

<https://doi.org/10.23913/ride.v16i32.2881>

Scientific articles

Del dicho al hecho: la implementación de la Nueva Escuela Mexicana y sus repercusiones biopsicosociales en profesoras de primaria

From words to actions: the implementation of the New Mexican School and its biopsychosocial impact on primary female school teachers

Das palavras aos atos: a implementação da Nova Escola Mexicana e suas repercussões biopsicossociais nos professores do ensino fundamental

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Introduction

Neoliberal education policies, with their various educational models, were in place in Mexico for decades until the arrival of a left-wing government in 2018. The education policy implemented by President Enrique Peña Nieto during his six-year term (2012-2018) was one of the most controversial neoliberal projects among teachers. The reform attempted (through an exam and a project, among other requirements) to measure educational quality, productivity, and teacher effectiveness, both for awarding incentives and for ensuring teachers retained their jobs (Ávila & Casas, 2022). It should be noted that the reform was carried out without the participation of teachers (Castillo, 2013), nor were other institutional or societal actors consulted. Following various conflicts between the teaching profession and the federal government, “the 2018 elections marked the triumph of Andrés Manuel López Obrador (AMLO) as president and of his political proposal, the National Regeneration Movement (MORENA), which brought with it a change in the educational project” (Mejía and Valenti, 2024, p. 3).

It is worth remembering that in 2017, the left-wing presidential candidate promised that, if elected president, he would eliminate the "so-called education reform, without leaving a single comma". And so it happened: two years later, on Teachers' Day, the repeal of his predecessor Enrique Peña Nieto's education reform was canceled, paving the way for the New Mexican School (NEM) (Herrera *et al.*, 2023). The implementation of the NEM and its corresponding educational model has depended on the convergence of multiple factors, including national politics, the acceptance of the teaching profession, the COVID-19 pandemic, and the continuation of a leftist government, among others.

Background of the NEM

Schools have been present in humanity for thousands of years. “In Greece, Socrates, Plato, and Aristotle, among others, transmitted knowledge 400 years before the Christian Era, and in America, the Maya, Aztec, and Inca civilizations, among others, have left evidence that education is even older” (Herrera, *et al.*, 2023, p. 46), not to mention that China has records dating back to 500 BC.

If we consider education in Mexico from the time of the Maya and Aztecs, we can say that there are five key moments. Colín-Mercado *et al.* (2020) mention three: 1st. Before the arrival of the Spanish; 2nd. The mixture between Western religious and local culture; and 3rd. After Independence, which emphasizes compulsory, free, and secular education.

For our purposes, we add two more key moments: 4th. Neoliberal period, from the presidency of Miguel de la Madrid Hurtado where they aligned themselves with the Eurocentric and American proposal of the regulatory bodies and, 5th. From 1997, when Cuauhtémoc Cárdenas Solórzano became head of government of the Federal District and in 2000, when AMLO began to take control of the Left in Mexico.

In this article, we address the 5th. Moments, when in Mexico City support began to be given to the new educational currents that gave rise to the New Mexican School, as Herrera shares:

The Iztapalapa Preparatory School (EPI) was founded in September 1997 at the gates of the former Women's Prison, after various urban organizations from Santa Martha staged a sit-in in front of the penitentiary. In this event, protesters demanded the closure of the building as a prison and the opening of a high school. This event marked the birth of the institution. (2009, p. 61).

This high school was the first of sixteen inaugurated by Andrés Manuel López Obrador upon assuming the Head of Government in 2000. During that administration, the creation of the Institute of Higher Secondary Education (IEMS) was formalized and, in April 2001, the Autonomous University of Mexico City (UACM) was founded (Herrera, 2009).

Another relevant fact is that Dra. Raquel de la Luz Sosa Elízaga, who was in charge of the operation of the IEMS and the UACM and served as Secretary of Social Development at the time, reappeared two decades later in 2018 as the person responsible for opening the Benito Juárez García Universities for Well-being (UBBJ). These 203 universities are strategically located throughout the country, primarily in the poorest states with the greatest educational disadvantages. It is worth noting that the UBBJ also has an educational model with elements from the Institute of Higher Secondary Education and the Autonomous University of Mexico City (Herrera, 2009), which were founded during AMLO's administration, just over a quarter of a century ago.

The implementation of the New Mexican School, promoted by a left-wing government, had not been consolidated as expected since 2006 for two reasons: first, because AMLO did not win the presidency and, consequently, his national project stalled; second,

because in 2018, after the repeal of the education reform, its implementation was projected, but after “ten months of having begun with the New Mexican School, the pandemic forced schools to close, and teachers were left in limbo, unsure of which educational model to apply” (Herrera *et al.* , 2023, p. 50). Thus, without another defined institutional alternative, work continued with the traditional educational model, combined with the teaching modalities that emerged during the pandemic.

Problems

It is prudent to mention that once the NEM was implemented, several problems arose, such as: resistance to the change from the traditional educational model to the NEM; administrative overload, an increase in protocols (rules) and evidence about what is being worked on; as well as changes in the content of textbooks; which has resulted in negative effects on the health of the teachers.

Regarding resistance to the New Mexican Education Model (NEM), the traditional model persists. Experience indicates that academics require years of learning and trial-and-error processes to master and accept the educational model. Concerning the administrative burden, the protocols and evidence required for teachers' work generate numerous complaints from classroom faculty. In this regard, the Secretary of Public Education (SEP), Esteban Moctezuma Barragán, acknowledged this problem, noting that teachers dedicate up to 50% of their time to matters unrelated to their professional practice (SEP, 2018).

The use of free textbooks is another problem that has not been resolved. Political opponents of the government have filed injunctions, blocking the distribution of the books. Furthermore, most private schools do not use the official textbooks because they prefer private publishers that align with their own educational model.

The institutional dynamics of schools and daily teaching practices are activities that disrupt teachers' well-being (Herrera *et al.*, 2019). If this is compounded by a shift in the educational paradigm, it can lead to an alteration in teachers' biopsychosocial state, causing Academic Work Syndrome (SINATA), which is characterized by:

Physical or psychological discomfort that may be manifest in some part of the body, or latent in the teacher's feelings. This suffering causes mild, moderate, and severe damage to the academic's social and personal life inside and outside the educational institution, resulting in temporary, partial, or permanent disability. (Herrera, *et al.*, 2019, p. 3)

Based on the problems presented, this inquiry has as its central objective: to highlight the challenges of implementing the New Mexican School Educational Model, as well as its impact on the biopsychosocial well-being of female teachers. This research seeks to answer the following questions: How do the changes of the New Mexican School influence teaching practice? How has the implementation of the educational model been managed? How has the implementation of the New Mexican School affected the biopsychosocial health of female teachers?

Method

The research employed a qualitative methodology, seeking to “find the ultimate cause of a phenomenon” (Zhizhko, 2016, p. 23) and describe it. This more open-ended approach allowed for the discovery of nuances that quantitative methods rarely capture. From this perspective, it was recognized that social realities are not fixed or entirely objective entities, but rather constructions that are shaped intersubjectively through every day experiences, interactions, and practices (Flick, 2015).

Along the same lines, the object of study was conceived as something dynamic and situated (Ragin, 2007), which fostered a deeper understanding. Consequently, an inductive-analytical method was used, as the aim was not to evaluate pre-established hypotheses or theories (Herrera *et al.*, 2019). Finally, educational ethnography was employed because it “allows for a deeper understanding of the socio-cultural context being investigated” (Zhizhko, 2016, p. 23) and addresses the challenges that teachers face daily in educational institutions and in their teaching practice.

Participants

The population considered for this research consisted of three elementary school teachers. The decision to work with this number of participants is based on the qualitative and interpretive approach of the study, whose purpose is not statistical generalization, but rather a deep and situated understanding of their experiences. The sampling was non-probabilistic, using convenience sampling (Hudelson, 1994). The *key informants* were chosen because they were full-time classroom teachers and had “mastery of the subject; willingness to share information, among other qualities” (Quinn, 1990, p. 68, cited in Zhizhko, 2016, p. 92).

Scenarios and ethical considerations

The educational institutions were selected because the participants work there. They are located in Hidalgo, Veracruz, and the State of Mexico. The teachers participated voluntarily, and for their protection, pseudonyms were used according to the state where they work. The teacher from the state of Hidalgo works at a public elementary school in the municipality of Progreso de Obregón, she has 20 years of experience, and her pseudonym was Hilda. The teacher from the state of Veracruz has worked for 11 years at a public elementary school in the municipality of Jesús Carranza, and her pseudonym was Verónica. The teacher from the State of Mexico works at a public elementary school in the municipality of Guadalupe Relinas, she has 15 years of experience, and her pseudonym was Esmeralda.

Inclusion and exclusion criteria

Regarding the inclusion criteria, female teachers must work in public elementary schools with more than a decade of experience and they agreed to participate voluntarily. Teachers who do not work in public elementary schools and who had less than 10 years of experience were excluded.

Materials and procedure

It is important to note that recorded authorization was obtained from the professors to publish excerpts from the interviews for academic purposes. Interviews were conducted because, according to Zhizhko (2016, p. 61), “the interview technique is used to confirm, deepen, and compare.” Semi-structured formats with pre-established categories were used. The interviews were conducted remotely via the Zoom platform because the interviewees were located in different states of Mexico.

Data analysis

The systematization and analysis of the results were carried out manually; no software was used, to avoid, as much as possible, a rigid approach to the research. The interviews were transcribed and separated based on the axes and categories previously established in the interview format. Once the axes of analysis were obtained, the results were woven together according to the objectives mentioned in the introduction. The analysis also included texts from the first and second year of elementary school and official documents by the Ministry of Public Education.

Results

How can we expect to implement something we don't know? NEM implementation

During President Andrés Manuel López Obrador's six-year term, an attempt was made to implement the New Mexican School (NEM) with its educational model, but the pandemic forced to implementation plans due to the complete closure of schools in Mexico. It wasn't until the 2023-2024 school year that it began in practice. "They told me it was my turn to implement the reform in first grade. But it wasn't like that; it was applied to all grades," (Esmeralda). It's worth noting that, for the implementation of the NEM, there was no online learning platform like the one used for the 2012 reform, although both reforms were discussed in technical councils, and principals were responsible for providing training. Teachers from the State of Mexico, Hidalgo, and Veracruz, respectively, commented:

We received no guidance, only what we received in technical advice; we were told, "Do this," and they gave us charts. I remember, at that time, the plan and program as we know, it didn't even exist (Esmeralda).

We started to immerse ourselves in the technical advice and our directors were the ones who were trained and came to explain it to us (Hilda).

They did not provide that support to link the subjects with the formative fields and the articulating axes, and thus make a plan as requested by the system (Verónica).

In any case, the New Mexican Education Model (NEM) began in 2023-2024, but in practice, teachers had doubts, lacking adequate training and a commitment to learning on the part of some teachers. "Only two or three people attended the courses in my area, and there are over a hundred of us. How can we expect to implement something we don't know? Something for which we haven't been given the tools?" (Esmeralda). As is often the case with the implementation of the new educational paradigm, there was resistance to change. The teacher from the State of Mexico shares:

In the technical meetings, some colleagues were saying, "This is useless, it doesn't tell me how to do it, like the other books do." Many colleagues commented, "I want my recipe book so I know how to do things." There are still things from the previous plan that haven't been fully implemented; that transition hasn't been completed yet (Esmeralda).

Several teachers became accustomed to following instructions, “to being told, ‘This is where the term ends’. We have colleagues who want to continue with the school of their time” (Hilda). The teacher from Veracruz confirms that:

There are many teachers who are traditional models and are finding it extremely difficult to adapt to this new humanistic model. They continue to use punishments that should no longer be used. And no one is supervising this. What happens in the classroom stays there, and it's our children who suffer from the way they are treated (Verónica).

What will their response be to this book? The controversy surrounding textbooks

Regarding the free textbooks, several schools started without them. In some Mexican states, their use was prohibited due to legal injunctions and direct orders from school administrators. “It was simply an instruction from the state government; they told us to keep them safe in the classroom, but not to use them” (Esmeralda). “In Chiapas, it was on the news that parents burned the books” (Verónica).

The lack of textbooks generated uncertainty among teachers because many of them were attached to the old educational model. “We expected the book to have exercises, like we were used to, where everything was provided. Even the parents questioned: ‘What are they going to answer in this book? What are they going to do?’” (Hilda). As often happens when implementing changes in teaching practice, some teachers resisted, but through trial and error, they have been learning. The teacher from Hidalgo shares:

We've been adapting, just like we did with the previous plan. As we get more familiar with it, we keep saying, "It's working, it's producing results." Unfortunately, sometimes it takes a whole school year to say, "I finally understand the New Mexican School" (Hilda).

The content of the new textbooks serves as a guide for teachers. The texts help in diagnosing the needs of children and their community. After a period of adaptation, they have been accepted by a segment of the academic community.

This cycle was different [2024-2025]. Yes, I do use them; they help with the intercultural aspect because they bring cases from many states across the country (Esmeralda).

For me, books have a purpose; they contain the topics that children need to learn. Books are necessary in the classroom (Verónica).

Books are the starting point of the teaching process because activities must be planned based on the diagnostic information they provide, and for the first time, teachers have autonomy in their work. “Now we base our teaching on the Learning Development Processes [LDP]; from there, if the book helps you, you use it, and if not, that's our freedom, our autonomy” (Esmeralda). Many teachers “have been looking for other materials, other things, to be able to arrive at our LDPs” (Hilda). Although there are always those who take the easy way out, others prefer “the material offered by private publishers to fully understand” (Hilda).

Now, the community is what matters. The new educational model

In this new educational model, the humanistic aspect is being emphasized. All subjects, such as Spanish and mathematics, among others from previous educational paradigms, have been modified. “Now there are four formative fields: I. Languages; II. Knowledge and Scientific Thinking; III. Ethics, Nature, and Societies; and IV. The Human and the Community” (Hilda), which are linked to “seven guiding principles: 1. Inclusion; 2. Critical Thinking; 3. Critical Interculturality; 4. Gender Equality; 5. Healthy Living; 6. Cultural Appropriation through Reading and Writing; and 7. Arts and Aesthetic Experiences” (Verónica). Besides the transformations to the subjects, the student-centered approach has also been modified. The teacher from the State of Mexico comments:

Something that really caught my attention is that, with the previous educational model, the student was the focus. Now, the community is what's important. Students must recognize their reality at home and in their community. They must transform it because they are there to solve problems. As Esmeralda put it, "It must be a quality education, an excellent one."

This new educational model aims to foster autonomy in students, encouraging them to protect their well-being, uphold their rights, and develop critical thinking skills, gender equality, and inclusion, while also embracing intercultural understanding. It seeks to raise students' awareness: "We're not going to protect the environment because we know biology; we're going to protect it because we care. Because we love trees, we're going to do something for them" (Maturana, 1999, p. 213, cited in Ortiz, 2021, p. 103). A teacher from Veracruz shares:

At the last technical meeting, they asked us for a video explaining how we're implementing the projects; that is, how the guiding principles are connected to the learning areas. How do we study the current situation? What topic in the curriculum are you addressing? What is the graduate profile you're working on with the child? At what stage are you working on a certain topic? And how are you linking it to the other stages? For me, it's quite stressful (Verónica).

Lacking time and infrastructure, but with too many protocols

Unlike the previous Educational Model, the teachers are happy with this New Educational Model (NEM). “Honestly, I like the educational model; for me, project-based learning is like a utopia” (Esmeralda). We have the freedom to “adapt the PDA to the context, to the needs, because we do the diagnosis first” (Hilda). However, as in any educational paradigm, there are some problems to solve. For example, “time is a limitation; they tell us: 'one week for a project.' Sometimes even two weeks isn't enough because of how extensive the projects are” (Esmeralda).

Another problem raised by the teachers focuses on the protocols and legal guidelines they must follow, which take precedence over the fundamental task of teaching and also generate administrative overload. Some teachers report having more protocols than academic content. A teacher from the State of Mexico shares:

They've been imposing too many protocols on us. They say, "You're here to take care of children." You can't ask the child to do any activity because they might get hurt, and if you take them out to the patio and they fall, it's your responsibility. They tell us exactly that: you are the guardians of those children from eight o'clock until you hand them over to their father at one. Honestly, the protocols hold you back in the State of Mexico (Esmeralda).

It's worth noting that these protocols haven't only been increased at the primary level. High schools and universities have also prohibited activities that could lead to lawsuits against educational institutions. The third problem raised by the teachers centers on what the teaching profession has been complaining about for decades: infrastructure, especially internet access. The new Mexican school system included QR codes in textbooks without considering that a large number of rural schools lack internet access, and those that do have it often have poor signal. And, as is customary, the teachers are solving problems that fall under the purview of educational authorities, contributing their own resources.

The books have QR codes, but there's no internet at school, so I download the audiovisual material at home to work on with the children during the week, so they don't have that limitation. Financially, I sometimes have to use my own money to buy materials and give the children other learning activities with materials that aren't available at school (Verónica).

The reform itself doesn't affect me that much, but the bureaucratic drain does.

Biopsychosocial repercussions

The problems inherent in teaching practice and the implementation of the New Mexican Education Model (NEM) have led to burnout among teachers: they are exhausted and experiencing biopsychosocial effects. Furthermore, regarding their social lives (with their families), a teacher from the State of Mexico shares the following:

I get home and my family starts asking, "Why are you bringing work home? Is your job from eight to one?" Well, no, that's our reality: planning projects at home. At school, you take care of the child, and we have protocols. We can't do anything other than look after the children. I like sports; I used to practice two hours a week, and I stopped (Esmeralda).

In the psychological and social sphere, the teachers have also been affected; the teacher from Veracruz tells us:

It affects me because I can't spend time with my husband. We could go to the movies, walk on the beach, go for a day trip to Palenque, Chiapas, somewhere, and we don't do it until I go on vacation (Verónica).

The reform doesn't affect me that much, but the administrative grind does. This week has been all about gathering evidence for the campaigns: Anti-drug, the Olympics, the school cleanup. I've spent it collecting evidence for everything. It's truly exhausting (Esmeralda). We have to gather evidence for everything because we have to substantiate it (Verónica).

It affects me mentally. It's very stressful when we have to plan projects because we have to study the reality based on the needs of the children in their community. We have to implement observation, surveys, and interviews to develop our projects. We have to leave the classroom and go home to find the resources so that the projects can be completed (Verónica).

Currently, public schools are still using the New Mexican Education Model (NEM) on paper because, as the teachers stated, many still resist change. “Some say that maybe another party will come in, and there will be another reform” (Hilda). The truth is, educational models must be implemented that are in line with today's society. “We can't stick with a 20-year-old plan. Unfortunately, we're just starting to understand it, and then another one comes along” (Hilda).

Discussion

Based on the results, we can affirm that the Mexican education system is gradually distancing itself from the colonial educational models that disregarded the national character. This began on Teacher's Day, May 15, 2019, when:

They published in the official gazette of the federation the provisions printed in article 3rd of the constitution, among them, the disappearance of the National Institute for Educational Evaluation (INEE) as an autonomous body, and the transition of the Professional Teaching Service (SPD) to the Unit of the Career System of Teachers and Professors (Mejía and Valenti, 2024, p. 3).

With the repeal of the educational reform and the disappearance of legal instruments, the focus shifted to what exists within the country and the external, imposed by decadent international organizations, because “it is clear that the North-centric / Western-centric hegemony is waning, and it is equally clear that this process is taking place slowly and non-linearly” (Martínez, 2022, p. 110) in various parts of the world. This erosion has different nuances, although according to our results, it began in Mexico mainly with the arrival of a left-wing government, unwilling to blindly follow the Eurocentric educational vision. In agreement with De Sousa Santos (2020) and Nyerere (1967), (cited in Martínez, 2022), “colonial education is not oriented towards formation, but rather towards instilling the values of colonial society” (p. 113). Hence, after the repeal of the educational reform, came the New Mexican School with its Mexican humanist educational model, as well as the new texts that rewrote history because “whoever has the power, rewrites history” (Orwell, 2004/1949).

As the results showed, various social actors resisted accepting the New Mexican Education Model (NEM), its educational model, and its free textbooks. Customs and traditions were not eliminated by decree; traditional teachers, in particular, opposed it because they had been educated with “traditional pedagogy [which] based its pedagogical proposals on the psychological postulates of Pavlov (1849-1936), Watson (1878-1958), and

Skinner (1904-1995)" (Ortiz, 2021, p. 95). This type of teaching and learning prioritized a "rote and verbal conception of teaching, [since] it did not take into account the opinions, interests, motivations, and needs of the students, nor did it promote debate, discussion, or reflection. It became an authoritarian and vertical educational model" (Ortiz, 2021, p. 95).

Similarly, some political and educational actors opposed the texts that "constitute the inclusive education policy, since they establish the set of principles, purposes, strategies, and actions that educational actors at different levels of authority must interpret and translate for the implementation of inclusive practices" (Solis and Tinajero, 2022, p. 121) in the classroom. In fact, in a couple of states, orders were given not to use the texts, to file a legal challenge, or to burn them, as the informants reported.

According to the results and the manuals of the Sub secretariat of Upper Secondary Education (SEMS, 2019), the humanist paradigm places students "at the center of the educational model. Within this perspective, students are viewed holistically, as a whole, with a constantly changing and developing personality, and immersed in an interpersonal context" (Aizpuru, 2008, cited in Sub Secretariat of Upper Secondary Education, 2019, p. 6). However, in daily practice, students are not the priority because teachers expressed feeling overwhelmed by absurd protocols and countless administrative tasks that hinder the school's fundamental mission (Herrera, 2009). Administrative issues remain a constant complaint, which aligns with other research (Sánchez *et al.*, 2020) where findings indicate the persistence of an extra workload due to the adjustments that must be made to the curriculum.

While it is true that the teachers claim to be working with a new educational paradigm, the reality is that, in practice, institutional shortcomings—excessive administrative burden and protocols, among other factors—prevent them from fully embracing the textbooks and the educational model. Velásquez and Balcázar (2024) comment on this:

Project-based learning in the New Mexican School presents a mixture of continuity and innovation. Although it is based on methodological foundations established more than a century ago, its adaptation to the current needs and contexts of Mexico gives it a renewed character. (p. 21).

The mixture of what is still developing and what has not yet died generates biopsychosocial states in teachers that are difficult to process. It is logical to think that new teaching practices, in accordance with the humanistic paradigm, would generate states of well-being; however, the results showed that the teachers manifested altered psychosocial suffering. With our findings, we confirm that no matter what educational paradigm is being

implemented, the biopsychosocial aspects of teachers persist, triggering medical illnesses (Antonelli, *et al.*, 2012). Cezar-Vaz, *et al.*, 2013; and García and Sánchez, 2020), psychological (Ortiz, 2011; Collado, *et al.*, 2016), and social factors (Herrera, *et al.*, 2019, 2025). Thus, the results allow us to reflect on the social importance of female teachers in the education of infants and the pressing need to be concerned about and take care of the medical, psychological and social health of the teaching profession.

Finally, a limitation of this research is the lack of relevant data from the Ministry of Public Education (SEP) regarding the implementation of the New Mexican School model. Furthermore, at the time of writing, the students who began with this educational model were in the third grade of primary school, meaning that a generation has not yet been fully educated under this new model.

Conclusions

The implementation of the New Mexican Education Model (NEM) has represented a turning point in the recent history of education in Mexico, attempting to reconfigure the epistemological and pedagogical foundations inherited from the neoliberal paradigm. However, as evidenced throughout this research, the transition to a humanistic and contextualized model has not been without structural, institutional, and subjective tensions that directly impact teachers.

It is clear that teachers have faced countless obstacles in implementing the New Mexican Education Model (NEM) today. These challenges are not only related to resistance from some teachers or excessive administrative workload, but also to a lack of professional development support, insufficient technological infrastructure, and the persistence of an institutional culture focused on control rather than teacher autonomy.

The participating teachers showed signs of negative impacts on their physical, psychological, and social well-being. The accumulation of bureaucratic demands, the pressure to conform to a developing model, the lack of clarity regarding the new curricular frameworks, the insufficient infrastructure to support their implementation, the excessive administrative workload, and the lack of timely and effective training resulted in emotional exhaustion that can be associated with Academic Work Syndrome (SINATA). This finding reinforces the idea that educational policy must consider not only the regulatory and technical aspects of the reform, but also the human and working conditions of those implementing it.

However, the potential of this new educational approach was identified, as it represents a break with the Eurocentric hegemony that had historically guided educational models. The New Mexican Education Model (NEM) proposes a return to national realities, the recognition of cultural diversity, and the formation of critical, reflective individuals committed to their communities. Nevertheless, the achievement of these ideals will depend on the degree of alignment between political discourse, institutional resources, and the daily practice of teachers.

Consequently, the results of this study lead to the conclusion that educational transformation cannot be reduced to a change in programs or teaching materials. It requires a sustained process of teacher training, pedagogical support, and improved working conditions. Failure to address these elements risks the New Mexican Education Model (NEM) reproducing the same destructive patterns as previous reforms, thus undermining its humanistic objectives.

Finally, given the short implementation period, it is not yet possible to fully evaluate the effectiveness of this model. However, its orientation toward a more contextual, inclusive, and community-based pedagogy suggests that the fifth generation of the educational era is characterized by the pursuit of epistemic sovereignty and social justice in education.

Future lines of research

It is recommended that a new investigation be conducted in three years, when the first generation that began their schooling under the New Mexican School model completes the 6th grade of primary school. Furthermore, the findings allow for the projection of lines of analysis aimed at more precisely understanding the role of institutional conditions in the implementation of the New Mexican School model and its link to teachers' biopsychosocial well-being, as well as the processes by which teachers incorporate, adjust, or strain the demands of the new model in their daily practice.

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