

## A B S T R A C T S

**Good Learning is not Taught,  
it's Caught**

GABRIEL CÁMARA

The author of the article, creator of a pedagogy based on Tutoring Networks and promoter of this educational model over the last four decades, reviews the principles behind this model as well as the experiences and educational programs in which it has been successfully applied in Mexico (sometimes driven by a given institution, others due to the initiative of a single teacher). The author underlines the paradox that an educational service that was conceived to be inexpensive and focused on low-income students, helped to rediscover what is essential in any intentional learning situation: the elemental connection between the learner's interest and the teacher's ability.

**Brief Journey from the Origins  
of Mentoring Relationships  
to its First Sprouts and  
its Overall Development to Date**

LUIS GERARDO CISNEROS HERNÁNDEZ

The history of the Tutoring Relationships Model, or Tutoring Networks, began in a Jesuit secondary school located in a marginal area of the State of Mexico. The present text makes a chronological cartography of the development, and the ups and downs of this model in the different programs in which it was applied within the Mexican educational system (post-elementary school, schools with televised lessons, and the National Council for Educational Development –CONAFE, by its acronym in Spanish). It also accounts for the development of this pedagogy as a “contagion” amongst teachers who had been in contact with tutoring networks in their institutions. Finally, it describes how the COVID-19 pandemic, together with ICT technologies, promoted a further advancement of the Tutoring Relationships Model.

**School Coexistence in Tutoring  
Networks**

MIGUEL MORALES ELOX

This article analyzes the qualities of school coexistence in a network consistent of three Telesecundarias (junior high-schools with televised lessons) in the state of Zacatecas, Mexico. These schools work with the Tutoring Networks Model, an innovative pedagogy that directly affects the students' coexistence and collaborative learning opportunities. We also explain how, in order to become tutors, students first need to become experts in their topics of interest and then co-participants in their tutees' learning process. This way they acquire security and self-confidence. Finally, our results are based on the analysis of the interviews performed on three teachers and 27 former students.

**Sustaining Life, Land,  
and Families in Tutoring  
Networks**

MEIXI

The article focuses on three main ideas around the importance of linking school and community: 1) A community's well-being depends on the quality of our relationship with the land and with others (mutual care, reciprocity, accountability); 2) Diversity and heterogeneity are the basis for building rich experiences as well as learning communities; 3) Dialogue is the basis of coexistence and it is crucial to contextualize knowledge. Furthermore, we set forth two strategies to build and strengthen good family-community relationships: family walks in Thailand; and co-design circles for educational evaluation in Mexico.

**Creating a Learning Community  
in “Telesecundaria Juan  
Escutia”, Located in  
El Pescadero (2013-2016)**

HERNÁN MANUEL PLANTILLAS  
SÁNCHEZ

In this article, the author narrates his experience as an apprentice and promoter of a solid and committed learning community based on the Tutoring Networks Model and sustained in common ethical values. This experience took place in a “Telesecundaria” (junior high-school with televised lessons) located in the state of Nayarit, Mexico. His narration begins with the training of teachers and the creation of a learning community that took on dozens of topics from the official curriculum, following the Tutoring Networks Model. He also describes the students’ attitude changes: They transformed their shyness into leadership and their laziness into discipline, while also developing the ability to study by themselves. The paper ends with a call to action to train more multi-grade school teachers, as this kind of institutions represent more than 50% of the basic education schools in the country.

**“Putting Yourself in your  
Student’s Shoes”  
Learning and Teaching in Dialogue,  
a Teaching Experience**

MIGUEL MORALES ELOX, ESMERALDA  
JUDITH MORALES RÍOS, EDNA KARINA  
URTUSUASTEGUI BUSTILLO AND JUAN PEDRO  
ROSETE VALENCIA

This article addresses the Tutoring Relationships Model as a dialogical pedagogy based on the interaction between tutor and learner. It describes the experience of two teachers (the text’s co-authors) who participated in a training workshop with 15 upper secondary education teachers in northern Mexico, in the year 2020. They present fragments of the records of their learning processes, including their tutors’ interventions and students’ testimonies regarding the implementation of the Tutoring Relationships Model. Finally, they present a series of opportunities and limitations for dialogical learning in upper secondary education.

**Tutoring Relationships in a  
Collaboration and Dialogue  
Based Learning Model (ABCD,  
by its acronym in Spanish)  
A pedagogical alternative for  
community “televised high schools”**

SERGIO CHRISTIAN GONZÁLEZ OSORIO

This article argues in favor of sustaining Community “Telebachilleratos” (high-school with televised lessons) in Mexico, which were founded in 2013 to expand school coverage and meet the goal of offering this education level to the entire population of school age. These institutions had to follow the Collaboration and Dialogue Based Learning Model (ABCD, by its acronym in Spanish), which has been successfully applied in community elementary and junior high schools through the National Council for Educational Development (CONAFE, by its acronym in Spanish) and televised lessons. Nowadays, “Telebachilleratos” serve about 180,000 young people in very precarious conditions, not only due to their isolation and poverty context, but also due to the lack of clear financial operation rules (or the lack of compliance with these rules) and the informality in the hiring of teachers.

**Educational Change as a Social  
Movement  
Re-imagining Schools and School  
Systems**

SANTIAGO RINCÓN-GALLARDO

This text is an edited transcript of a lecture read by the author in August 2020 to basic education teachers who work in tutoring networks in Mexico. The author argues that school is not the ideal place for learning but it rather, in fact, obstructs it. In order to create real change in educational systems, it is necessary to transform the relationships among knowledge, teacher and learner; they need to be more horizontal. Both democracy and learning are at stake. Tutoring networks constitute a social movement which has already registered successful experiences, in several countries, in favor of the democratization of learning and of human relations.

### **Tequio as a Strategy towards Expanding the Tutoring Relationship**

JUAN PEDRO ROSETE VALENCIA

The author of this article narrates in first person his experience as a community instructor in the National Council for Educational Development (CONAFE, by its acronym in Spanish) in the highly marginalized community of Temixco (Puebla). To explain the expansive capacity of teacher training under the Tutoring Relationships Model, he focuses on its resemblance to an ancient practice known as *Tequio*, which persists in many rural communities in Mexico. This teaching practice involves unpaid work provided by some members of the community to others, who then give back to the community by doing the same thing. According to the author, the training of teachers under the Tutoring Relationships Model is carried out under the same principles of solidarity, horizontality and reciprocity of the *Tequio*.

### **Play as a Didactic Strategy in the Collaboration and Dialogue Based Learning Model with Preschool Children**

ANAYELI HERNÁNDEZ BENÍTEZ

In this testimony, the author recounts her experience working as a community preschool instructor in a marginalized community in the state of Hidalgo, Mexico, and the challenges she faced in establishing the Collaboration and Dialogue Based Learning Model (ABCD, by its acronym in Spanish). To overcome the challenges of preschool work (students in constant motion or talking in groups, fleeting attention, etc.), she took up the principle that learning only happens when there is interest, and designed a series of activities that allowed her to form a learning community by using games as a didactic resource.

### **The Story of my Life with Math**

MOISÉS RIVERA LOBATOS

The author of this story is a 21-year-old who gradually overcame his aversion to school, and especially to math. In high school he was chosen, along with other students, to form a learning community working with tutoring networks. In order to do this, he first prepared the topics in dialogue with his own tutor and then tutored his classmates himself. Thus, he came to prepare 50 lessons from the school's official curriculum. Although he was accepted in a State College, he was unable to continue his studies and had to find a job instead. He has continued to self-teach himself math, a discipline he has always struggled with, with his sights set on resuming his career as a chemical-pharmacologist.

**Traducción: Svetlana Pribilowska Garza**