The revision of the graduate profiles of the existing education model shows that Citizenship has the greatest alignment at lower secondary level while it has the greatest misalignment at upper secondary level. It appears that the existing Mexican education systems forms Citizenship at basic education assuming that the abilities acquired are enough for their education. However, that is only an assumption as there is no way of knowing whether that characteristic was deliberate or is being neglected at upper secondary school.

At lower secondary school, the graduate profile aligns more to the description of Citizenship, followed by Creativity and Imagination. However, with respect to Creativity and Imagination, the lower secondary school curriculum shows little action plans to develop the Core Skills. Therefore, it appears that the graduate profiles are a set of good wishes but in reality, the current curriculum has little evidence to promote Creativity and Imagination.

With respect to upper secondary school, the current graduate profile shows the most alignment with the Creativity and Imagination Core Skill. However, as in the case of lower secondary school, the competencies in the curriculum do not match that same level of alignment. On the contrary, the competencies show that Critical Thinking and Problem Solving is the area with the greatest alignment. Forming critical thinkers and problem solvers is crucial in upper secondary school as they are going to join the labour market or enrol at university. The world demands very analytic people; however, it is not clear if simply stating general competencies will translate into good practice.

After conducting the alignment analysis, it was observed that there is a high level of alignment between the Core Skills and both the student graduate profiles⁷ and the curriculums proposed by the Mexican Education Model for both basic education and upper secondary education. The skills with particularly high alignment include Critical Thinking and Problem Solving as well as Communication and Collaboration, and Student Leadership and Personal Development. While Communication and Collaboration might not be as aligned in the student graduate profile, there are enough areas in the curriculum where these skills are being developed. However, there is a greater emphasis on the Communication element rather than on Collaboration.

With regards to the proposed model, after conducting the alignment analysis it can be observed that there is a high level of alignment between the Core Skills and both the student graduate profiles and the proposed curriculums. This is a good way of helping education authorities and leaders identify clear areas in which they could attain these ideal profiles. At lower secondary level, Critical Thinking and Citizenship skills are the skills with the highest level of alignment in the graduate profile followed by Creativity and Innovation, Student Leadership, Collaboration and Communication, and Digital Literacy.

At upper secondary level, the emphasis remains on Critical Thinking and Problem Solving and there is a higher prioritisation on Creativity and Innovation and less on Citizenship, compared to lower secondary level. There is also some alignment (although less) to Collaboration and Communication, Student Leadership, and Digital Literacy.

The analysis also shows that there is a good level of coincidence with the curriculums of both education levels. The proposed Model states that the lower secondary school curriculum is national and is divided into three main modules: key learnings (including mathematics, social and exact sciences, and language), personal and social development subjects, and an autonomous component allowing schools to adapt contents to their specific needs. There are opportunities for Core Skills to match requirements in both the mandated curriculum and the autonomous curricular space, given that it is stated that it can be used to strengthen specific skills or key learnings.

Moreover, in the lower secondary school proposal, Critical Thinking and Problem Solving are easily aligned to most of the subjects composing the key

learnings curriculum (Mathematics, Spanish, Biology, Chemistry, Physics, and History). Communication and Collaboration is mostly matched with subjects related to language and communication skills (Mother Tongue – Spanish, and Foreign Language – English). However, it is not fully clear how collaboration is already included in the curriculum, even though this is a requirement of the student graduate profile and it is an identified skill that could boost the students' achievement academically and professionally.

It is relevant to highlight that the curriculum in lower secondary school also includes personal and social development subjects, like Orientation and Tutoring, which include several similar things to Student Leadership and Personal Development.

The proposed Model also shows that the curriculum acknowledges the importance of developing new skills in students. Therefore, it is pushing forward most of the Core Skills whilst also including other relevant skills such as socio-emotional development.

With respect to upper secondary education, the proposed Model still does not have a single curriculum; it is recommended that a closer analysis of each subsystem is conducted for a deeper understanding of the specifics of each curriculum. The national core curriculum (proposal) only provides a guidance for subsystems to comply with the expected outcomes and generic competencies.

The main changes proposed include:

- A revision of the generic competencies which include skills that align with all the Core Skills proposed by the British Council.
- An inclusion of the current extracurricular program Construye-T, which focuses on socio-emotional skills, into the curriculum. We recommend that this model is used as best practice for inclusion of socio-emotional skills.

While Communication and Collaboration might not be as aligned in the student graduate profile, there are enough areas in the curriculum where these skills are being developed. However, there is a greater emphasis on the Communication element than on Collaboration. Thus, there might be a higher interest from school leaders and local authorities to promote the former.

Finally, it is encouraging that the Mexican education model is moving towards the development of the needed abilities highlighted in the Core Skills. At least the proposed education model shows that planning is taking place to equip students in new areas that are relevant for personal development as well as developing them for a world with new requirements. However, it is important that the new education model not only remains on paper, but actually designs a set of elements to provide schools and teachers with the requirements that will enable them to implement such ambitious plans. We hope that the education reforms taking place support such planning. For that reason, schools need to be better equipped and teachers better trained. Teachers in particular are key to the success of the proposed Model; therefore, it is necessary to work with, and alongside them, to guarantee better a future for our students.

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ANNEX 1 RUBRICS: ALIGNMENT ANALYSIS BETWEEN CORE SKILLS AND CURRENT EDUCATION MODEL

Core Skills Description: Critical thinking and problem solving

Secondary Level

Student Profile - The student...	Promoting self-directed thinking that produces new and innovative ideas and solves problems	Reflecting critically on learning experiences and processes	Making effective decisions	Total
Uses oral and written mother tongue to communicate with clarity and fluency, and interact in different social and cultural contexts. Also, has basic tools to communicate in English.	0	0	0	0
Argues and reasons when analyzing situations, identifies problems, asks questions, Argues and reasons when analyzing situations, identifies problems, formulates questions, makes judgments, proposes solutions, applies strategies and makes decisions. Values reasoning and evidence provided by others and can therefore modify his/her own points of view.	1	1	1	3
Searches, selects, analyzes, evaluates, and uses information from different sources.	1	1	1	3
Interprets and explains social, economic, financial, cultural and natural processes to make individual or collective decisions that favor all.	1	1	1	3
Knows and exercises the human rights and values that favor democratic life. Acts with social responsibility and adherence to the law.	0	0	0	0
Assumes and practices interculturality as a wealth and form of coexistence in social, cultural and linguistic diversity.	0	0	0	0
Knows and values its characteristics and potential as a human being. Knows how to work collaboratively. Recognizes, respects and appreciates the diversity of capacities in others, and undertakes and strives to achieve personal or collective projects.	0	0	0	0
Promotes and assumes the care of health and the environment as conditions that favor an active and healthy lifestyle.	0	0	0	0
Takes advantage of the technological resources at its disposal as means to communicate, obtain information and build knowledge.	0	0	0	0
Recognizes diverse manifestations of the art, appreciates the aesthetic dimension and is able to express itself artistically.	0	0	0	0
Total	3	3	3	9

Upper Secondary Level

Student Profile - The student...	Promoting self-directed thinking that produces new and innovative ideas and solves problems	Reflecting critically on learning experiences and processes	Making effective decisions	Total
1. Is self-derived and takes care of himself/herself	0.99	1.98	2.64	5.61
Knows and values himself/herself and addresses problems and challenges taking into account the objectives he/she pursues.	0.99	1.32	1.98	4.29
Faces the difficulties presented to him/her and is aware of his/her values, strengths and weaknesses.	1	1	1	3
Identifies his/her emotions, handles them constructively and recognizes the need to request support in the face of a situation that overcomes them.	0	0	1	1
Chooses alternatives and courses of action based on sustained criteria and within the framework of a life project.	1	1	1	3
Critically analyzes the factors that influence his/her decision making.	1	1	1	3
Assumes the consequences of his/her behaviors and decisions.	0	1	1	2
Manages available resources taking into account the constraints to the achievement of his/her goals	0	0	1	1
Is sensitive to art and participates in the appreciation and interpretation of his/her expressions in different genres.	0	0.33	0.33	0.66
Values art as a manifestation of beauty and expression of ideas, feelings and emotions.	0	0	0	0
Experiences art as a shared historical fact that allows communication between individuals and cultures in time and space, while developing a sense of identity.	0	1	1	2

Student Profile - The student...	Promoting self-directed thinking that produces new and innovative ideas and solves problems	Reflecting critically on learning experiences and processes	Making effective decisions	Total
Participates in art related practices.	0	0	0	0
Chooses and practices healthy lifestyles	0	0.33	0.33	0.66
Recognizes physical activity as a means for physical, mental and social development.	0	0	0	0
Makes decisions based on the assessment of the consequences of different consumption habits and risk behaviors.	0	1	1	2
Cultivates interpersonal relationships that contribute to his/her human development and that of those around him/her	0	0	0	0
2. Expresses himself/herself and communicates	2	2	2	6
Listens, interprets and delivers relevant messages in different contexts through the use of appropriate media, codes and tools.	2	2	2	6
Expresses ideas and concepts through linguistic, mathematical or graphic representations.	1	1	1	3
Applies different communicative strategies according to who their partners are, the context in which they are and the objectives they pursue.	0	0	0	0
Identifies key ideas in an oral text or speech and draws inferences from them.	1	1	1	3
Communicates in a second language on daily situations.	0	0	0	0
Manages information and communication technologies to obtain information and express ideas.	0	0	0	0
3. Thinks critically and reflexively	3.5	4	2.5	10
Develops innovations and proposes solutions to problems based on established methods	2	2	1	5
Follows instructions and procedures in a thoughtful way, understanding how each of his/her steps contributes to the achievement of a goal.	0	0	0	0

Student Profile - The student...	Promoting self-directed thinking that produces new and innovative ideas and solves problems	Reflecting critically on learning experiences and processes	Making effective decisions	Total
Sorts information according to categories, hierarchies and relationships.	1	1	0	2
Identifies the systems and rules or core principles that underlie a series of phenomena.	1	1	0	2
Builds hypotheses and designs and applies models to prove their validity.	1	1	1	3
Synthesizes evidence obtained through experimentation to produce conclusions and formulate new questions.	1	1	1	3
Uses information and communication technologies to process and interpret information	0	0	0	0
Maintains a personal position on subjects of interest and general relevance, considering other points of view in a critical and reflective way.	1.5	2	1.5	5
Chooses the most relevant sources of information for a specific purpose and discriminates between them according to their relevance and reliability.	1	1	1	3
Evaluates arguments and opinions and identifies prejudices and fallacies.	1	1	0	2
Recognizes own prejudices, his/her views changed to meet new evidence, and integrates new knowledge and perspectives with the acquis counts.	1	1	1	3
Structures ideas and arguments clearly, coherently and synthetically.	0	1	1	2
4. Learns independently	3	0	3	6
Learn by initiative and self-interest throughout life.	3	0	3	6
Sets goals and tracks its knowledge building processes.	1	0	1	2
Identifies the activities that are of lesser and greater interest and difficulty, recognizing and controlling his/her reactions to challenges and obstacles.	1	0	1	2
Articulates knowledge of diverse fields and establishes relations between them and their daily life.	1	0	1	2

Student Profile - The student...	Promoting self-directed thinking that produces new and innovative ideas and solves problems	Reflecting critically on learning experiences and processes	Making effective decisions	Total
5. Participates in a collaborative way	1	0	2	3
Participates and collaborates effectively with diverse teams	1	0	2	3
Proposes ways to solve a problem or develop a team project, defining a course of action with specific steps.	0	0	1	1
Brings open points of view and considers others' reflective thoughts.	0	0	0	0
Assumes a constructive attitude, congruent with the knowledge and skills with which it counts in different teams of work.	1	0	1	2
6. Participates with responsibility in society	2.64	2.64	3.3	8.58
Participates with a civic and ethical conscience in the life of his community, region, Mexico and the world.	0.66	0.66	1.32	2.64
Privileges dialogue as a mechanism for conflict resolution.	0	0	0	0
Makes decisions in order to contribute to the equity, welfare and democratic development of society.	0	0	1	1
Knows his/her rights and obligations as a Mexican and a member of different communities and institutions, and recognizes the value of participation as a tool to exercise them.	0	0	0	0
Contributes to a balance between interest and individual well-being and the general interest of society.	0	0	1	1
Acts in a propositive way in the face of societal phenomena and is kept informed.	1	1	1	3
Warns that the phenomena that develop at the local, national and international levels occur within an interdependent global context.	1	1	1	3

Student Profile - The student...	Promoting self-directed thinking that produces new and innovative ideas and solves problems	Reflecting critically on learning experiences and processes	Making effective decisions	Total
Maintains a respectful attitude towards the interculturality and the diversity of beliefs, values, ideas and social practices.	0.99	0.99	0.99	2.97
Recognizes that diversity takes place in a democratic space of equal dignity and rights of all people, and rejects all forms of discrimination.	1	1	1	3
Dialogues and learns from people with different points of view and cultural traditions by locating their own circumstances in a wider context.	1	1	1	3
Assumes that respect for differences is the principle of integration and coexistence in local, national and international contexts.	1	1	1	3
Contributes to sustainable development in a critical way, with responsible actions.	0.99	0.99	0.99	2.97
Assumes an attitude that favors the solution of environmental problems at the local, national and international levels	1	1	1	3
Recognizes and understands the biological, economic, political and social implications of environmental damage in an interdependent global context.	1	1	1	3
Contributes to the achievement of a balance between short and long term interests in relation to the environment.	1	1	1	3
Total	13.13	10.62	15.44	39.19

Core Skills Description: Collaboration and communication

Secondary Level

Student Profile	Fostering effective communication (orally, and in writing)	Actively listening to and engaging with others in diverse and multi-lingual environments and understanding verbal and non-verbal communication	Developing the ability to work in diverse international teams, including learning from and contributing to the learning of others, assuming shared responsibility, cooperating, leading, delegating and compromising to produce new and innovative ideas and solutions	Total
Uses oral and written mother tongue to communicate with clarity and fluency, and interact in different social and cultural contexts. Also, has basic tools to communicate in English.	1	1	1	3
Argues and reasons when analyzing situations, identifies problems, asks questions, It argues and reasons when analyzing situations, identifies problems, formulates questions, makes judgments, proposes solutions, applies strategies and makes decisions. Values reasoning and evidence provided by others and can therefore modify his/her own points of view.	0	0	0	0
Searches, selects, analyzes, evaluates, and uses information from different sources.	1	0	0	1
Interprets and explains social, economic, financial, cultural and natural processes to make individual or collective decisions that favor all.	0	1	1	2
Knows and exercises the human rights and values that favor democratic life. Acts with social responsibility and adherence to the law.	0	0	0	0
Assumes and practices interculturality as a wealth and form of coexistence in social, cultural and linguistic diversity.	0	1	1	2

Student Profile	Fostering effective communication (orally, and in writing)	Actively listening to and engaging with others in diverse and multi-lingual environments and understanding verbal and non-verbal communication	Developing the ability to work in diverse international teams, including learning from and contributing to the learning of others, assuming shared responsibility, cooperating, leading, delegating and compromising to produce new and innovative ideas and solutions	Total
Knows and values its characteristics and potential as a human being. Knows how to work collaboratively. Recognizes, respects and appreciates the diversity of capacities in others, and undertakes and strives to achieve personal or collective projects.	1	1	1	3
Promotes and assumes the care of health and the environment as conditions that favor an active and healthy lifestyle.	0	0	0	0
Takes advantage of the technological resources at its disposal as means to communicate, obtain information and build knowledge.	0	1	0	1
Recognizes diverse manifestations of the art, appreciates the aesthetic dimension and is able to express itself artistically.	0	0	0	0
Total	3	5	4	12

Upper Secondary Level

Student Profile - The student...	Fostering effective communication (orally, and in writing)	Actively listening to and engaging with others in diverse and multi-lingual environments and understanding verbal and non-verbal communication	Developing the ability to work in diverse international teams, including learning from and contributing to the learning of others, assuming shared responsibility, cooperating, leading, delegating and compromising to produce new and innovative ideas and solutions	Total
1.Is self-derived and takes care of himself/herself	0.33	0.99	0.66	1.98
Knows and values himself/herself and addresses problems and challenges taking into account the objectives he/she pursues.	0.33	0	0	0.33
Faces the difficulties presented to him/her and is aware of his/her values, strengths and weaknesses.	0	0	0	0
Identifies his/her emotions, handles them constructively and recognizes the need to request support in the face of a situation that overcomes them.	1	0	0	1
Chooses alternatives and courses of action based on sustained criteria and within the framework of a life project.	0	0	0	0
Critically analyzes the factors that influence his/her decision making.	0	0	0	0
Assumes the consequences of his/her behaviors and decisions.	0	0	0	0
Manages available resources taking into account the constraints to the achievement of his/her goals	0	0	0	0
Is sensitive to art and participates in the appreciation and interpretation of his/her expressions in different genres.	0	0.66	0.33	0.99
Values art as a manifestation of beauty and expression of ideas, feelings and emotions.	0	1	0	1

Student Profile - The student...	Fostering effective communication (orally, and in writing)	Actively listening to and engaging with others in diverse and multi-lingual environments and understanding verbal and non-verbal communication	Developing the ability to work in diverse international teams, including learning from and contributing to the learning of others, assuming shared responsibility, cooperating, leading, delegating and compromising to produce new and innovative ideas and solutions	Total
Experiences art as a shared historical fact that allows communication between individuals and cultures in time and space, while developing a sense of identity.	0	1	1	2
Participates in art related practices.	0	0	0	0
Chooses and practices healthy lifestyles	0	0.33	0.33	0.66
Recognizes physical activity as a means for physical, mental and social development.	0	0	0	0
Makes decisions based on the assessment of the consequences of different consumption habits and risk behaviors.	0	0	0	0
Cultivates interpersonal relationships that contribute to his/her human development and that of those around him/her	0	1	1	2
2. Expresses himself/herself and communicates	5	5	5	15
Listens, interprets and delivers relevant messages in different contexts through the use of appropriate media, codes and tools.	5	5	5	15
Expresses ideas and concepts through linguistic, mathematical or graphic representations.	1	1	1	3
Applies different communicative strategies according to who their partners are, the context in which they are and the objectives they pursue.	1	1	1	3
Identifies key ideas in an oral text or speech and draws inferences from them.	1	1	1	3

Student Profile - The student...	Fostering effective communication (orally, and in writing)	Actively listening to and engaging with others in diverse and multi-lingual environments and understanding verbal and non-verbal communication	Developing the ability to work in diverse international teams, including learning from and contributing to the learning of others, assuming shared responsibility, cooperating, leading, delegating and compromising to produce new and innovative ideas and solutions	Total
Communicates in a second language on daily situations.	1	1	1	3
Manages information and communication technologies to obtain information and express ideas.	1	1	1	3
3. Thinks critically and reflexively	2	2.5	2.5	7
Develops innovations and proposes solutions to problems based on established methods	0.5	1	1	2.5
Follows instructions and procedures in a thoughtful way, understanding how each of his/her steps contributes to the achievement of a goal.	0	1	1	2
Sorts information according to categories, hierarchies and relationships.	0	0	0	0
Identifies the systems and rules or core principles that underlie a series of phenomena.	0	0	0	0
Builds hypotheses and designs and applies models to prove their validity.	0	0	0	0
Synthesizes evidence obtained through experimentation to produce conclusions and formulate new questions.	0	0	0	0
Uses information and communication technologies to process and interpret information	1	1	1	3
Maintains a personal position on subjects of interest and general relevance, considering other points of view in a critical and reflective way.	1.5	1.5	1.5	4.5

Student Profile - The student...	Fostering effective communication (orally, and in writing)	Actively listening to and engaging with others in diverse and multi-lingual environments and understanding verbal and non-verbal communication	Developing the ability to work in diverse international teams, including learning from and contributing to the learning of others, assuming shared responsibility, cooperating, leading, delegating and compromising to produce new and innovative ideas and solutions	Total
Chooses the most relevant sources of information for a specific purpose and discriminates between them according to their relevance and reliability.	0	0	0	0
Evaluates arguments and opinions and identifies prejudices and fallacies.	1	1	1	3
Recognizes own prejudices, his/her views changed to meet new evidence, and integrates new knowledge and perspectives with the acquired counts.	1	1	1	3
Structures ideas and arguments clearly, coherently and synthetically.	1	1	1	3
4. Learns independently	1	1	1	3
Learn by initiative and self-interest throughout life.	1	1	1	3
Sets goals and tracks its knowledge building processes.	0	0	0	0
Identifies the activities that are of lesser and greater interest and difficulty, recognizing and controlling his/her reactions to challenges and obstacles.	0	0	0	0
Articulates knowledge of diverse fields and establishes relations between them and their daily life.	1	1	1	3
5. Participates in a collaborative way	3	3	3	9
Participates and collaborates effectively with diverse teams	3	3	3	9
Proposes ways to solve a problem or develop a team project, defining a course of action with specific steps.	1	1	1	3

Student Profile - The student...	Fostering effective communication (orally, and in writing)	Actively listening to and engaging with others in diverse and multi-lingual environments and understanding verbal and non-verbal communication	Developing the ability to work in diverse international teams, including learning from and contributing to the learning of others, assuming shared responsibility, cooperating, leading, delegating and compromising to produce new and innovative ideas and solutions	Total
Brings open points of view and considers others' reflective thoughts.	1	1	1	3
Assumes a constructive attitude, congruent with the knowledge and skills with which it counts in different teams of work.	1	1	1	3
6. Participates with responsibility in society	1.32	1.32	1.32	3.96
Participates with a civic and ethical conscience in the life of his community, region, Mexico and the world.	0.33	0.33	0.33	0.99
Privileges dialogue as a mechanism for conflict resolution.	1	1	1	3
Makes decisions in order to contribute to the equity, welfare and democratic development of society.	0	0	0	0
Knows his/her rights and obligations as a Mexican and a member of different communities and institutions, and recognizes the value of participation as a tool to exercise them.	0	0	0	0
Contributes to a balance between interest and individual well-being and the general interest of society.	0	0	0	0
Acts in a propositive way in the face of societal phenomena and is kept informed.	0	0	0	0
Warns that the phenomena that develop at the local, national and international levels occur within an interdependent global context.	0	0	0	0

Student Profile - The student...	Fostering effective communication (orally, and in writing)	Actively listening to and engaging with others in diverse and multi-lingual environments and understanding verbal and non-verbal communication	Developing the ability to work in diverse international teams, including learning from and contributing to the learning of others, assuming shared responsibility, cooperating, leading, delegating and compromising to produce new and innovative ideas and solutions	Total
Maintains a respectful attitude towards the interculturality and the diversity of beliefs, values, ideas and social practices.	0.99	0.99	0.99	2.97
Recognizes that diversity takes place in a democratic space of equal dignity and rights of all people, and rejects all forms of discrimination.	1	1	1	3
Dialogues and learns from people with different points of view and cultural traditions by locating their own circumstances in a wider context.	1	1	1	3
Assumes that respect for differences is the principle of integration and coexistence in local, national and international contexts.	1	1	1	3
Contributes to sustainable development in a critical way, with responsible actions.	0	0	0	0
Assumes an attitude that favors the solution of environmental problems at the local, national and international levels	0	0	0	0
Recognizes and understands the biological, economic, political and social implications of environmental damage in an interdependent global context.	0	0	0	0
Contributes to the achievement of a balance between short and long term interests in relation to the environment.	0	0	0	0
Total	12.65	13.81	13.48	39.94

Core Skills Description: Creativity and Imagination

Secondary Level

Student Profile	Promoting economic and social entrepreneurialism	Imagining and pursuing novel ideas, judging value	Developing innovation and curiosity	Total
Uses oral and written mother tongue to communicate with clarity and fluency, and Interact in different social and cultural contexts. Also, has basic tools to communicate in English.	0	0	0	0
Argues and reasons when analyzing situations, identifies problems, asks questions,It argues and reasons when analyzing situations, identifies problems, formulates questions, makes judgments, proposes solutions, applies strategies and makes decisions. Values reasoning and evidence provided by others and can therefore modify his/her own points of view.	0	1	1	2
Searches, selects, analyzes, evaluates, and uses information from different sources.	0	1	1	2
Interprets and explains social, economic, financial, cultural and natural processes to make individual or collective decisions that favor all.	1	1	1	3
Knows and exercises the human rights and values that favor democratic life. Acts with social responsibility and adherence to the law.	1	0	0	1
Assumes and practices interculturality as a wealth and form of coexistence in social, cultural and linguistic diversity.	0	0	0	0
Knows and values its characteristics and potential as a human being. Knows how to work collaboratively. Recognizes, respects and appreciates the diversity of capacities in others, and undertakes and strives to achieve personal or collective projects.	1	1	1	3
Promotes and assumes the care of health and the environment as conditions that favor an active and healthy lifestyle.	0	1	1	2
Takes advantage of the technological resources at its disposal as means to communicate, obtain information and build knowledge.	1	1	1	3
Recognizes diverse manifestations of the art, appreciates the aesthetic dimension and is able to express itself artistically.	0	1	1	2
Total	4	7	7	18

Upper Secondary Level

Student Profile - The student...	Promoting economic and social entrepreneurialism	Imagining and pursuing novel ideas, judging value	Developing innovation and curiosity	Total
1.Is self-derived and takes care of himself/herself	3.3	3.3	2.64	9.24
Knows and values himself/herself and addresses problems and challenges taking into account the objectives he/she pursues.	1.98	1.98	1.32	5.28
Faces the difficulties presented to him/her and is aware of his/her values, strengths and weaknesses.	1	1	0	2
Identifies his/her emotions, handles them constructively and recognizes the need to request support in the face of a situation that overcomes them.	1	1	0	2
Chooses alternatives and courses of action based on sustained criteria and within the framework of a life project.	1	1	1	3
Critically analyzes the factors that influence his/her decision making.	1	1	1	3
Assumes the consequences of his/her behaviors and decisions.	1	1	1	3
Manages available resources taking into account the constraints to the achievement of his/her goals	1	1	1	3
Is sensitive to art and participates in the appreciation and interpretation of his/her expressions in different genres.	0.33	0.99	0.99	2.31
Values art as a manifestation of beauty and expression of ideas, feelings and emotions.	1	1	1	3
Experiences art as a shared historical fact that allows communication between individuals and cultures in time and space, while developing a sense of identity.	0	1	1	2
Participates in art related practices.	0	1	1	2
Chooses and practices healthy lifestyles	0.99	0.33	0.33	1.65
Recognizes physical activity as a means for physical, mental and social development.	1	0	0	1
Makes decisions based on the assessment of the consequences of different consumption habits and risk behaviors.	1	1	0	2

Student Profile - The student...	Promoting economic and social entrepreneurialism	Imagining and pursuing novel ideas, judging value	Developing innovation and curiosity	Total
Cultivates interpersonal relationships that contribute to his/her human development and that of those around him/her	1	0	1	2
2. Expresses himself/herself and communicates	1	2	1	4
Listens, interprets and delivers relevant messages in different contexts through the use of appropriate media, codes and tools.	1	2	1	4
Expresses ideas and concepts through linguistic, mathematical or graphic representations.	1	1	1	3
Applies different communicative strategies according to who their partners are, the context in which they are and the objectives they pursue.	0	0	0	0
Identifies key ideas in an oral text or speech and draws inferences from them.	0	1	0	1
Communicates in a second language on daily situations.	0	0	0	0
Manages information and communication technologies to obtain information and express ideas.	0	0	0	0
3. Thinks critically and reflexively	4.5	1.5	1.5	7.5
Develops innovations and proposes solutions to problems based on established methods	3	0	0	3
Follows instructions and procedures in a thoughtful way, understanding how each of his/her steps contributes to the achievement of a goal.	1	0	0	1
Sorts information according to categories, hierarchies and relationships.	1	0	0	1
Identifies the systems and rules or core principles that underlie a series of phenomena.	1	0	0	1
Builds hypotheses and designs and applies models to prove their validity.	1	0	0	1
Synthesizes evidence obtained through experimentation to produce conclusions and formulate new questions.	1	0	0	1
Uses information and communication technologies to process and interpret information	1	0	0	1
Maintains a personal position on subjects of interest and general relevance, considering other points of view in a critical and reflective way.	1.5	1.5	1.5	4.5

Student Profile - The student...	Promoting economic and social entrepreneurialism	Imagining and pursuing novel ideas, judging value	Developing innovation and curiosity	Total
Chooses the most relevant sources of information for a specific purpose and discriminates between them according to their relevance and reliability.	1	1	1	3
Evaluates arguments and opinions and identifies prejudices and fallacies.	1	1	1	3
Recognizes own prejudices, his/her views changed to meet new evidence, and integrates new knowledge and perspectives with the acquis counts.	1	1	1	3
Structures ideas and arguments clearly, coherently and synthetically.	0	0	0	0
4. Learns independently	3	2	2	7
Learn by initiative and self-interest throughout life.	3	2	2	7
Sets goals and tracks its knowledge building processes.	1	0	0	1
Identifies the activities that are of lesser and greater interest and difficulty, recognizing and controlling his/her reactions to challenges and obstacles.	1	1	1	3
Articulates knowledge of diverse fields and establishes relations between them and their daily life.	1	1	1	3
5. Participates in a collaborative way	2	2	3	7
Participates and collaborates effectively with diverse teams	2	2	3	7
Proposes ways to solve a problem or develop a team project, defining a course of action with specific steps.	1	1	1	3
Brings open points of view and considers others' reflective thoughts.	0	0	1	1
Assumes a constructive attitude, congruent with the knowledge and skills with which it counts in different teams of work.	1	1	1	3
6. Participates with responsibility in society	2.97	1.65	1.65	6.27
Participates with a civic and ethical conscience in the life of his community, region, Mexico and the world.	1.98	0.33	0.33	2.64

Student Profile - The student...	Promoting economic and social entrepreneurialism	Imagining and pursuing novel ideas, judging value	Developing innovation and curiosity	Total
Privileges dialogue as a mechanism for conflict resolution.	1	0	0	1
Makes decisions in order to contribute to the equity, welfare and democratic development of society.	1	0	0	1
Knows his/her rights and obligations as a Mexican and a member of different communities and institutions, and recognizes the value of participation as a tool to exercise them.	1	0	0	1
Contributes to a balance between interest and individual well-being and the general interest of society.	1	0	0	1
Acts in a propositive way in the face of societal phenomena and is kept informed.	1	1	1	3
Warns that the phenomena that develop at the local, national and international levels occur within an interdependent global context.	1	0	0	1
Maintains a respectful attitude towards the interculturality and the diversity of beliefs, values, ideas and social practices.	0	0.33	0.33	0.66
Recognizes that diversity takes place in a democratic space of equal dignity and rights of all people, and rejects all forms of discrimination.	0	0	0	0
Dialogues and learns from people with different points of view and cultural traditions by locating their own circumstances in a wider context.	0	1	1	2
Assumes that respect for differences is the principle of integration and coexistence in local, national and international contexts.	0	0	0	0
Contributes to sustainable development in a critical way, with responsible actions.	0.99	0.99	0.99	2.97
Assumes an attitude that favors the solution of environmental problems at the local, national and international levels	1	1	1	3
Recognizes and understands the biological, economic, political and social implications of environmental damage in an interdependent global context.	1	1	1	3
Contributes to the achievement of a balance between short and long term interests in relation to the environment.	1	1	1	3
Total	16.77	12.45	11.79	41.01

Core Skills Description: Citizenship

Secondary Level

Student Profile	Developing active, globally aware citizens who have the skills, knowledge and motivation to address issues of human and environmental sustainability and work towards a fairer world in a spirit of mutual respect and open dialogue;	Developing an understanding of what it means to be a citizen of their own country and their own country's values	Total
Uses oral and written mother tongue to communicate with clarity and fluency, and Interact in different social and cultural contexts. Also, has basic tools to communicate in English.	1	0	1
Argues and reasons when analyzing situations, identifies problems, asks questions,It argues and reasons when analyzing situations, identifies problems, formulates questions, makes judgments, proposes solutions, applies strategies and makes decisions. Values reasoning and evidence provided by others and can therefore modify his/her own points of view.	1	0	1
Searches, selects, analyzes, evaluates, and uses information from different sources.	1	1	2
Interprets and explains social, economic, financial, cultural and natural processes to make individual or collective decisions that favor all.	1	1	2
Knows and exercises the human rights and values that favor democratic life. Acts with social responsibility and adherence to the law.	1	1	2
Assumes and practices interculturality as a wealth and form of coexistence in social, cultural and linguistic diversity.	1	1	2
Knows and values its characteristics and potential as a human being. Knows how to work collaboratively. Recognizes, respects and appreciates the diversity of capacities in others, and undertakes and strives to achieve personal or collective projects.	1	1	2
Promotes and assumes the care of health and the environment as conditions that favor an active and healthy lifestyle.	1	1	2

Student Profile	Developing active, globally aware citizens who have the skills, knowledge and motivation to address issues of human and environmental sustainability and work towards a fairer world in a spirit of mutual respect and open dialogue;	Developing an understanding of what it means to be a citizen of their own country and their own country's values	Total
Takes advantage of the technological resources at its disposal as means to communicate, obtain information and build knowledge.	0	0	0
Recognizes diverse manifestations of the art, appreciates the aesthetic dimension and is able to express itself artistically.	0	1	1
Total	8	7	15

Upper Secondary Level

Student Profile - The student...	Developing active, globally aware citizens who have the skills, knowledge and motivation to address issues of human and environmental sustainability and work towards a fairer world in a spirit of mutual respect and open dialogue;	Developing an understanding of what it means to be a citizen of their own country and their own country's values	Total
1. Is self-derived and takes care of himself/herself	2.31	1.98	4.29
Knows and values himself/herself and addresses problems and challenges taking into account the objectives he/she pursues.	0.66	0.33	0.99
Faces the difficulties presented to him/her and is aware of his/her values, strengths and weaknesses.	1	0	1
Identifies his/her emotions, handles them constructively and recognizes the need to request support in the face of a situation that overcomes them.	0	0	0
Chooses alternatives and courses of action based on sustained criteria and within the framework of a life project.	1	0	1
Critically analyzes the factors that influence his/her decision making.	0	1	1
Assumes the consequences of his/her behaviors and decisions.	0	0	0
Manages available resources taking into account the constraints to the achievement of his/her goals	0	0	0
Is sensitive to art and participates in the appreciation and interpretation of his/her expressions in different genres.	0.66	0.66	1.32
Values art as a manifestation of beauty and expression of ideas, feelings and emotions.	0	1	1
Experiences art as a shared historical fact that allows communication between individuals and cultures in time and space, while developing a sense of identity.	1	0	1
Participates in art related practices.	1	1	2
Chooses and practices healthy lifestyles	0.99	0.99	1.98

Student Profile - The student...	Developing active, globally aware citizens who have the skills, knowledge and motivation to address issues of human and environmental sustainability and work towards a fairer world in a spirit of mutual respect and open dialogue;	Developing an understanding of what it means to be a citizen of their own country and their own country's values	Total
Recognizes physical activity as a means for physical, mental and social development.	1	1	2
Makes decisions based on the assessment of the consequences of different consumption habits and risk behaviors.	1	1	2
Cultivates interpersonal relationships that contribute to his/her human development and that of those around him/her	1	1	2
2. Expresses himself/herself and communicates	2	1	3
Listens, interprets and delivers relevant messages in different contexts through the use of appropriate media, codes and tools.	2	1	3
Expresses ideas and concepts through linguistic, mathematical or graphic representations.	0	0	0
Applies different communicative strategies according to who their partners are, the context in which they are and the objectives they pursue.	1	1	2
Identifies key ideas in an oral text or speech and draws inferences from them.	0	0	0
Communicates in a second language on daily situations.	1	0	1
Manages information and communication technologies to obtain information and express ideas.	0	0	0
3. Thinks critically and reflexively	2	3	5
Develops innovations and proposes solutions to problems based on established methods	0	1	1
Follows instructions and procedures in a thoughtful way, understanding how each of his/her steps contributes to the achievement of a goal.	0	1	1

Student Profile - The student...	Developing active, globally aware citizens who have the skills, knowledge and motivation to address issues of human and environmental sustainability and work towards a fairer world in a spirit of mutual respect and open dialogue;	Developing an understanding of what it means to be a citizen of their own country and their own country's values	Total
Sorts information according to categories, hierarchies and relationships.	0	0	0
Identifies the systems and rules or core principles that underlie a series of phenomena.	0	1	1
Builds hypotheses and designs and applies models to prove their validity.	0	0	0
Synthesizes evidence obtained through experimentation to produce conclusions and formulate new questions.	0	0	0
Uses information and communication technologies to process and interpret information	0	0	0
Maintains a personal position on subjects of interest and general relevance, considering other points of view in a critical and reflective way.	2	2	4
Chooses the most relevant sources of information for a specific purpose and discriminates between them according to their relevance and reliability.	1	1	2
Evaluates arguments and opinions and identifies prejudices and fallacies.	1	1	2
Recognizes own prejudices, his/her views changed to meet new evidence, and integrates new knowledge and perspectives with the acquis counts.	1	1	2
Structures ideas and arguments clearly, coherently and synthetically.	1	1	2
4. Learns independently	2	1	3
Learn by initiative and self-interest throughout life.	2	1	3
Sets goals and tracks its knowledge building processes.	1	0	1

Student Profile - The student...	Developing active, globally aware citizens who have the skills, knowledge and motivation to address issues of human and environmental sustainability and work towards a fairer world in a spirit of mutual respect and open dialogue;	Developing an understanding of what it means to be a citizen of their own country and their own country's values	Total
Identifies the activities that are of lesser and greater interest and difficulty, recognizing and controlling his/her reactions to challenges and obstacles.	0	0	0
Articulates knowledge of diverse fields and establishes relations between them and their daily life.	1	1	2
5. Participates in a collaborative way	3	1	4
Participates and collaborates effectively with diverse teams	3	1	4
Proposes ways to solve a problem or develop a team project, defining a course of action with specific steps.	1	0	1
Brings open points of view and considers others' reflective thoughts.	1	0	1
Assumes a constructive attitude, congruent with the knowledge and skills with which it counts in different teams of work.	1	1	2
6. Participates with responsibility in society	3.96	2.97	6.93
Participates with a civic and ethical conscience in the life of his community, region, Mexico and the world.	1.98	1.98	3.96
Privileges dialogue as a mechanism for conflict resolution.	1	1	2
Makes decisions in order to contribute to the equity, welfare and democratic development of society.	1	1	2
Knows his/her rights and obligations as a Mexican and a member of different communities and institutions, and recognizes the value of participation as a tool to exercise them.	1	1	2
Contributes to a balance between interest and individual well-being and the general interest of society.	1	1	2

Student Profile - The student...	Developing active, globally aware citizens who have the skills, knowledge and motivation to address issues of human and environmental sustainability and work towards a fairer world in a spirit of mutual respect and open dialogue;	Developing an understanding of what it means to be a citizen of their own country and their own country's values	Total
Acts in a propositive way in the face of societal phenomena and is kept informed.	1	1	2
Warns that the phenomena that develop at the local, national and international levels occur within an interdependent global context.	1	1	2
Maintains a respectful attitude towards the interculturality and the diversity of beliefs, values, ideas and social practices.	0.99	0.99	1.98
Recognizes that diversity takes place in a democratic space of equal dignity and rights of all people, and rejects all forms of discrimination.	1	1	2
Dialogues and learns from people with different points of view and cultural traditions by locating their own circumstances in a wider context.	1	1	2
Assumes that respect for differences is the principle of integration and coexistence in local, national and international contexts.	1	1	2
Contributes to sustainable development in a critical way, with responsible actions.	0.99	0	0.99
Assumes an attitude that favors the solution of environmental problems at the local, national and international levels	1	0	1
Recognizes and understands the biological, economic, political and social implications of environmental damage in an interdependent global context.	1	0	1
Contributes to the achievement of a balance between short and long term interests in relation to the environment.	1	0	1
Total	15.27	10.95	26.22

Core Skills Description: Digital Literacy

Secondary Level

Student Profile	Developing the skills to discover, acquire and communicate knowledge and information in a globalised economy	Using technology to reinforce, extend and deepen learning through international collaboration	Total
Uses oral and written mother tongue to communicate with clarity and fluency, and Interact in different social and cultural contexts. Also, has basic tools to communicate in English.	1	0	1
Argues and reasons when analyzing situations, identifies problems, asks questions,It argues and reasons when analyzing situations, identifies problems, formulates questions, makes judgments, proposes solutions, applies strategies and makes decisions. Values reasoning and evidence provided by others and can therefore modify his/her own points of view.	1	0	1
Searches, selects, analyzes, evaluates, and uses information from different sources.	1	0	1
Interprets and explains social, economic, financial, cultural and natural processes to make individual or collective decisions that favor all.	1	0	1
Knows and exercises the human rights and values that favor democratic life. Acts with social responsibility and adherence to the law.	0	0	0
Assumes and practices interculturality as a wealth and form of coexistence in social, cultural and linguistic diversity.	1	0	1
Knows and values its characteristics and potential as a human being. Knows how to work collaboratively. Recognizes, respects and appreciates the diversity of capacities in others, and undertakes and strives to achieve personal or collective projects.	0	0	0
Promotes and assumes the care of health and the environment as conditions that favor an active and healthy lifestyle.	0	0	0
Takes advantage of the technological resources at its disposal as means to communicate, obtain information and build knowledge.	1	1	2
Recognizes diverse manifestations of the art, appreciates the aesthetic dimension and is able to express itself artistically.	0	0	0
Total	6	1	7

Upper Secondary Level

Student Profile - The student...	Developing the skills to discover, acquire and communicate knowledge and information in a globalised economy	Using technology to reinforce, extend and deepen learning through international collaboration	Total
1.Is self-derived and takes care of himself/herself	0.66	0	0.66
Knows and values himself/herself and addresses problems and challenges taking into account the objectives he/she pursues.	0.66	0	0.66
Faces the difficulties presented to him/her and is aware of his/her values, strengths and weaknesses.	0	0	0
Identifies his/her emotions, handles them constructively and recognizes the need to request support in the face of a situation that overcomes them.	0	0	0
Chooses alternatives and courses of action based on sustained criteria and within the framework of a life project.	1	0	1
Critically analyzes the factors that influence his/her decision making.	0	0	0
Assumes the consequences of his/her behaviors and decisions.	0	0	0
Manages available resources taking into account the constraints to the achievement of his/her goals	1	0	1
Is sensitive to art and participates in the appreciation and interpretation of his/her expressions in different genres.	0	0	0
Values art as a manifestation of beauty and expression of ideas, feelings and emotions.	0	0	0
Experiences art as a shared historical fact that allows communication between individuals and cultures in time and space, while developing a sense of identity.	0	0	0
Participates in art related practices.	0	0	0
Chooses and practices healthy lifestyles	0	0	0
Recognizes physical activity as a means for physical, mental and social development.	0	0	0

Student Profile - The student...	Developing the skills to discover, acquire and communicate knowledge and information in a globalised economy	Using technology to reinforce, extend and deepen learning through international collaboration	Total
Makes decisions based on the assessment of the consequences of different consumption habits and risk behaviors.	0	0	0
Cultivates interpersonal relationships that contribute to his/her human development and that of those around him/her	0	0	0
2. Expresses himself/herself and communicates	5	5	10
Listens, interprets and delivers relevant messages in different contexts through the use of appropriate media, codes and tools.	5	5	10
Expresses ideas and concepts through linguistic, mathematical or graphic representations.	1	1	2
Applies different communicative strategies according to who their partners are, the context in which they are and the objectives they pursue.	1	1	2
Identifies key ideas in an oral text or speech and draws inferences from them.	1	1	2
Communicates in a second language on daily situations.	1	1	2
Manages information and communication technologies to obtain information and express ideas.	1	1	2
3. Thinks critically and reflexively	5	3.5	8.5
Develops innovations and proposes solutions to problems based on established methods	3	3	6
Follows instructions and procedures in a thoughtful way, understanding how each of his/her steps contributes to the achievement of a goal.	1	1	2
Sorts information according to categories, hierarchies and relationships.	1	1	2
Identifies the systems and rules or core principles that underlie a series of phenomena.	1	1	2
Builds hypotheses and designs and applies models to prove their validity.	1	1	2

Student Profile - The student...	Developing the skills to discover, acquire and communicate knowledge and information in a globalised economy	Using technology to reinforce, extend and deepen learning through international collaboration	Total
Synthesizes evidence obtained through experimentation to produce conclusions and formulate new questions.	1	1	2
Uses information and communication technologies to process and interpret information	1	1	2
Maintains a personal position on subjects of interest and general relevance, considering other points of view in a critical and reflective way.	2	0.5	2.5
Chooses the most relevant sources of information for a specific purpose and discriminates between them according to their relevance and reliability.	1	1	2
Evaluates arguments and opinions and identifies prejudices and fallacies.	1	0	1
Recognizes own prejudices, his/her views changed to meet new evidence, and integrates new knowledge and perspectives with the acquis counts.	1	0	1
Structures ideas and arguments clearly, coherently and synthetically.	1	0	1
4. Learns independently	3	0	3
Learn by initiative and self-interest throughout life.	3	0	3
Sets goals and tracks its knowledge building processes.	1	0	1
Identifies the activities that are of lesser and greater interest and difficulty, recognizing and controlling his/her reactions to challenges and obstacles.	1	0	1
Articulates knowledge of diverse fields and establishes relations between them and their daily life.	1	0	1
5. Participates in a collaborative way	0	0	0
Participates and collaborates effectively with diverse teams	0	0	0
Proposes ways to solve a problem or develop a team project, defining a course of action with specific steps.	0	0	0

Student Profile - The student...	Developing the skills to discover, acquire and communicate knowledge and information in a globalised economy	Using technology to reinforce, extend and deepen learning through international collaboration	Total
Brings open points of view and considers others' reflective thoughts.	0	0	0
Assumes a constructive attitude, congruent with the knowledge and skills with which it counts in different teams of work.	0	0	0
6.Participates with responsibility in society	0.33	0	0.33
Participates with a civic and ethical conscience in the life of his community, region, Mexico and the world.	0	0	0
Privileges dialogue as a mechanism for conflict resolution.	0	0	0
Makes decisions in order to contribute to the equity, welfare and democratic development of society.	0	0	0
Knows his/her rights and obligations as a Mexican and a member of different communities and institutions, and recognizes the value of participation as a tool to exercise them.	0	0	0
Contributes to a balance between interest and individual well-being and the general interest of society.	0	0	0
Acts in a propositive way in the face of societal phenomena and is kept informed.	0	0	0
Warns that the phenomena that develop at the local, national and international levels occur within an interdependent global context.	0	0	0
Maintains a respectful attitude towards the interculturality and the diversity of beliefs, values, ideas and social practices.	0.33	0	0.33
Recognizes that diversity takes place in a democratic space of equal dignity and rights of all people, and rejects all forms of discrimination.	0	0	0
Dialogues and learns from people with different points of view and cultural traditions by locating their own circumstances in a wider context.	1	0	1
Assumes that respect for differences is the principle of integration and coexistence in local, national and international contexts.	0	0	0

Student Profile - The student...	Developing the skills to discover, acquire and communicate knowledge and information in a globalised economy	Using technology to reinforce, extend and deepen learning through international collaboration	Total
Contributes to sustainable development in a critical way, with responsible actions.	0	0	0
Assumes an attitude that favors the solution of environmental problems at the local, national and international levels	0	0	0
Recognizes and understands the biological, economic, political and social implications of environmental damage in an interdependent global context.	0	0	0
Contributes to the achievement of a balance between short and long term interests in relation to the environment.	0	0	0
Total	13.99	8.5	22.49

Core Skills Description: Student Leadership

Secondary Level

Student Profile	Recognising the importance of honesty and empathy	Recognising others' needs and safety	Fostering perseverance, resilience and self-confidence	Exploring leadership, self-regulation and responsibility, personal health and wellbeing	Career and life skills	Learning to learn and life-long learning	Total
Uses oral and written mother tongue to communicate with clarity and fluency, and interact in different social and cultural contexts. Also, has basic tools to communicate in English.	0	0	0	0	0	0	0
Argues and reasons when analyzing situations, identifies problems, asks questions,It argues and reasons when analyzing situations, identifies problems, formulates questions, makes judgments, proposes solutions, applies strategies and makes decisions. Values reasoning and evidence provided by others and can therefore modify his/her own points of view.	0	0	0	0	1	0	1
Searches, selects, analyzes, evaluates, and uses information from different sources.	0	0	0	0	1	0	1
Interprets and explains social, economic, financial, cultural and natural processes to make individual or collective decisions that favor all.	0	0	0	0	1	1	2
Knows and exercises the human rights and values that favor democratic life. Acts with social responsibility and adherence to the law.	1	1	0	0	0	0	2

Student Profile	Recognising the importance of honesty and empathy	Recognising others' needs and safety	Fostering perseverance, resilience and self-confidence	Exploring leadership, self-regulation and responsibility, personal health and wellbeing	Career and life skills	Learning to learn and life-long learning	Total
Assumes and practices interculturality as a wealth and form of coexistence in social, cultural and linguistic diversity.	1	1	0	0	0	0	2
Knows and values its characteristics and potential as a human being. Knows how to work collaboratively. Recognizes, respects and appreciates the diversity of capacities in others, and undertakes and strives to achieve personal or collective projects.	1	1	1	0	0	0	3
Promotes and assumes the care of health and the environment as conditions that favor an active and healthy lifestyle.	0	1	0	1	0	0	2
Takes advantage of the technological resources at its disposal as means to communicate, obtain information and build knowledge.	0	0	0	0	1	0	1
Recognizes diverse manifestations of the art, appreciates the aesthetic dimension and is able to express itself artistically.	1	0	0	0	0	0	1
Total	4	4	1	1	4	1	15

Upper Secondary Level

Student Profile - The student...	Recognising the importance of honesty and empathy	Recognising others' needs and safety	Fostering perseverance, resilience and self-confidence	Exploring leadership, self-regulation and responsibility, personal health and wellbeing	Career and life skills	Learning to learn and life-long learning	Total
1.Is self-derived and takes care of himself/herself	1.65	1.32	2.31	2.97	2.97	1.65	12.87
Knows and values himself/herself and addresses problems and challenges taking into account the objectives he/she pursues.	0.66	0.66	1.65	1.98	1.98	1.32	8.25
Faces the difficulties presented to him/her and is aware of his/her values, strengths and weaknesses.	0	0	1	1	1	0	3
Identifies his/her emotions, handles them constructively and recognizes the need to request support in the face of a situation that overcomes them.	1	0	1	1	1	0	4
Chooses alternatives and courses of action based on sustained criteria and within the framework of a life project.	0	0	1	1	1	1	4
Critically analyzes the factors that influence his/her decision making.	0	1	0	1	1	1	4
Assumes the consequences of his/her behaviors and decisions.	1	1	1	1	1	1	6
Manages available resources taking into account the constraints to the achievement of his/her goals	0	0	1	1	1	1	4
Is sensitive to art and participates in the appreciation and interpretation of his/her expressions in different genres.	0.66	0	0	0	0	0	0.66
Values art as a manifestation of beauty and expression of ideas, feelings and emotions.	1	0	0	0	0	0	1

Student Profile - The student...	Recognising the importance of honesty and empathy	Recognising others' needs and safety	Fostering perseverance, resilience and self-confidence	Exploring leadership, self-regulation and responsibility, personal health and wellbeing	Career and life skills	Learning to learn and life-long learning	Total
Experiences art as a shared historical fact that allows communication between individuals and cultures in time and space, while developing a sense of identity.	1	0	0	0	0	0	1
Participates in art related practices.	0	0	0	0	0	0	0
Chooses and practices healthy lifestyles	0.33	0.66	0.66	0.99	0.99	0.33	3.96
Recognizes physical activity as a means for physical, mental and social development.	0	0	1	1	1	0	3
Makes decisions based on the assessment of the consequences of different consumption habits and risk behaviors.	0	1	1	1	1	0	4
Cultivates interpersonal relationships that contribute to his/her human development and that of those around him/her	1	1	0	1	1	1	5
2. Expresses himself/herself and communicates	1	0	0	1	5	3	10
Listens, interprets and delivers relevant messages in different contexts through the use of appropriate media, codes and tools.	1	0	0	1	5	3	10
Expresses ideas and concepts through linguistic, mathematical or graphic representations.	0	0	0	0	1	1	2
Applies different communicative strategies according to who their partners are, the context in which they are and the objectives they pursue.	1	0	0	1	1	0	3

Student Profile - The student...	Recognising the importance of honesty and empathy	Recognising others' needs and safety	Fostering perseverance, resilience and self-confidence	Exploring leadership, self-regulation and responsibility, personal health and wellbeing	Career and life skills	Learning to learn and life-long learning	Total
Identifies key ideas in an oral text or speech and draws inferences from them.	0	0	0	0	1	1	2
Communicates in a second language on daily situations.	0	0	0	0	1	0	1
Manages information and communication technologies to obtain information and express ideas.	0	0	0	0	1	1	2
3. Thinks critically and reflexively	1	1	2	2	5	5	16
Develops innovations and proposes solutions to problems based on established methods	0	0	0.5	0.5	3	3	7
Follows instructions and procedures in a thoughtful way, understanding how each of his/her steps contributes to the achievement of a goal.	0	0	1	1	1	1	4
Sorts information according to categories, hierarchies and relationships.	0	0	0	0	1	1	2
Identifies the systems and rules or core principles that underlie a series of phenomena.	0	0	0	0	1	1	2
Builds hypotheses and designs and applies models to prove their validity.	0	0	0	0	1	1	2
Synthesizes evidence obtained through experimentation to produce conclusions and formulate new questions.	0	0	0	0	1	1	2
Uses information and communication technologies to process and interpret information	0	0	0	0	1	1	2

Student Profile - The student...	Recognising the importance of honesty and empathy	Recognising others' needs and safety	Fostering perseverance, resilience and self-confidence	Exploring leadership, self-regulation and responsibility, personal health and wellbeing	Career and life skills	Learning to learn and life-long learning	Total
Maintains a personal position on subjects of interest and general relevance, considering other points of view in a critical and reflective way.	1	1	1.5	1.5	2	2	9
Chooses the most relevant sources of information for a specific purpose and discriminates between them according to their relevance and reliability.	0	0	1	0	1	1	3
Evaluates arguments and opinions and identifies prejudices and fallacies.	1	1	1	1	1	1	6
Recognizes own prejudices, his/her views changed to meet new evidence, and integrates new knowledge and perspectives with the acquired counts.	1	1	1	1	1	1	6
Structures ideas and arguments clearly, coherently and synthetically.	0	0	0	1	1	1	3
4. Learns independently	0	0	0	1	3	3	7
Learn by initiative and self-interest throughout life.	0	0	0	1	3	3	7
Sets goals and tracks its knowledge building processes.	0	0	0	1	1	1	3
Identifies the activities that are of lesser and greater interest and difficulty, recognizing and controlling his/her reactions to challenges and obstacles.	0	0	0	0	1	1	2
Articulates knowledge of diverse fields and establishes relations between them and their daily life.	0	0	0	0	1	1	2
5. Participates in a collaborative way	1	3	3	3	3	0	13

Student Profile - The student...	Recognising the importance of honesty and empathy	Recognising others' needs and safety	Fostering perseverance, resilience and self-confidence	Exploring leadership, self-regulation and responsibility, personal health and wellbeing	Career and life skills	Learning to learn and life-long learning	Total
Participates and collaborates effectively with diverse teams	1	3	3	3	3	0	13
Proposes ways to solve a problem or develop a team project, defining a course of action with specific steps.	0	1	1	1	1	0	4
Brings open points of view and considers others' reflective thoughts.	0	1	1	1	1	0	4
Assumes a constructive attitude, congruent with the knowledge and skills with which it counts in different teams of work.	1	1	1	1	1	0	5
6. Participates with responsibility in society	2.97	3.96	1.98	3.96	3.63	1.65	18.15
Participates with a civic and ethical conscience in the life of his community, region, Mexico and the world.	0.99	1.98	0.99	1.98	1.65	1.32	8.91
Privileges dialogue as a mechanism for conflict resolution.	0	1	0	1	1	0	3
Makes decisions in order to contribute to the equity, welfare and democratic development of society.	1	1	0	1	1	1	5
Knows his/her rights and obligations as a Mexican and a member of different communities and institutions, and recognizes the value of participation as a tool to exercise them.	0	1	1	1	0	1	4
Contributes to a balance between interest and individual well-being and the general interest of society.	1	1	1	1	1	0	5
Acts in a propositive way in the face of societal phenomena and is kept informed.	0	1	1	1	1	1	5

Student Profile - The student...	Recognising the importance of honesty and empathy	Recognising others' needs and safety	Fostering perseverance, resilience and self-confidence	Exploring leadership, self-regulation and responsibility, personal health and wellbeing	Career and life skills	Learning to learn and life-long learning	Total
Warns that the phenomena that develop at the local, national and international levels occur within an interdependent global context.	1	1		1	1	1	5
Maintains a respectful attitude towards the interculturality and the diversity of beliefs, values, ideas and social practices.	0.99	0.99	0.99	0.99	0.99	0.33	5.28
Recognizes that diversity takes place in a democratic space of equal dignity and rights of all people, and rejects all forms of discrimination.	1	1	1	1	1	0	5
Dialogues and learns from people with different points of view and cultural traditions by locating their own circumstances in a wider context.	1	1	1	1	1	1	6
Assumes that respect for differences is the principle of integration and coexistence in local, national and international contexts.	1	1	1	1	1	0	5
Contributes to sustainable development in a critical way, with responsible actions.	0.99	0.99	0	0.99	0.99	0	3.96
Assumes an attitude that favors the solution of environmental problems at the local, national and international levels	1	1	0	1	1	0	4
Recognizes and understands the biological, economic, political and social implications of environmental damage in an interdependent global context.	1	1	0	1	1	0	4
Contributes to the achievement of a balance between short and long term interests in relation to the environment.	1	1	0	1	1	0	4
Total	7.62	9.28	9.29	13.93	22.6	14.3	77.02

ANNEX 2 RUBRICS: ALIGNMENT ANALYSIS BETWEEN CORE SKILLS AND PROPOSED EDUCATION MODEL

Core Skills Description: Critical thinking and problem solving

Level Secondary

Student Profile - The student...	Promoting self-directed thinking that produces new and innovative ideas and solves problems	Reflecting critically on learning experiences and processes	Making effective decisions	Total
Communicates with confidence and effectiveness. Uses his/her mother tongue (and Spanish) to communicate effectively in different contexts with multiple purposes and interlocutors and can communicate in English.	0	1	0	1
Develops critical thinking and solves problems with creativity. When analyzing situations, he/she argues and reasons, identifies problems (mathematical and other), formulates questions, bases his/her judgments, proposes solutions, applies strategies and makes decisions. Looks for information in various sources, knows how to select it, analyze it and evaluate it. He/she elaborates, defines, analyzes and evaluates its own ideas in order to improve and maximize creative efforts.	1	1	1	3
Has initiative and favors collaboration. Can work collaboratively. Recognizes, respects and appreciates in others the diversity of capacities and visions. He/she can therefore modify his/her own views. Undertakes and strives to achieve personal and collective projects.	0	0	0	0
Shows responsibility for his/her body and for the environment. Promotes and assumes the care of his/her health and the environment as conditions that favor an active and healthy lifestyle. Takes advantage of natural resources with rationality.	1	1	1	3
Possesses self-knowledge and regulates his/her emotions. Knows and values his/her characteristics and his/her potential as a human being. By relating to others he/she is tolerant and unfolds his/her civility. Knows how to master his/her emotions, express their affection and build links from their own and others' abilities.	1	1	1	3
Knows about the phenomena of the natural and social world. Read and report on social, economic, financial, scientific, technological, cultural and natural processes in Mexico and the world. Interprets and explains them by applying his/her knowledge of scientific progress and the principles of informed skepticism. He/she identifies and challenges fanaticisms and when making decisions, individual or collective, seeks equity.	1	1	1	3

Student Profile - The student...	Promoting self-directed thinking that produces new and innovative ideas and solves problems	Reflecting critically on learning experiences and processes	Making effective decisions	Total
Appreciates beauty, art and culture. Recognizes diverse manifestations of art and culture, values the aesthetic dimension of the world and is able to express himself/herself with creativity.	1	1	1	3
Cultivates his/her ethical training and respects the legality. He/she knows, respects and exercises the human rights and values that favor democracy as a way of life, the rule of law and institutions. Acts with social responsibility, solidarity and adherence to the law. It contributes to peaceful coexistence and to the general interest of society. He/she rejects all kinds of discrimination.	1	1	1	3
Assumes his/her identity and favors interculturality. He/She identifies himself as Mexican. Values and loves his/her country. He/she is aware of globality. Assumes and practices interculturality as a wealth and form of coexistence in the social, cultural and linguistic diversity of Mexico and the world.	1	1	1	3
Uses digital skills in a relevant way. He/she knows and takes advantage of the technological resources at his/her disposal as means to communicate, obtain information, select it and build knowledge.	1	0	0	1
Total	8	8	7	23

Upper Secondary Level

Student Profile - The student...	Promoting self-directed thinking that produces new and innovative ideas and solves problems	Reflecting critically on learning experiences and processes	Making effective decisions	Total
Has a sense of belonging and love to Mexico. Feel love for Mexico, dialogue and learn from people with different points of view, understand the relationship between local, national and international events, value cultural and ethnic diversity and practice interculturality.	0	1	0	1
Promotes coexistence and dialogue, with respect for diversity. It recognizes that diversity takes place in a democratic space of dignity, with the inclusion and equal rights of all people. It privileges dialogue as a mechanism for conflict resolution. It knows its rights and obligations as Mexican and member of different communities, and participates actively in order to contribute to the equity, welfare and democratic development of society.	1	1	1	3
Cares and acts for the environment. It understands the implications of environmental damage and assumes a proactive attitude towards finding sustainable solutions, thinks globally and acts locally, and values the social and environmental impact of scientific innovations and advances.	1	1	1	3
Values art and culture. He/She values and experiences art and culture, because they allow him/her to communicate and give him/her a sense of identity, and he/she understands his/her contribution to the integral development of people.	1	1	0	2
Collaborates in a constructive way. He/she works in a constructive way and exerts a participatory and responsible leadership, proposes alternatives to act and solve problems, and assumes a constructive attitude.	0	0	1	1
Communicates effectively. Identifies key ideas in a text or oral discourse and draws conclusions from them, effectively argues and expresses itself in Spanish clearly and verbally and in writing, to obtain and interpret information and communicate effectively, and reaches an advanced English.	0	1	0	1

Student Profile - The student...	Promoting self-directed thinking that produces new and innovative ideas and solves problems	Reflecting critically on learning experiences and processes	Making effective decisions	Total
Use their digital skills. Uses ethically and responsibly, information technologies to research, solve problems, produce materials and express ideas. Take advantage of these technologies to develop ideas and innovations.	1	0	0	1
Seeks to understand its surroundings. Obtains, registers and systematizes information, consulting relevant sources, and performs relevant analyzes and investigations. Establishes the interrelation of science, technology, society and the environment in specific historical and social contexts. Identifies problems, formulates scientific questions and raises the hypotheses necessary to answer them.	1	1	1	3
Thinks critically. Uses logical thinking, mathematical thinking and the scientific method to critically analyze and question various phenomena. Develops arguments, evaluates objectives, solves problems, elaborates and justifies conclusions and develops innovations. Responds with adaptability and flexibility to changing environments.	1	1	1	3
Reasons and applies numerical concepts. Constructs and interprets real, hypothetical or formal situations that require the use of mathematical thinking. Formulates and solves problems by applying different approaches. Argues the solution obtained from a problem with numerical, graphical or analytical methods.	1	1	1	3
Knows and understands basic financial aspects. Manages his/her resources intelligently and responsibly. Sets goals and makes the most of your resources. Makes decisions about its resources that generate present well-being, opportunities and risk management in the future.	1	1	1	3
Regulate his/her emotions and takes care of his/her health. He is self-conscious and determined, cultivates healthy interpersonal relationships, has the capacity to face adversity to continue acting effectively, taking care of his/her physical and mental health, exercising self-control, recognizing the need to request support, and has the capacity to build a life project with personal goals.	1	1	1	3
Total	8	8	7	23

Core Skills Description: Collaboration and communication

Level Secondary

Student Profile - The student...	Fostering effective communication (orally, and in writing)	Actively listening to and engaging with others in diverse and multi-lingual environments and understanding verbal and non-verbal communication	Developing the ability to work in diverse international teams, including learning from and contributing to the learning of others, assuming shared responsibility, cooperating, leading, delegating and compromising to produce new and innovative ideas and solutions	Total
Communicates with confidence and effectiveness. Uses his/her mother tongue (and Spanish) to communicate effectively in different contexts with multiple purposes and interlocutors and can communicate in English.	1	1	1	3
Develops critical thinking and solves problems with creativity. When analyzing situations, he/she argues and reasons, identifies problems (mathematical and other), formulates questions, bases his/her judgments, proposes solutions, applies strategies and makes decisions. Looks for information in various sources, knows how to select it, analyze it and evaluate it. He/she elaborates, defines, analyzes and evaluates its own ideas in order to improve and maximize creative efforts.	1	0	0	1
Has initiative and favors collaboration. Can work collaboratively. Recognizes, respects and appreciates in others the diversity of capacities and visions. He/she can therefore modify his/her own views. Undertakes and strives to achieve personal and collective projects.	1	1	1	3
Shows responsibility for his/her body and for the environment. Promotes and assumes the care of his/her health and the environment as conditions that favor an active and healthy lifestyle. Takes advantage of natural resources with rationality.	0	0	0	0
Possesses self-knowledge and regulates his/her emotions. Knows and values his/her characteristics and his/her potential as a human being. By relating to others he/she is tolerant and unfolds his/her civility. Knows how to master his/her emotions, express their affection and build links from their own and others' abilities.	1	1	1	3

Student Profile - The student...	Fostering effective communication (orally, and in writing)	Actively listening to and engaging with others in diverse and multi-lingual environments and understanding verbal and non-verbal communication	Developing the ability to work in diverse international teams, including learning from and contributing to the learning of others, assuming shared responsibility, cooperating, leading, delegating and compromising to produce new and innovative ideas and solutions	Total
Knows about the phenomena of the natural and social world. Read and report on social, economic, financial, scientific, technological, cultural and natural processes in Mexico and the world. Interprets and explains them by applying his/her knowledge of scientific progress and the principles of informed skepticism. He/she identifies and challenges fanaticisms and when making decisions, individual or collective, seeks equity.	1	1	1	3
Appreciates beauty, art and culture. Recognizes diverse manifestations of art and culture, values the aesthetic dimension of the world and is able to express himself/herself with creativity.	0	0	0	0
Cultivates his/her ethical training and respects the legality. He/she knows, respects and exercises the human rights and values that favor democracy as a way of life, the rule of law and institutions. Acts with social responsibility, solidarity and adherence to the law. It contributes to peaceful coexistence and to the general interest of society. He/she rejects all kinds of discrimination.	0	0	0	0
Assumes his/her identity and favors interculturality. He/She identifies himself as Mexican. Values and loves his/her country. He/she is aware of globality. Assumes and practices interculturality as a wealth and form of coexistence in the social, cultural and linguistic diversity of Mexico and the world.	1	1	1	3
Uses digital skills in a relevant way. He/she knows and takes advantage of the technological resources at his/her disposal as means to communicate, obtain information, select it and build knowledge.	0	0	0	0
Total	6	5	5	16

Upper Secondary Level

Student Profile - The student...	Fostering effective communication (orally, and in writing)	Actively listening to and engaging with others in diverse and multi-lingual environments and understanding verbal and non-verbal communication	Developing the ability to work in diverse international teams, including learning from and contributing to the learning of others, assuming shared responsibility, cooperating, leading, delegating and compromising to produce new and innovative ideas and solutions	Total
Has a sense of belonging and love to Mexico. Feel love for Mexico, dialogue and learn from people with different points of view, understand the relationship between local, national and international events, value cultural and ethnic diversity and practice interculturality.	1	1	1	3
Promotes coexistence and dialogue, with respect for diversity. It recognizes that diversity takes place in a democratic space of dignity, with the inclusion and equal rights of all people. It privileges dialogue as a mechanism for conflict resolution. It knows its rights and obligations as Mexican and member of different communities, and participates actively in order to contribute to the equity, welfare and democratic development of society.	1	1	1	3
Cares and acts for the environment. It understands the implications of environmental damage and assumes a proactive attitude towards finding sustainable solutions, thinks globally and acts locally, and values the social and environmental impact of scientific innovations and advances.	0	0	1	1
Values art and culture. He/She values and experiences art and culture, because they allow him/her to communicate and give him/her a sense of identity, and he/she understands his/her contribution to the integral development of people.	1	1	1	3
Collaborates in a constructive way. He/she works in a constructive way and exerts a participatory and responsible leadership, proposes alternatives to act and solve problems, and assumes a constructive attitude.	1	1	1	3

Student Profile - The student...	Fostering effective communication (orally, and in writing)	Actively listening to and engaging with others in diverse and multi-lingual environments and understanding verbal and non-verbal communication	Developing the ability to work in diverse international teams, including learning from and contributing to the learning of others, assuming shared responsibility, cooperating, leading, delegating and compromising to produce new and innovative ideas and solutions	Total
Communicates effectively. Identifies key ideas in a text or oral discourse and draws conclusions from them, effectively argues and expresses itself in Spanish clearly and verbally and in writing, to obtain and interpret information and communicate effectively, and reaches an advanced English.	1	1	1	3
Use their digital skills. Uses ethically and responsibly, information technologies to research, solve problems, produce materials and express ideas. Take advantage of these technologies to develop ideas and innovations.	0	0	0	0
Seeks to understand its surroundings. Obtains, registers and systematizes information, consulting relevant sources, and performs relevant analyzes and investigations. Establishes the interrelation of science, technology, society and the environment in specific historical and social contexts. Identifies problems, formulates scientific questions and raises the hypotheses necessary to answer them.	0	1	1	2
Thinks critically. Uses logical thinking, mathematical thinking and the scientific method to critically analyze and question various phenomena. Develops arguments, evaluates objectives, solves problems, elaborates and justifies conclusions and develops innovations. Responds with adaptability and flexibility to changing environments.	1	1	1	3
Reasons and applies numerical concepts. Constructs and interprets real, hypothetical or formal situations that require the use of mathematical thinking. Formulates and solves problems by applying different approaches. Argues the solution obtained from a problem with numerical, graphical or analytical methods.	0	0	0	0

Student Profile - The student...	Fostering effective communication (orally, and in writing)	Actively listening to and engaging with others in diverse and multi-lingual environments and understanding verbal and non-verbal communication	Developing the ability to work in diverse international teams, including learning from and contributing to the learning of others, assuming shared responsibility, cooperating, leading, delegating and compromising to produce new and innovative ideas and solutions	Total
Knows and understands basic financial aspects. Manages his/her resources intelligently and responsibly. Sets goals and makes the most of your resources. Makes decisions about its resources that generate present well-being, opportunities and risk management in the future.	0	0	0	0
Regulate his/her emotions and takes care of his/her health. He is self-conscious and determined, cultivates healthy interpersonal relationships, has the capacity to face adversity to continue acting effectively, taking care of his/her physical and mental health, exercising self-control, recognizing the need to request support, and has the capacity to build a life project with personal goals.	1	1	1	3
Total	5	6	7	18

Core Skills Description: Creativity and Imagination

Secondary Level

Student Profile - The student...	Promoting economic and social entrepreneurialism	Imagining and pursuing novel ideas, judging value	Developing innovation and curiosity	Total
Communicates with confidence and effectiveness. Uses his/her mother tongue (and Spanish) to communicate effectively in different contexts with multiple purposes and interlocutors and can communicate in English.	1	0	0	1
Develops critical thinking and solves problems with creativity. When analyzing situations, he/she argues and reasons, identifies problems (mathematical and other), formulates questions, bases his/her judgments, proposes solutions, applies strategies and makes decisions. Looks for information in various sources, knows how to select it, analyze it and evaluate it. He/she elaborates, defines, analyzes and evaluates its own ideas in order to improve and maximize creative efforts.	1	1	1	3
Has initiative and favors collaboration. Can work collaboratively. Recognizes, respects and appreciates in others the diversity of capacities and visions. He/she can therefore modify his/her own views. Undertakes and strives to achieve personal and collective projects.	1	1	0	2
Shows responsibility for his/her body and for the environment. Promotes and assumes the care of his/her health and the environment as conditions that favor an active and healthy lifestyle. Takes advantage of natural resources with rationality.	1	0	0	1
Possesses self-knowledge and regulates his/her emotions. Knows and values his/her characteristics and his/her potential as a human being. By relating to others he/she is tolerant and unfolds his/her civility. Knows how to master his/her emotions, express their affection and build links from their own and others' abilities.	1	0	0	1
Knows about the phenomena of the natural and social world. Read and report on social, economic, financial, scientific, technological, cultural and natural processes in Mexico and the world. Interprets and explains them by applying his/her knowledge of scientific progress and the principles of informed skepticism. He/she identifies and challenges fanaticisms and when making decisions, individual or collective, seeks equity.	1	1	1	3

Student Profile - The student...	Promoting economic and social entrepreneurialism	Imagining and pursuing novel ideas, judging value	Developing innovation and curiosity	Total
Appreciates beauty, art and culture. Recognizes diverse manifestations of art and culture, values the aesthetic dimension of the world and is able to express himself/herself with creativity.	0	1	1	2
Cultivates his/her ethical training and respects the legality. He/she knows, respects and exercises the human rights and values that favor democracy as a way of life, the rule of law and institutions. Acts with social responsibility, solidarity and adherence to the law. It contributes to peaceful coexistence and to the general interest of society. He/she rejects all kinds of discrimination.	1	0	0	1
Assumes his/her identity and favors interculturality. He/She identifies himself as Mexican. Values and loves his/her country. He/she is aware of globality. Assumes and practices interculturality as a wealth and form of coexistence in the social, cultural and linguistic diversity of Mexico and the world.	0	0	0	0
Uses digital skills in a relevant way. He/she knows and takes advantage of the technological resources at his/her disposal as means to communicate, obtain information, select it and build knowledge.	1	1	1	3
Total	8	5	4	17

Upper Secondary Level

Student Profile - The student...	Promoting economic and social entrepreneurialism	Imagining and pursuing novel ideas, judging value	Developing innovation and curiosity	Total
Has a sense of belonging and love to Mexico. Feel love for Mexico, dialogue and learn from people with different points of view, understand the relationship between local, national and international events, value cultural and ethnic diversity and practice interculturality.	1	0	0	1
Promotes coexistence and dialogue, with respect for diversity. It recognizes that diversity takes place in a democratic space of dignity, with the inclusion and equal rights of all people. It privileges dialogue as a mechanism for conflict resolution. It knows its rights and obligations as Mexican and member of different communities, and participates actively in order to contribute to the equity, welfare and democratic development of society.	1	0	0	1
Cares and acts for the environment. It understands the implications of environmental damage and assumes a proactive attitude towards finding sustainable solutions, thinks globally and acts locally, and values the social and environmental impact of scientific innovations and advances.	1	1	1	3
Values art and culture. He/She values and experiences art and culture, because they allow him/her to communicate and give him/her a sense of identity, and he/she understands his/her contribution to the integral development of people.	0	1	1	2
Collaborates in a constructive way. He/she works in a constructive way and exerts a participatory and responsible leadership, proposes alternatives to act and solve problems, and assumes a constructive attitude.	1	1	1	3
Communicates effectively. Identifies key ideas in a text or oral discourse and draws conclusions from them, effectively argues and expresses itself in Spanish clearly and verbally and in writing, to obtain and interpret information and communicate effectively, and reaches an advanced English.	1	1	1	3

Student Profile - The student...	Promoting economic and social entrepreneurialism	Imagining and pursuing novel ideas, judging value	Developing innovation and curiosity	Total
Use their digital skills. Uses ethically and responsibly, information technologies to research, solve problems, produce materials and express ideas. Take advantage of these technologies to develop ideas and innovations.	1	1	1	3
Seeks to understand its surroundings. Obtains, registers and systematizes information, consulting relevant sources, and performs relevant analyzes and investigations. Establishes the interrelation of science, technology, society and the environment in specific historical and social contexts. Identifies problems, formulates scientific questions and raises the hypotheses necessary to answer them.	1	1	1	3
Thinks critically. Uses logical thinking, mathematical thinking and the scientific method to critically analyze and question various phenomena. Develops arguments, evaluates objectives, solves problems, elaborates and justifies conclusions and develops innovations. Responds with adaptability and flexibility to changing environments.	1	1	1	3
Reasons and applies numerical concepts. Constructs and interprets real, hypothetical or formal situations that require the use of mathematical thinking. Formulates and solves problems by applying different approaches. Argues the solution obtained from a problem with numerical, graphical or analytical methods.	1	1	1	3
Knows and understands basic financial aspects. Manages his/her resources intelligently and responsibly. Sets goals and makes the most of your resources. Makes decisions about its resources that generate present well-being, opportunities and risk management in the future.	1	0	0	1
Regulate his/her emotions and takes care of his/her health. He is self-conscious and determined, cultivates healthy interpersonal relationships, has the capacity to face adversity to continue acting effectively, taking care of his/her physical and mental health, exercising self-control, recognizing the need to request support, and has the capacity to build a life project with personal goals.	1	0	0	1
Total	9	8	8	25

Core Skills Description: Citizenship

Secondary Level

Student Profile - The student...	Developing an understanding of what it means to be a citizen of their own country and their own country's values	Developing active, globally aware citizens who have the skills, knowledge and motivation to address issues of human and environmental sustainability and work towards a fairer world in a spirit of mutual respect and open dialogue;	Total
Communicates with confidence and effectiveness. Uses his/her mother tongue (and Spanish) to communicate effectively in different contexts with multiple purposes and interlocutors and can communicate in English.	0	1	1
Develops critical thinking and solves problems with creativity. When analyzing situations, he/she argues and reasons, identifies problems (mathematical and other), formulates questions, bases his/her judgments, proposes solutions, applies strategies and makes decisions. Looks for information in various sources, knows how to select it, analyze it and evaluate it. He/she elaborates, defines, analyzes and evaluates its own ideas in order to improve and maximize creative efforts.	1	1	2
Has initiative and favors collaboration. Can work collaboratively. Recognizes, respects and appreciates in others the diversity of capacities and visions. He/she can therefore modify his/her own views. Undertakes and strives to achieve personal and collective projects.	1	1	2
Shows responsibility for his/her body and for the environment. Promotes and assumes the care of his/her health and the environment as conditions that favor an active and healthy lifestyle. Takes advantage of natural resources with rationality.	0	1	1
Possesses self-knowledge and regulates his/her emotions. Knows and values his/her characteristics and his/her potential as a human being. By relating to others he/she is tolerant and unfolds his/her civility. Knows how to master his/her emotions, express their affection and build links from their own and others' abilities.	1	0	1
Knows about the phenomena of the natural and social world. Read and report on social, economic, financial, scientific, technological, cultural and natural processes in Mexico and the world. Interprets and explains them by applying his/her knowledge of scientific progress and the principles of informed skepticism. He/she identifies and challenges fanaticisms and when making decisions, individual or collective, seeks equity.	1	1	2

Student Profile - The student...	Developing an understanding of what it means to be a citizen of their own country and their own country's values	Developing active, globally aware citizens who have the skills, knowledge and motivation to address issues of human and environmental sustainability and work towards a fairer world in a spirit of mutual respect and open dialogue;	Total
Appreciates beauty, art and culture. Recognizes diverse manifestations of art and culture, values the aesthetic dimension of the world and is able to express himself/herself with creativity.	1	1	2
Cultivates his/her ethical training and respects the legality. He/she knows, respects and exercises the human rights and values that favor democracy as a way of life, the rule of law and institutions. Acts with social responsibility, solidarity and adherence to the law. It contributes to peaceful coexistence and to the general interest of society. He/she rejects all kinds of discrimination.	1	1	2
Assumes his/her identity and favors interculturality. He/She identifies himself as Mexican. Values and loves his/her country. He/she is aware of globality. Assumes and practices interculturality as a wealth and form of coexistence in the social, cultural and linguistic diversity of Mexico and the world.	1	1	2
Uses digital skills in a relevant way. He/she knows and takes advantage of the technological resources at his/her disposal as means to communicate, obtain information, select it and build knowledge.	0	0	0
Total	7	8	15

Upper Secondary Level

Student Profile - The student...	Developing an understanding of what it means to be a citizen of their own country and their own country's values	Developing active, globally aware citizens who have the skills, knowledge and motivation to address issues of human and environmental sustainability and work towards a fairer world in a spirit of mutual respect and open dialogue;	Total
Has a sense of belonging and love to Mexico. Feel love for Mexico, dialogue and learn from people with different points of view, understand the relationship between local, national and international events, value cultural and ethnic diversity and practice interculturality.	1	0	1
Promotes coexistence and dialogue, with respect for diversity. It recognizes that diversity takes place in a democratic space of dignity, with the inclusion and equal rights of all people. It privileges dialogue as a mechanism for conflict resolution. It knows its rights and obligations as Mexican and member of different communities, and participates actively in order to contribute to the equity, welfare and democratic development of society.	1	1	2
Cares and acts for the environment. It understands the implications of environmental damage and assumes a proactive attitude towards finding sustainable solutions, thinks globally and acts locally, and values the social and environmental impact of scientific innovations and advances.	1	1	2
Values art and culture. He/She values and experiences art and culture, because they allow him/her to communicate and give him/her a sense of identity, and he/she understands his/her contribution to the integral development of people.	1	1	2
Collaborates in a constructive way. He/she works in a constructive way and exerts a participatory and responsible leadership, proposes alternatives to act and solve problems, and assumes a constructive attitude.	1	1	2
Communicates effectively. Identifies key ideas in a text or oral discourse and draws conclusions from them, effectively argues and expresses itself in Spanish clearly and verbally and in writing, to obtain and interpret information and communicate effectively, and reaches an advanced English.	0	0	0

Student Profile - The student...	Developing an understanding of what it means to be a citizen of their own country and their own country's values	Developing active, globally aware citizens who have the skills, knowledge and motivation to address issues of human and environmental sustainability and work towards a fairer world in a spirit of mutual respect and open dialogue;	Total
Use their digital skills. Uses ethically and responsibly, information technologies to research, solve problems, produce materials and express ideas. Take advantage of these technologies to develop ideas and innovations.	0	0	0
Seeks to understand its surroundings. Obtains, registers and systematizes information, consulting relevant sources, and performs relevant analyzes and investigations. Establishes the interrelation of science, technology, society and the environment in specific historical and social contexts. Identifies problems, formulates scientific questions and raises the hypotheses necessary to answer them.	1	1	2
Thinks critically. Uses logical thinking, mathematical thinking and the scientific method to critically analyze and question various phenomena. Develops arguments, evaluates objectives, solves problems, elaborates and justifies conclusions and develops innovations. Responds with adaptability and flexibility to changing environments.	1	1	2
Reasons and applies numerical concepts. Constructs and interprets real, hypothetical or formal situations that require the use of mathematical thinking. Formulates and solves problems by applying different approaches. Argues the solution obtained from a problem with numerical, graphical or analytical methods.	0	0	0
Knows and understands basic financial aspects. Manages his/her resources intelligently and responsibly. Sets goals and makes the most of your resources. Makes decisions about its resources that generate present well-being, opportunities and risk management in the future.	0	0	0
Regulate his/her emotions and takes care of his/her health. He is self-conscious and determined, cultivates healthy interpersonal relationships, has the capacity to face adversity to continue acting effectively, taking care of his/her physical and mental health, exercising self-control, recognizing the need to request support, and has the capacity to build a life project with personal goals.	1	0	1
Total	6	5	11

Core Skills Description: Digital Literacy

Secondary Level

Student Profile - The student...	Developing the skills to discover, acquire and communicate knowledge and information in a globalised economy	Using technology to reinforce, extend and deepen learning through international collaboration	Total
Communicates with confidence and effectiveness. Uses his/her mother tongue (and Spanish) to communicate effectively in different contexts with multiple purposes and interlocutors and can communicate in English.	1	0	1
Develops critical thinking and solves problems with creativity. When analyzing situations, he/she argues and reasons, identifies problems (mathematical and other), formulates questions, bases his/her judgments, proposes solutions, applies strategies and makes decisions. Looks for information in various sources, knows how to select it, analyze it and evaluate it. He/she elaborates, defines, analyzes and evaluates its own ideas in order to improve and maximize creative efforts.	1	0	1
Has initiative and favors collaboration. Can work collaboratively. Recognizes, respects and appreciates in others the diversity of capacities and visions. He/she can therefore modify his/her own views. Undertakes and strives to achieve personal and collective projects.	1	0	1
Shows responsibility for his/her body and for the environment. Promotes and assumes the care of his/her health and the environment as conditions that favor an active and healthy lifestyle. Takes advantage of natural resources with rationality.	0	0	0
Possesses self-knowledge and regulates his/her emotions. Knows and values his/her characteristics and his/her potential as a human being. By relating to others he/she is tolerant and unfolds his/her civility. Knows how to master his/her emotions, express their affection and build links from their own and others' abilities.	0	0	0
Knows about the phenomena of the natural and social world. Read and report on social, economic, financial, scientific, technological, cultural and natural processes in Mexico and the world. Interprets and explains them by applying his/her knowledge of scientific progress and the principles of informed skepticism. He/she identifies and challenges fanaticisms and when making decisions, individual or collective, seeks equity.	0	0	0

Student Profile - The student...	Developing the skills to discover, acquire and communicate knowledge and information in a globalised economy	Using technology to reinforce, extend and deepen learning through international collaboration	Total
Appreciates beauty, art and culture. Recognizes diverse manifestations of art and culture, values the aesthetic dimension of the world and is able to express himself/herself with creativity.	0	0	0
Cultivates his/her ethical training and respects the legality. He/she knows, respects and exercises the human rights and values that favor democracy as a way of life, the rule of law and institutions. Acts with social responsibility, solidarity and adherence to the law. It contributes to peaceful coexistence and to the general interest of society. He/she rejects all kinds of discrimination.	0	0	0
Assumes his/her identity and favors interculturality. He/She identifies himself as Mexican. Values and loves his/her country. He/she is aware of globality. Assumes and practices interculturality as a wealth and form of coexistence in the social, cultural and linguistic diversity of Mexico and the world.	0	0	0
Uses digital skills in a relevant way. He/she knows and takes advantage of the technological resources at his/her disposal as means to communicate, obtain information, select it and build knowledge.	1	1	2
Total	4	1	5

Upper Secondary Level

Student Profile - The student...	Developing the skills to discover, acquire and communicate knowledge and information in a globalised economy	Using technology to reinforce, extend and deepen learning through international collaboration	Total
Has a sense of belonging and love to Mexico. Feel love for Mexico, dialogue and learn from people with different points of view, understand the relationship between local, national and international events, value cultural and ethnic diversity and practice interculturality.	0	0	0
Promotes coexistence and dialogue, with respect for diversity. It recognizes that diversity takes place in a democratic space of dignity, with the inclusion and equal rights of all people. It privileges dialogue as a mechanism for conflict resolution. It knows its rights and obligations as Mexican and member of different communities, and participates actively in order to contribute to the equity, welfare and democratic development of society.	1	0	1
Cares and acts for the environment. It understands the implications of environmental damage and assumes a proactive attitude towards finding sustainable solutions, thinks globally and acts locally, and values the social and environmental impact of scientific innovations and advances.	0	0	0
Values art and culture. He/She values and experiences art and culture, because they allow him/her to communicate and give him/her a sense of identity, and he/she understands his/her contribution to the integral development of people.	0	0	0
Collaborates in a constructive way. He/she works in a constructive way and exerts a participatory and responsible leadership, proposes alternatives to act and solve problems, and assumes a constructive attitude.	1	0	1
Communicates effectively. Identifies key ideas in a text or oral discourse and draws conclusions from them, effectively argues and expresses itself in Spanish clearly and verbally and in writing, to obtain and interpret information and communicate effectively, and reaches an advanced English.	1	0	1
Use their digital skills. Uses ethically and responsibly, information technologies to research, solve problems, produce materials and express ideas. Take advantage of these technologies to develop ideas and innovations.	1	1	2

Student Profile - The student...	Developing the skills to discover, acquire and communicate knowledge and information in a globalised economy	Using technology to reinforce, extend and deepen learning through international collaboration	Total
Seeks to understand its surroundings. Obtains, registers and systematizes information, consulting relevant sources, and performs relevant analyzes and investigations. Establishes the interrelation of science, technology, society and the environment in specific historical and social contexts. Identifies problems, formulates scientific questions and raises the hypotheses necessary to answer them.	1	0	1
Thinks critically. Uses logical thinking, mathematical thinking and the scientific method to critically analyze and question various phenomena. Develops arguments, evaluates objectives, solves problems, elaborates and justifies conclusions and develops innovations. Responds with adaptability and flexibility to changing environments.	1	0	1
Reasons and applies numerical concepts. Constructs and interprets real, hypothetical or formal situations that require the use of mathematical thinking. Formulates and solves problems by applying different approaches. Argues the solution obtained from a problem with numerical, graphical or analytical methods.	1	1	2
Knows and understands basic financial aspects. Manages his/her resources intelligently and responsibly. Sets goals and makes the most of your resources. Makes decisions about its resources that generate present well-being, opportunities and risk management in the future.	1	0	1
Regulate his/her emotions and takes care of his/her health. He is self-conscious and determined, cultivates healthy interpersonal relationships, has the capacity to face adversity to continue acting effectively, taking care of his/her physical and mental health, exercising self-control, recognizing the need to request support, and has the capacity to build a life project with personal goals.	0	0	0
Total	7	2	9

Core Skills Description: Student Leadership

Secondary Level

Student Profile - The student...	Recognising the importance of honesty and empathy	Recognising others' needs and safety	Fostering perseverance, resilience and self-confidence	Exploring leadership, self-regulation and responsibility, personal health and wellbeing	Career and life skills	Learning to learn and life-long learning	Total
Communicates with confidence and effectiveness. Uses his/her mother tongue (and Spanish) to communicate effectively in different contexts with multiple purposes and interlocutors and can communicate in English.	0	0	1	1	1	0	3
Develops critical thinking and solves problems with creativity. When analyzing situations, he/she argues and reasons, identifies problems (mathematical and other), formulates questions, bases his/her judgments, proposes solutions, applies strategies and makes decisions. Looks for information in various sources, knows how to select it, analyze it and evaluate it. He/she elaborates, defines, analyzes and evaluates its own ideas in order to improve and maximize creative efforts.	0	0	1	1	1	1	4
Has initiative and favors collaboration. Can work collaboratively. Recognizes, respects and appreciates in others the diversity of capacities and visions. He/she can therefore modify his/her own views. Undertakes and strives to achieve personal and collective projects.	1	1	1	1	1	1	6
Shows responsibility for his/her body and for the environment. Promotes and assumes the care of his/her health and the environment as conditions that favor an active and healthy lifestyle. Takes advantage of natural resources with rationality.	0	0	0	1	0	0	1

Student Profile - The student...	Recognising the importance of honesty and empathy	Recognising others' needs and safety	Fostering perseverance, resilience and self-confidence	Exploring leadership, self-regulation and responsibility, personal health and wellbeing	Career and life skills	Learning to learn and life-long learning	Total
Possesses self-knowledge and regulates his/her emotions. Knows and values his/her characteristics and his/her potential as a human being. By relating to others he/she is tolerant and unfolds his/her civility. Knows how to master his/her emotions, express their affection and build links from their own and others' abilities.	0	0	1	1	1	0	3
Knows about the phenomena of the natural and social world. Read and report on social, economic, financial, scientific, technological, cultural and natural processes in Mexico and the world. Interprets and explains them by applying his/her knowledge of scientific progress and the principles of informed skepticism. He/she identifies and challenges fanaticisms and when making decisions, individual or collective, seeks equity.	0	0	1	1	1	1	4
Appreciates beauty, art and culture. Recognizes diverse manifestations of art and culture, values the aesthetic dimension of the world and is able to express himself/herself with creativity.	1	0	0	0	0	0	1
Cultivates his/her ethical training and respects the legality. He/she knows, respects and exercises the human rights and values that favor democracy as a way of life, the rule of law and institutions. Acts with social responsibility, solidarity and adherence to the law. It contributes to peaceful coexistence and to the general interest of society. He/she rejects all kinds of discrimination.	1	1	1	1	1	0	5

Student Profile - The student...	Recognising the importance of honesty and empathy	Recognising others' needs and safety	Fostering perseverance, resilience and self-confidence	Exploring leadership, self-regulation and responsibility, personal health and wellbeing	Career and life skills	Learning to learn and life-long learning	Total
Assumes his/her identity and favors interculturality. He/She identifies himself as Mexican. Values and loves his/her country. He/she is aware of globality. Assumes and practices interculturality as a wealth and form of coexistence in the social, cultural and linguistic diversity of Mexico and the world.	1	1	1	1	1	0	5
Uses digital skills in a relevant way. He/she knows and takes advantage of the technological resources at his/her disposal as means to communicate, obtain information, select it and build knowledge.	0	0	0	1	1	1	3
Total	4	3	7	9	8	4	35

Upper Secondary Level

Student Profile - The student...	Recognising the importance of honesty and empathy	Recognising others' needs and safety	Fostering perseverance, resilience and self-confidence	Exploring leadership, self-regulation and responsibility, personal health and wellbeing	Career and life skills	Learning to learn and life-long learning	Total
Has a sense of belonging and love to Mexico. Feel love for Mexico, dialogue and learn from people with different points of view, understand the relationship between local, national and international events, value cultural and ethnic diversity and practice interculturality.	1	1	1	1	1	0	5
Promotes coexistence and dialogue, with respect for diversity. It recognizes that diversity takes place in a democratic space of dignity, with the inclusion and equal rights of all people. It privileges dialogue as a mechanism for conflict resolution. It knows its rights and obligations as Mexican and member of different communities, and participates actively in order to contribute to the equity, welfare and democratic development of society.	1	1	1	1	1	0	5
Cares and acts for the environment. It understands the implications of environmental damage and assumes a proactive attitude towards finding sustainable solutions, thinks globally and acts locally, and values the social and environmental impact of scientific innovations and advances.	1	1	0	1	0	0	3
Values art and culture. He/She values and experiences art and culture, because they allow him/her to communicate and give him/her a sense of identity, and he/she understands his/her contribution to the integral development of people.	1	0	0	0	0	0	1
Collaborates in a constructive way. He/she works in a constructive way and exerts a participatory and responsible leadership, proposes alternatives to act and solve problems, and assumes a constructive attitude.	1	1	0	1	1	0	4













Student Profile - The student...	Recognising the importance of honesty and empathy	Recognising others' needs and safety	Fostering perseverance, resilience and self-confidence	Exploring leadership, self-regulation and responsibility, personal health and wellbeing	Career and life skills	Learning to learn and life-long learning	Total
Communicates effectively. Identifies key ideas in a text or oral discourse and draws conclusions from them, effectively argues and expresses itself in Spanish clearly and verbally and in writing, to obtain and interpret information and communicate effectively, and reaches an advanced English.	1	1	0	1	1	0	4
Use their digital skills. Uses ethically and responsibly, information technologies to research, solve problems, produce materials and express ideas. Take advantage of these technologies to develop ideas and innovations.	0	0	0	1	1	1	3
Seeks to understand its surroundings. Obtains, registers and systematizes information, consulting relevant sources, and performs relevant analyzes and investigations. Establishes the interrelation of science, technology, society and the environment in specific historical and social contexts. Identifies problems, formulates scientific questions and raises the hypotheses necessary to answer them.	1	1	1	1	1	1	6
Thinks critically. Uses logical thinking, mathematical thinking and the scientific method to critically analyze and question various phenomena. Develops arguments, evaluates objectives, solves problems, elaborates and justifies conclusions and develops innovations. Responds with adaptability and flexibility to changing environments.	0	1	1	1	1	1	5
Reasons and applies numerical concepts. Constructs and interprets real, hypothetical or formal situations that require the use of mathematical thinking. Formulates and solves problems by applying different approaches. Argues the solution obtained from a problem with numerical, graphical or analytical methods.	0	0	0	0	1	1	2




























Student Profile - The student...	Recognising the importance of honesty and empathy	Recognising others' needs and safety	Fostering perseverance, resilience and self-confidence	Exploring leadership, self-regulation and responsibility, personal health and wellbeing	Career and life skills	Learning to learn and life-long learning	Total
Knows and understands basic financial aspects. Manages his/her resources intelligently and responsibly. Sets goals and makes the most of your resources. Makes decisions about its resources that generate present well-being, opportunities and risk management in the future.	0	0	0	0	1	0	1
Regulate his/her emotions and takes care of his/her health. He is self-conscious and determined, cultivates healthy interpersonal relationships, has the capacity to face adversity to continue acting effectively, taking care of his/her physical and mental health, exercising self-control, recognizing the need to request support, and has the capacity to build a life project with personal goals.	0	0	1	1	1	0	3
Total	5	5	3	7	8	4	32































ANNEX 3. CORE SKILLS ALIGNMENT WITH UPPER SECONDARY SCHOOL CURRICULUM



















Core Skill	Upper Secondary
Critical Thinking and Problem Solving	<p>Critical Thinking and Problem Solving is a priority within the Generic Competencies:</p> <ul style="list-style-type: none"> • Develop innovations and propose solutions to problems based on established methods. • Maintain personal positions on topics of interest and general relevance, considering other points of view in a critical and reflective manner. <p>Found throughout the disciplinary competencies.</p>
Collaboration and Communication	<p>Collaboration and Communication is a priority within the Generic Competencies:</p> <ul style="list-style-type: none"> • Listen, interpret and emit relevant messages in different contexts using appropriate media, codes and tools. • Participate and collaborate effectively in diverse groups. <p>Found throughout the disciplinary competencies.</p>
Creativity and Imagination	Found throughout the disciplinary competencies.
Citizenship	<p>Citizenship is a priority within the Generic Competencies:</p> <ul style="list-style-type: none"> • Participate with a civic and ethical conscience in the life of their community, region, Mexico and the world. • Maintain a respectful attitude towards inter-cultural and diverse beliefs, values, ideas and social practices. • Contribute to sustainable development in a critical way, with responsible actions. <p>Found throughout the disciplinary competencies.</p>
Digital literacy	Found throughout the disciplinary competencies.
Student Leadership and Personal Development	Found throughout the disciplinary competencies.

ANNEX 4. CORE SKILLS ALIGNMENT WITH LOWER SECONDARY SCHOOL CURRICULUM

Core Skill	Lower Secondary		
Critical Thinking and Problem Solving	Critical Thinking and Problem Solving is developed through the subjects in the curriculum classified as Key Learnings including:		
		Lower Secondary	
		1 st	2 nd 3 rd
	Mathematics		 
	Biology		
	Physics		
	Chemistry		
	Mother tongue		 
	History		 
	In addition, it is also developed through other sets of subjects included in the curriculum that promote personal development and relevant contents. These contents may vary from school to school, as its autonomous component allows schools to choose the best programmes/contents that fit their needs. The additional subjects can be focused on deepening a specific subject (i.e. math) or additional learning skills (i.e. programming or robotics).		




Core Skill	Lower Secondary																
Collaboration and Communication	<p>Collaboration and Communication is developed through the subjects in the curriculum classified as Key Learnings. These include:</p> <table><tr><td></td><td colspan="3">Lower Secondary</td></tr><tr><td></td><td>1st</td><td>2nd</td><td>3rd</td></tr><tr><td>Mother Tongue (Spanish)</td><td></td><td></td><td></td></tr><tr><td>Foreign language (English)</td><td></td><td></td><td></td></tr></table> <p>In addition, it is also developed through other sets of subjects included in the curriculum that promote personal development and relevant contents. These contents may vary from school to school, as its autonomous component allows schools to choose the best programmes/contents that fit their needs.</p> <p>The additional subjects can be focused on deepening a specific subject (i.e. reading and writing) or additional learning skills (i.e. project based learning, robotics, etc.).</p>		Lower Secondary				1 st	2 nd	3 rd	Mother Tongue (Spanish)				Foreign language (English)			
	Lower Secondary																
	1 st	2 nd	3 rd														
Mother Tongue (Spanish)																	
Foreign language (English)																	
Creativity and Imagination	<p>Creativity and Imagination are skills that are included in the curriculum as part of the skills developed through the Personal and Social Development Subjects.</p> <table><tr><td></td><td colspan="3">Lower Secondary</td></tr><tr><td></td><td>1st</td><td>2nd</td><td>3rd</td></tr><tr><td>Artistic and creative development</td><td></td><td></td><td></td></tr></table> <p>However, schools might also decide to integrate new relevant contents (through subjects and programmes) that promote Creativity and Imagination (i.e. Storytelling, Drama and Theater, Video production, Graphic Design, Project Based activities, among others).</p>		Lower Secondary				1 st	2 nd	3 rd	Artistic and creative development							
	Lower Secondary																
	1 st	2 nd	3 rd														
Artistic and creative development																	

Core Skill	Lower Secondary																								
Collaboration and Communication	<p>Citizenship is developed through the subjects in the curriculum classified as Key Learnings. These include:</p> <table><tr><td></td><td></td><td colspan="2">Lower Secondary</td></tr><tr><td></td><td>1st</td><td>2nd</td><td>3rd</td></tr><tr><td>History</td><td></td><td></td><td></td></tr><tr><td>Geography</td><td></td><td></td><td></td></tr><tr><td>Mother tongue (Spanish)</td><td></td><td></td><td></td></tr><tr><td>Civics and Ethics</td><td></td><td></td><td></td></tr></table> <p>In addition, it is also developed through other set of subjects included in the autonomous school choice curriculum that promote social impact projects.</p>			Lower Secondary			1 st	2 nd	3 rd	History				Geography				Mother tongue (Spanish)				Civics and Ethics			
		Lower Secondary																							
	1 st	2 nd	3 rd																						
History																									
Geography																									
Mother tongue (Spanish)																									
Civics and Ethics																									
Core Skill	Lower Secondary																								




Digital literacy	<p>Digital Literacy is embedded in the subjects in the curriculum classified as Key Learnings including:</p> <table border="1"> <tr> <td></td><td colspan="3">Lower Secondary</td></tr> <tr> <td></td><td>1st</td><td>2nd</td><td>3rd</td></tr> <tr> <td>Biology</td><td></td><td></td><td></td></tr> <tr> <td>Physics</td><td></td><td></td><td></td></tr> <tr> <td>Chemistry</td><td></td><td></td><td></td></tr> <tr> <td>Mother tongue (Spanish)</td><td></td><td></td><td></td></tr> </table> <p>In addition, the Education Model states that every school should be equipped with technology depending on the school circumstances, which can include:</p> <ul style="list-style-type: none"> - A media classroom - A mobile media classroom - A media centre in the classroom - A media centre in the school library <p>In addition, the Education Model states that all schools should have an internal network and Internet connectivity.</p> <p>Each teacher will then decide how to use the infrastructure (either complementary to their subjects or as part of a specific school project).</p> <p>In addition, schools can decide to include in their curriculum relevant contents that can boost Digital Literacy skills in the school (the curriculum currently suggests as examples of these contents: programming, robotics, introduction to algorithmic thinking, and technology)</p>				Lower Secondary				1 st	2 nd	3 rd	Biology				Physics				Chemistry				Mother tongue (Spanish)			
	Lower Secondary																										
	1 st	2 nd	3 rd																								
Biology																											
Physics																											
Chemistry																											
Mother tongue (Spanish)																											
Core Skill	Lower Secondary																										

Student leadership and personal development

Student Leadership is mostly developed through the subjects in the curriculum classified as Key Learnings including:

	Lower Secondary		
	1 st	2 nd	3 rd
Civics and Ethics			

Personal development skills are included in the curriculum classified as Personal and Social Development:

	Lower Secondary		
	1 st	2 nd	3 rd
Orientation and tutoring			

There are some activities suggested in the curriculum that can boost student leadership skills, which can be included in each school, depending on the identified needs, such as the implementation of social impact projects.