

**MINISTRY OF PUBLIC EDUCATION  
VICEMINISTRY OF BASIC EDUCATION AND TEACHER  
TRAINING  
*MEXICO***

**THE CITIZENSHIP EDUCATION PROGRAM  
AND THE DEMOCRATIZATION OF THE  
MEXICAN EDUCATION SYSTEM**

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## ***Some reasons to endorse the fight against corruption in education***

- Largest component of public expenditure: more than 36 billion dollars in 2003
- Children learn ethics and values at school through contents *and practice*
- The social inequality issue: corruption fosters inequality and Latin America has the worst income distribution in the world
- Corruption is detrimental to the development of democracy

# ***The democratization of the education system***

- Shared decision making processes and empowerment of local authorities (*The FLACSO-IIEP/BA-SEP postgraduate course for state authorities in education*)
- The classroom and school at the center of current education policy (*PEC program and further devolution initiatives*)
- Actual teaching and learning of democracy and values in education (*Citizenship Education Program*)

## ***Opportunities for citizenship education offered by the school***

- The deliberate use of the school climate as an instructional tool
- Extracurricular activities (*partnership with the Federal Electoral Institute, SAT and the Ministry of the Interior*)
- The curriculum
  - ✓ A particular subject dealing with ethics, legality and values
  - ✓ The use of the full diversity of contents within the curriculum as opportunities to reflect on legality, democracy and values

# ***The culture of legality as government policy***

- Corruption represents an important challenge for governance and development of democracy
- Education can play a decisive role in the fight against corruption and crime and the construction of a culture of legality
- Law enforcement programs and the fight against crime, on their own, are not enough to deter the dissolution of the social network and bonds which organized crime and extended corruption bring about

# ***The Citizenship Education Program***

- The *Citizenship education: Towards a Culture of Legality* program
- The review of the Civics and Ethics Education program operating in lower secondary schools since 1999
- The Integral Program of Civics and Ethics in Primary Education

# *The Citizenship Education Program*

## *Basic assumptions:*

- The educational role of schools is a means to consolidate a culture of legality, as a basic principle of a democratic society
- Cultural change can contribute to the reduction of crime and corruption

# ***The beginning of the program in Baja California***

- Started as a binational program, in both sides of the border (Tijuana and San Diego) during the 98-99 school year, with third grade students of secundaria
- The results of the pilot project evaluation showed that the methodology employed was a promising alternative for the prevention of crime and corruption
- Involvement of NSIC and the government of the State of Baja California



# *The beginning of the program in Baja California*

- Direct involvement of teachers, authorities and experts in the design and implementation of the project
- Outstanding results in Tijuana behind the development and expansion of the project into a state wide program

## *The program today*

- Currently operating in six states together with the Federal District and has expanded to a few more countries in Latin America and other parts of the world
- After five years, the results of external evaluations show that the program works

## *The culture of legality program in figures*

2003- 2004		School year	
State	Schools	Teachers	Students
Baja California	242	496	27,554
Chihuahua	30	60	22,500
Gustavo A. Madero (DF)	8	8	800
Iztapalapa (DF)	59	90	7,515
Morelos	46	84	10,251
Sinaloa	129	123	18,981
Tamaulipas	8	8	800
<b>TOTAL</b>	<b>522</b>	<b>869</b>	<b>88,401</b>

## *A few words of advice...*

- Do not fall into the temptation to go national
- Don't grow too fast: Consolidate before you expand
- Work close to the teachers and kids, *they're the heart and soul of the program*
- Don't be afraid to innovate and try new strategies and things
- Search for partnerships outside the education sector

## *What's next...*

- Bring the program into the curriculum without making it compulsory and universal
- Record and evaluate: be able to tell the full story and learn from experience before growing much further
- Systematize the experience and establish a capability building system, close, yet *independent of the Ministry*
- Strengthen the organization and management of the program, but avoid mainstream until it is strong enough to stand on its own