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Transforming Through Education

Contributions of the Alberto Baillères
Foundation Social Model
in Light of the 2030 Agenda



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Facing Transformation, the Challenge of Sustainability

A message from Alejandro Baillères

President of the Alberto Baillères Foundation



Strengthening our strategic partnership, fostering the exchange of information, sharing experiences, and promoting joint learning have been the driving forces behind the virtuous collaboration between the Alberto Baillères Foundation and UNESCO. This has also involved a style of work, a necessary exercise to consolidate our social action and our co-responsibility for the integral and sustainable development of education communities and their environments.

Exactly one year ago, we celebrated the publication of the first book on our Social Model, a fundamental document that sets out the principles, strategies, and methods that guide our action as a Foundation. It is amazing that, after such a short period of time, we are now reaping new benefits and we can see significant progress being made in the development of the Social Model in the education communities in which we collaborate.

The report presented today by UNESCO, *Transforming Through Education: Contributions of the Alberto Baillères Foundation Social Model in Light of the 2030 Agenda*, is a turning point in our Foundation's trajectory.

The result of this new document provides us with an external point of view and an expert assessment to identify strengths and recognize areas of opportunity for our work in education communities.

After five years of intense work, the Alberto Baillères Foundation now serves 14 public schools in three states: the State of Mexico, Mexico City, and Yucatan. This represents more than 9,000 direct beneficiaries, including students, educators, administrative and managerial staff, as well as more than 25,000 indirect beneficiaries, including family members and other members of the community who benefit from the Social Model's contribution. We also began the process of institutional management and linkage in order to implement new initiatives with other education communities and in other states, with the collaboration of various actors, such as government, educational authorities, national and international agencies, research centers, universities, and civil society organizations.

The participation of this group of actors is only possible thanks to the efforts of different partner institutions that have generously and consciously joined in this proposal so that schools can become authentic *educational habitats*, that is, sustainable spaces for human development and well-being for all members of the community. As we stated a year ago and reaffirm today: experience has shown us that we always come out stronger by working collaboratively.

However, we cannot ignore the greatest challenge we face: ensuring that these *educational habitats* are effective in their educational and formative function and that they are sustainable, both in their school infrastructure as well as in the care of their social and environmental surroundings, so that the people who make up the education communities can achieve their full development and manage their own destiny.

UNESCO's accompaniment and experience are an important guide for the future development of our Social Model as we are convinced that through educational innovation and community participation, in accordance with the 2030 Agenda, we can contribute to the construction of a more just, prosperous, and inclusive society that makes rational use of its natural resources.

This is the reason for the enormous relevance of the report *Transforming Through Education* as it places us in a situation in which the Alberto Baillères Foundation will need to consolidate its collaborative networks, strengthen its strategic processes and community impact, systematically carry out qualitative and quantitative evaluations, and maintain its firm commitment to transparency and accountability.

Without question, our common vision of a transformative education has been the main ingredient to maintaining this rewarding partnership between the Alberto Baillères Foundation and UNESCO, presented today in this report which, to a large extent, will guide our work in the future.

I am sure that Mr. Alberto Baillères, my beloved father, would be very proud to see so many people gathered around a project that he passionately embraced. He would be happy to know that his most personal legacy, the Alberto Baillères Foundation, is growing every day thanks to all of you, our friends and collaborators.

Thank you!

Education for the Present and the Future

A message from Alexander Leicht

Officer in Charge of the UNESCO Office in Mexico



Building conditions for sustainable development, which allows for coexistence based on inclusion and justice, has become an urgent need for societies and educational systems. Historical challenges and recurring humanitarian crises remind us every day of the fragility of human beings and the urgent need to act with renewed humanism. Doing so includes rethinking the strategies we have put in place so far and seeking innovative paths through education, which will provide answers for the construction of a more promising and just future for all.

Supporting this level of action is a fundamental part of UNESCO's work, with the goal of broadening, through education, science, culture, and communication, the opportunities for present and future dignity and well-being of individuals and their communities. *Transforming Our World: the 2030 Agenda for Sustainable Development* is a global action agenda that guides this work, but its implementation requires concrete experiences that show how to build the expected changes locally.

With this in mind, UNESCO Mexico and the Alberto Baillères Foundation have formed a virtuous partnership with the objective of consolidating the Social Model for the transformation of education communities, as an innovative response from civil society to confront two moments of crisis in Mexico: the 2017 earthquakes and the covid-19 pandemic.

UNESCO's interest has been to learn important lessons about how civil society and organized communities can contribute to the achievement of two Sustainable Development Goals (SDGs). On the one hand, SDG 4, related to the right to a quality education, with inclusion and equity, as a basis for the achievement of other fundamental rights. UNESCO's monitoring of the Social Model shows how the reconstruction of schools damaged by the earthquakes —whose conditions made the exercise of this right impossible or risky— has been achieved through a new architectural proposal conceived from a community-based approach of inclusion and education. As a result, thousands of people in three Mexican states have benefited, directly or indirectly, from education in environments that are safe, dignified, and conducive for learning in the 21st century.

Additionally, the Social Model represents a valuable opportunity to document the meaning of the collaborations and the participation of organized society promoted by SDG 17: Global Partnerships for Sustainable Development. The collaborative construction of decent, safe, and sustainable *educational habitats* has been an example of this. The concept of habitat has become an innovative tool around which the Foundation has brought together actors from all levels of government, different civil society organizations, as well as academic institutions and international organizations.

As we have observed in the course of our accompaniment to the Foundation, the goal of creating *educational habitats* together with local communities has generated novel processes for co-designing collaborative learning spaces, ensuring the well-

being of the people in the community, and undertaking actions to make educational facilities projects worth fighting for as a community.

Six years after the start of the Social Model for the transformation of education communities, we are pleased to share an analytical look at the process of the Alberto Baillères Foundation through this report. The document, the second in the collaboration between both organizations, has a special emphasis on the action of people and aims to show some of the strategies implemented to generate partnerships, mobilize communities, and foster participatory processes.

Substantive topics that are part of UNESCO's Education for Sustainable Development and Global Citizenship Education around the world are addressed here. These include building trust among partners, action based on principles, the development of relevant and flexible methodologies, the creation of multidisciplinary accompaniment teams, care for the environment, and the sustainability of resources, among others.

Therefore, in this report we would like to present the experience of the Social Model as an example of the educational transformations that UNESCO seeks to promote in order to reach new futures. It is a call to action so that, taking the lessons learned from the work of the Alberto Baillères Foundation as a basis, more communities can mobilize and commit themselves to addressing the challenges of their reality, working to guarantee the right to a quality education, and building a more dignified, just, and sustainable future.

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Introduction

One of the approaches promoted most strongly by UNESCO in recent years has been the need to reimagine the futures of humanity, taking into account the enormous gaps that persist between peoples and individuals. Respect for human rights and concern for education as a common good are two indispensable threads running through this work. Working with these entails recognizing the value of schools as spaces from which inequalities can be combated and specific responses to common problems can be found.

The initiative shared in this document, the Alberto Baillères Foundation Social Model, offers an approach in this respect, showing a little explored and particularly relevant plan: articulating the architectural dimension and socio-educational development as components of the same process in order to ensure each school is a place where students, educators, families, and the community can find spaces for development; that is, an *educational habitat*.

Based on the work carried out in schools in the municipalities of Ecatepec (State of Mexico), Iztapalapa (Mexico City), and Kanasín (Yucatan), the Alberto Baillères Foundation Social Model has generated clear ideas for confronting three major challenges involved in building better futures: the creation of partnerships between social and institutional actors, the development of innovation in the service of equity, and the strengthening of the sense of community to self-manage the transformation.

The following chapters provide an overview of the path generated since 2017, when the earthquakes in Mexico caused serious damage to the infrastructure of hundreds of schools. Assuming the emergency was an opportunity for solidarity and improvement, the Alberto Baillères Foundation launched an initiative that would include the physical reconstruction and rehabilitation of spaces, but it would also go beyond that to stimulate community processes and make schools the epicenter of the emergency of change to benefit children, young people, educational staff, and families.

The first chapter deals with this starting point and the way in which a social organization can distance itself from a welfare-based approach in favor of structural changes. As will be seen, this involved taking several different positions, among them: opting for public education as the center of the action, constructing an imagined school —physical and community— for the 21st century, and defining its actions from an approach of respect and promotion of autonomy. Based on this, the Social Model clarified its Objective: to accompany the creation of *educational habitats*, and generated an operational chain based on five strategic guidelines, which contribute to achieving this.

The second chapter outlines some of the most relevant practices, related especially to three of these guidelines: the agency capacity for linking efforts, the improvement of the school infrastructure, and the development of processes to accompany education communities. The first of these, which broadly coincides with the goals of the 2030 Agenda for Sustainable Development, refers to the certainty

that profound changes require the committed participation of all social actors. Achieving this has implied for the Alberto Baillères Foundation the development of a set of practices that include the creation of bonds of trust, the establishment of ethical principles, and the promotion of innovative forms of collaboration between institutions and communities.

All of this lays the groundwork for creating a common vision of the future that encourages organizing and working together. In turn, the improvement of the school infrastructure is a central component of this experience, which energizes community work while offering dignified and safe conditions for education. In the following pages, the Social Model offers an innovative view of school infrastructure, renewing the approach to spaces, furniture, and the collective use and care and maintenance processes.

Finally, the accompaniment of education communities is presented in this chapter as one of the core aspects of the Social Model, which includes both the definition of this task as well as that of the methodology, with humanistic, systemic analysis, and community development elements. The composition of *accompaniment teams*, a central figure in this work, is one more example of how partnerships can promote sustainable change and comprehensive education for all.

The third chapter presents some of the main effects of the Social Model in its early years, as well as features of its operation that raise the possibilities of sustainability and replication in the immediate future. In terms of impact, the creation of physical spaces that have improved the conditions for the exercise of the right to education in three of the country's municipalities stand out. The case of Ecatepec is especially relevant for the reconstruction and improvement of schools in two neighborhoods of high social vulnerability and for the creation of the first school complex resulting from the Social Model, which offers educational levels from pre-primary to upper secondary school.

Overcoming stigmas linked to marginalization and increasing schooling expectancy are two further effects of this initiative. Unlike in previous years, several of the participating schools are now seen as positive reference points and quality alternatives in their localities.

A little more than five years into its operation, the Alberto Baillères Foundation Social Model remains a project in development that faces constant challenges. In its trajectory, it is possible to recognize the complexity of educational improvement and collaborative work. It also offers valuable insights into how progress can be achieved toward the development of common goals and an ideal future that is more dignified and fulfilling for all. As this experience is documented and accompanied by UNESCO Mexico, the story is also intended to inspire similar initiatives and demonstrate how innovative practices can change realities and lives.



I. Building a Dream: Transforming Through Education

"More than ever, education's essential role seems to be to give people the freedom of thought, judgment, feeling, and imagination they need in order to develop their talents and remain, as much as possible, in control of their lives."

Jacques Delors (UNESCO, 1996)

I. Building a Dream: Transforming Through Education

A. Education as a Right and a Priority for Development

One of the key tasks in every historical moment of humanity is to renew the capacity to critically view the world and recognize how its features affect opportunities for a dignified and just life for all. A review of recent decades reveals that industrial and technological growth, far from human and environmental development, has deepened the inequality gaps and poverty and has harmed ecosystems. A substantial part of the world's population lives in contexts of natural, social, and environmental crises, which in many cases are permanent and limit access to fundamental rights. The entire planet is at a turning point that requires addressing the urgent challenges of the present, but at the same time committing to building a more just future. Thinking about it forces us to question how this desired tomorrow would look like, for whom, what resources are necessary to achieve it, and which paths to follow to attain it.

In this scenario, education has surfaced as one of the main ways to rethink new futures, mainly because of its transformative power and its ability to promote the integral exercise of rights. Education is a fundamental right that allows for the acquisition of key knowledge to face life and work, but it also enables the personal and collective design of different realities, the collaborative generation of development projects, and the construction of an environmentally sustainable world. Despite the progress made, this task has only been partially achieved, so it is necessary to set new goals and renew others to address the many pending issues in this area. The 2030 Agenda for Sustainable Development ([UN, 2015](#)) refers to this, by stating education as one of its key goals and establishing it as a commitment of humanity:

“Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.”

(UN, 2015, SDG 4)



Achieving this is an enormous challenge, particularly for regions of the world such as Latin America, where there has been a documented slowdown and even a setback in the progress made during the early years of the 21st century. The most recent *SDG4-Education 2030 Regional Monitoring Report* (UNESCO, 2022, p. 205) alerts of a reduction in the possibilities of children and young people to complete secondary education, a deepening of gender gaps, and the need to develop transformative policies to expand educational opportunities in the region. The pandemic conditions beginning in 2020 have intensified this crisis, putting at risk the world's population, especially more than 170 million children and young people in the region who were affected by the massive interruption of in-person schooling.

Facing these and other challenges requires the world to imagine innovative courses of action that will allow to rebuild the path and create conditions in favor of quality, equitable, and lifelong education for all. **Table 1** shows the main courses of action recommended by UNESCO for the achievement of the education goals related to the topics addressed in this document.

Photo 1: *Meeting the educational needs of every child is a condition for sustainable development.*

Table 1. Actions to Promote the Achievement of Global Education Goals

2030 Education Goals		
Benefit from partnerships, creating collaborative networks and coordinated strategies among the involved actors.	4.1 Free, equitable, and quality primary and secondary education without exclusion, leading to relevant and effective learning outcomes.	Develop policies that promote inclusion, especially of the most marginalized sectors.
Use innovative and creative mechanisms for financing.	4.2 Access to quality early childhood development, care, and pre-primary education.	Articulate social policies with an inclusion and human rights perspective.
Develop indicators for monitoring national initiatives.	4.3 Equal access to quality technical, vocational, and tertiary education.	Improve the quality of learning and create alternatives to support the schooling process.
Form learning communities.	4.4 More youth and adults with technical and vocational skills for employment, decent jobs, and entrepreneurship.	Gear education toward autonomous and critical learning, citizen training, and creativity.
Strengthen organizations and topics that have greater weaknesses in educational agendas.	4.7 Education for sustainable development and lifestyles, human rights, global citizenship, gender equality, culture of peace and non-violence.	Promote programs to improve the teaching profession.
Promote training and self-evaluation.	4.a Needs-appropriate education facilities and safe, non-violent, inclusive, and effective learning environments for all.	Create lifelong learning opportunities for young people and adults.
	4.b Expanded number of scholarships.	
	4.c Increased supply of qualified educators.	Making people the protagonists of their own transformation processes.

Source: Own work (2023) based on [UNESCO \(2020a, 2020b\)](#).

The above is a reference to look at the experience shared in this document: the Social Model for strengthening education communities, promoted by the Alberto Baillères Foundation. It is an initiative that contributes to the right to education from several of these areas of action, especially through the creation of collaborative networks that increase development and education opportunities for all. As established in the 2030 Agenda, including all actors and linking efforts is a necessary condition to achieve a more just and sustainable world. Obtaining it means to “Encourage and promote effective public, public-private, and civil partnerships, building on the experience and resourcing strategies of partnerships.” ([UN, 2015](#), SDG 17.17)

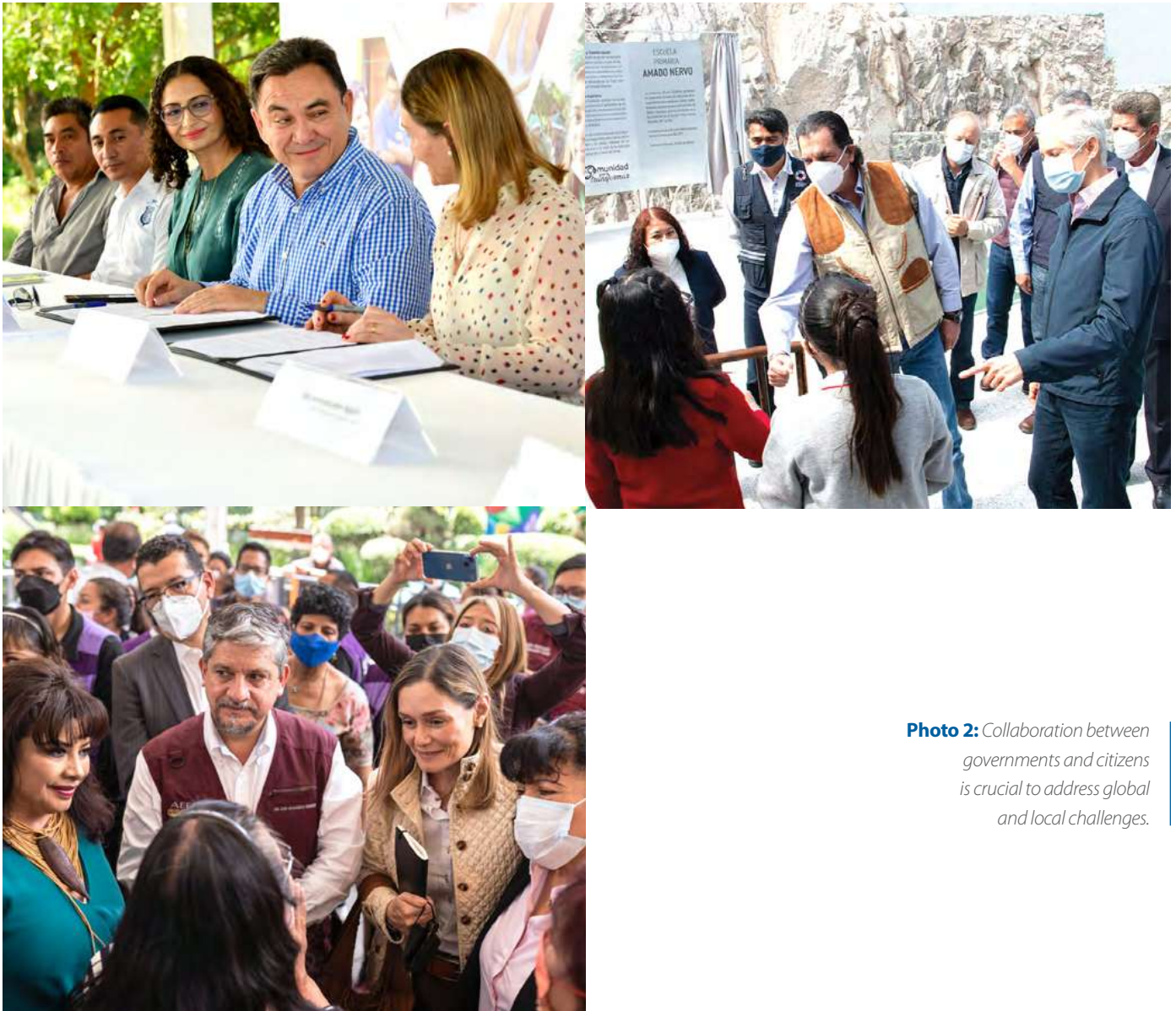


Photo 2: Collaboration between governments and citizens is crucial to address global and local challenges.

Developing such courses of action is, however, a task that is as indispensable as it is challenging, since it implies finding common ground, reaching agreements, and managing joint action among actors with very diverse profiles, and even within the framework of profound differences.

The Alberto Baillères Foundation Social Model is an example that documents this challenge and proposes lines of action for addressing it. Sharing its experience is a way of contributing to the necessary construction of knowledge about social partnerships and the possibilities for citizens to participate in the creation of new realities.



B. The Alberto Baillères Foundation Social Model: Crisis as an Opportunity for Development

The Alberto Baillères Foundation Social Model emerged in 2017 as a result of the crisis caused by the earthquakes in Mexico.¹ Although the Foundation began its work in 2009, the setting created by the earthquakes was a wake-up call, due to the dimension of this tragedy that had one of the greatest effects on school infrastructure in the history of the country. Far from paralyzing, the crisis became a mobilizing force and a turning point that gave a new horizon to social commitment. A set of principles, expressed by Mr. Alberto Baillères, creator of this initiative, served as the basis for this:

A crisis is both an opportunity to transform reality and to build new horizons. In this context:

- **Citizen commitment is essential**, beyond business or professional commitment, to improve the prospects for social and human development of the country's disadvantaged populations.
- **Education represents a powerful instrument** that offers children and young people the possibility to increase their opportunities for subjective well-being and collective development.
- **Schools can be driving forces for change and community improvement**, so each school can become the center of a transformative process that is projected toward its surroundings.
- **Investing in public education yields a greater impact**, especially among the most vulnerable sectors.

Joining the post-earthquake common cause implied putting at the service of the emergency the knowledge and experience to which the Foundation had greater access;² among them, those related to architectural development and construction. Thus, the Social Model emerged in its initial stage as an alternative to collaborate with governments in the reconstruction of schools, from a perspective of community development and collaborative work. A substantial part of this was to think of a school for the 21st century and to imagine its space requirements, furniture, and conditions for adequate academic and community development. Doing so initiated a first line of innovation: starting from the national standards for school construction in force in Mexico since the 20th century and from there proposing new elements in favor of a quality and comprehensive education for all.

1 According to National Institute for Physical School Infrastructure (INIFED, 2018), more than 19,000 campuses in eleven federal entities had some kind of damage, which made improvement or total reconstruction work necessary. Almost 14 million students had their time in the classroom affected to some extent.

2 The Foundation that bears his name is an initiative of Mr. Alberto Baillères, Chairman of Grupo BAL until his death in 2022. Grupo BAL consists of a collection of companies linked to the financial, trade, mining, and education sectors, among others.



Photo 3: *The right to education includes the existence of dignified spaces that contribute to better learning.*

The first communities selected were La Presa and Ciudad Cuauhtémoc, both in the municipality of Ecatepec, State of Mexico, where two schools seriously affected by the earthquakes were originally to be rebuilt (to which the rehabilitation of three more in La Presa would later be added).

From this initial experience, the focus was broadened to gradually generate an initiative of greater scope and impact. The profile and history of the selected communities contributed in large part to this. Located in the most populated and most marginalized municipality in the State of Mexico, La Presa and Ciudad Cuauhtémoc have had a long history of social organization and participation in the management of services and the construction of schools; but they have also been examples of stagnation, disappointment, and social suspicion toward development initiatives and promises. Approaching these localities from their complexity, their community knowledge, and their multiple needs confirmed the Foundation's interest in generating a proposal that would go beyond infrastructure to promote transformation processes from a social perspective. In the words of the team in charge, more than "bricks and mortar," this involved creating a sustainable school project, with dignified facilities and a strengthened education community that would stimulate social processes and the well-being of the locality as a whole.

Five years into its operation, the Alberto Baillères Foundation Social Model has gradually shaped its identity, defining its Objective and general framework.

Table 2 provides the basic elements of the Social Model.³

3 For a more extensive development of the Social Model and its components, please refer to the document *The Alberto Baillères Foundation Social Model. A Proposal for Strengthening Education Communities*, available at: <https://www.fundacionalbertobailleres.org/publicaciones>

Table 2. Basic Elements of the Alberto Baillères Foundation Social Model

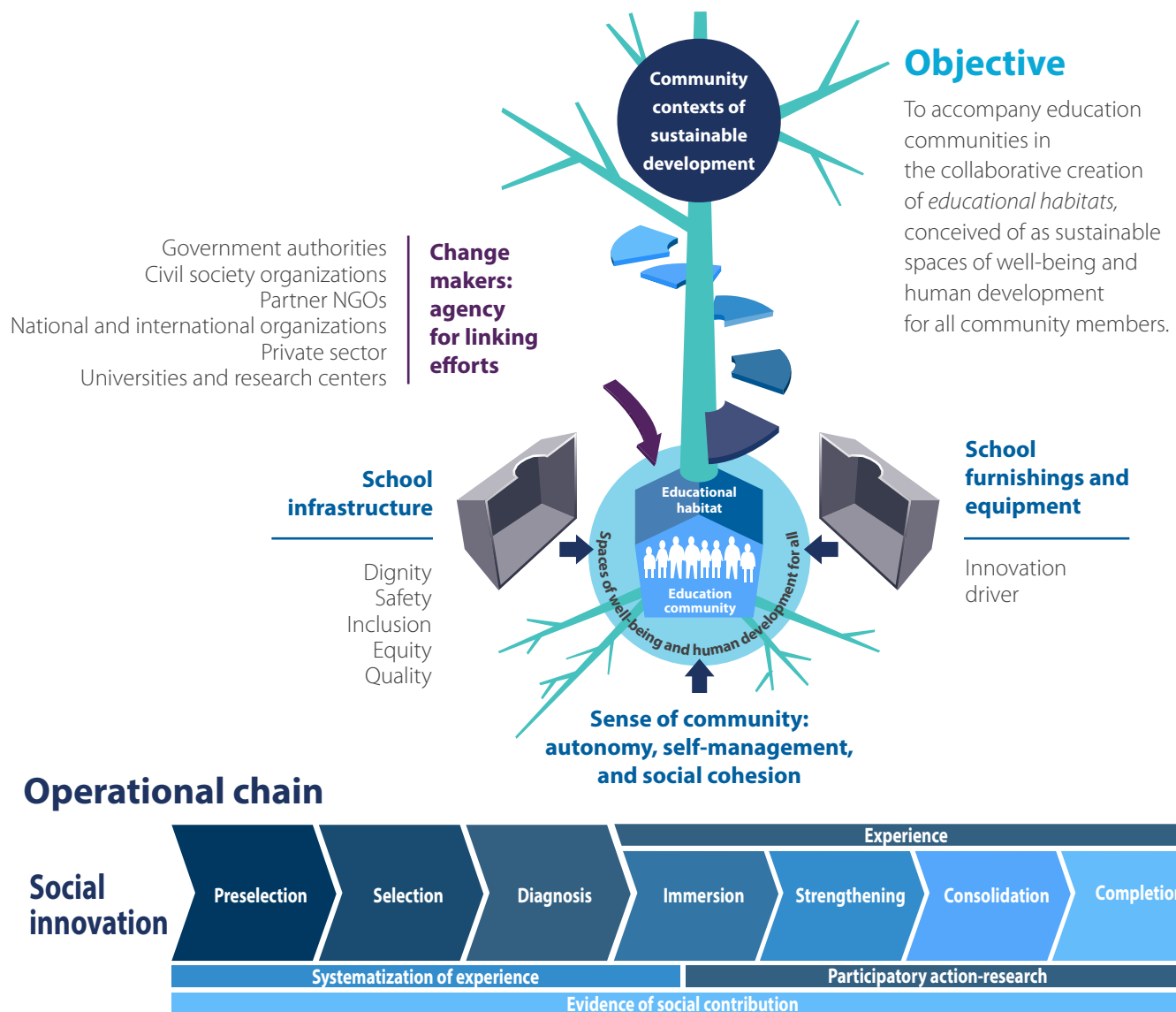
The Alberto Baillères Foundation Social Model	It is an initiative that promotes the development of education communities, especially in highly vulnerable areas, to strengthen their socio-community ties, carry out improvements in school infrastructure, take ownership of the spaces and turn them into places conducive to the development of all, through cooperation and participatory action.
Its Objective	To accompany education communities in the collaborative creation of <i>educational habitats</i> , conceived of as sustainable spaces of well-being and human development for all members of an education community. This enables the strengthening of social ties, the improvement of the school infrastructure, and the appropriation of spaces.
The Principles that guide its actions	<ul style="list-style-type: none"> • The right to education and human development as ways to build fairer and more equitable societies. Human development-focused education depends on equality of opportunities, identification of vulnerabilities, and lifelong learning. • Community participation for autonomy, self-management, and cohesion. This includes a strong sense of belonging, the creation of a solid social cohesion, and capacities for autonomous management of personal and collective well-being. • A systemic approach, since education communities function as complex systems, with non-linear relationships whose elements are inseparable. • Social innovation and sustainability to explore new ways of management that contribute to sustainability and human development.
Components	<p>The Social Model articulates two dimensions:</p> <ul style="list-style-type: none"> • Improving school infrastructure: generating dignified, safe, and quality spaces through improvement or reconstruction actions. • Socio-community development: strengthening the capabilities of each education community.
Strategic guidelines	<ol style="list-style-type: none"> 1. Agency capacity for linking efforts 2. Quality improvement of school infrastructure 3. Accompaniment for the transformation of education communities 4. Assimilation of learning experiences 5. Transfer and exchange of knowledge

Source: Own work (2023) based on information from the [Fundación Alberto Baillères / UNESCO \(2021\)](#).

The key notion governing the Social Model is a first contribution itself: the *educational habitat*, which condenses the interest in an integral exercise of the right to education and in a community environment of well-being. Making the school an *educational habitat* entails working on at least two indivisible components: the *school infrastructure* —generating physical conditions of dignity, quality, and safety— and *socio-community development* —through capability building to self-manage improvement and development processes—. In the proposed Model, students, their families, and school personnel (principals, educators, technical support staff) are the central actors and protagonists of this work.

Figure 1 summarizes the ecosystem of this *educational habitat*.

Figure 1. The Alberto Baillères Foundation Social Model



Source: [Fundación Alberto Baillères / UNESCO \(2021\), p. 60.](#)

The way to achieve this collective construction of learning environments is through the Model's *strategic guidelines*, which offer complementary approaches: to bring together partners who generate change and lay the institutional and legal foundations necessary to create *educational habitats* (guideline 1); to generate appropriate physical spaces for personal and collective growth (guideline 2); to promote processes for education communities to organize around a common school project and work toward it (guideline 3); to recognize what has been learned along the way (guideline 4), to communicate it internally and share it with others (guideline 5). The organization of these guidelines around the same horizon is in itself innovative in that it articulates perspectives that are usually approached separately and includes innovation as a central aspect of each of the guidelines. In other words, the design of these strategies has rarely been explored and has a broad scope.

This approach is also relevant because of its close relationship with the Sustainable Development Goals (SDGs) of the 2030 Agenda. In this sense, it represents concrete paths that contribute to achieving them.

Table 3 expresses the relationship of the SDGs and the 2030 goals with the strategic guidelines of the Social Model:

Table 3. Linking the SDGs and 2030 Goals to the Social Model

Sustainable Development Goals and Targets	Strategic guidelines of the Social Model	Development indicators to be promoted
Goal 17.17 Build effective partnerships in public, public-private, and civil society spheres.	Strategic guideline 1. Agency capacity for linking efforts	<ul style="list-style-type: none"> • Creation of partnerships among public, private, and civil society entities. • Translation of partnerships into concrete actions in favor of education communities and the right to education. • Building conditions for sustainability through the maintenance and updating of partnerships and commitments.
4.a Needs-appropriate education facilities and safe, non-violent, inclusive, and effective learning environments for all. 4.1 Free, equitable, and quality primary and secondary education for children and young people without exclusion. 4.2 Access to early childhood development and pre-primary education.	Strategic guideline 2. Quality improvement of school infrastructure	<ul style="list-style-type: none"> • Innovation in the development of school facilities and furniture according to the needs of students and other members of education communities. • Generation of quality spaces that encourage the completion of studies and the lengthening of the school career in contexts of high social vulnerability (contribution to equity). • Improving conditions for the achievement of learning outcomes through quality, relevant, and inclusive spaces. • Sustainability of educational spaces through participatory and community processes.
4.1 Free, equitable, and quality primary and secondary education for children and young people without exclusion, leading to relevant and effective learning outcomes. 4.7 Education for development and sustainable lifestyles, human rights, global citizenship, gender equality, culture of peace and non-violence. 4.c Increased supply of qualified teachers. 17.17 Build effective partnerships in the public, public-private, and civil society spheres.	Strategic guideline 3. Accompaniment for the transformation of education communities	<ul style="list-style-type: none"> • Building safe, non-violent, and inclusive learning environments for all. • Creation of support networks (partnerships) that operate in an effective and targeted manner to achieve the right to education for all. • Generation of projects for sustainable development, education for human rights, promotion of a culture of peace and non-violence, and global citizenship. • Strengthening of teaching capacities in favor of quality education. • Development of autonomous and long-term transformation projects.
4.7 Education for development and sustainable lifestyles, human rights, global citizenship, gender equality, culture of peace and non-violence. 17.17 Build effective partnerships in the public, public-private, and civil society spheres.	Strategic guidelines 4 and 5. Assimilation of learning experiences, and Transfer and exchange of knowledge	<ul style="list-style-type: none"> • Systematization of the experience that allows the exchange, construction, and dissemination of knowledge. • Generation of strategies and instruments to evaluate and improve practices. • Creation of networks and partnerships that favor sustainability, replicability, and long-term development.

Source: Own work (2023) based on information from the [UN \(2015\)](#) and [Fundación Alberto Baillères / UNESCO \(2021\)](#)

By the end of 2022, the Social Model action has been extended to a total of three municipalities in the country: Ecatepec in the State of Mexico (founding experience), Iztapalapa in Mexico City, and Kanasín in Yucatan, with a total of 13 participating schools, plus two in the process of being newly created, belonging to four educational levels. **Table 4** describes the localities and schools participating in the Social Model.

Table 4. Localities and Schools Participating in the Social Model⁴

Town/Federal Entity	Schools	Work done by the Albert Baillères Foundation	Benefited students (2021-2022 school year)	Benefited educational, administrative, and support staff
Ciudad Cuauhtémoc, Ecatepec, State of Mexico	Preparatoria Oficial 94 "Ricardo Flores Magón"	Reconstruction and socio-community development	582	49
La Presa, Ecatepec, State of Mexico	Development of the School Complex "La Presa" (completed) which includes:			
	Escuela Primaria "Amado Nervo"	Reconstruction and socio-community development	1,098	46
	Jardín de Niños "Lic. Benito Juárez García"	Infrastructure improvements and socio-community development	226	14
	Secundaria Técnica Industrial y Comercial N° 120 "Mario Molina Henríquez"		515	57
	Preparatoria Oficial 110 "Profr. Alfredo Ramírez Sánchez"		742	88
Ecatepec total			3,163	254
Iztapalapa, Mexico City	Development of the School Complex "Iztapalapa" (in progress) which includes:			
	Jardín de Niños "Fray Martín de Valencia"	Reconstruction and socio-community development	374	29
	Escuela Primaria "General Herminio Chavarría"		1,152	62
	Secundaria "Luis Pasteur"		1,401	119
Iztapalapa total			2,927	210
Kanasín, Yucatan	Development of socio-community projects, construction and improvement of facilities in:			
	Escuela Primaria "América"	Infrastructure improvements and socio-community development	512	25
	Escuela Primaria "Víctor Manuel Martínez Herrera"		414	21
	Escuela Primaria Vespertina "José Vasconcelos"		395	22
	Secundaria Técnica N° 71		593	58
	Secundaria Técnica N° 81		576	60
	New schools: A technical upper secondary school A secondary school	New construction (in process)	n/a	n/a
Kanasín total:			2,490	186
GRAND TOTAL			8,580	650

Source: Own work (2023) based on information from the [Fundación Alberto Baillères \(2022\)](#) and the [Secretaría de Educación Pública \(2022\)](#).

⁴ The source for student enrollment in primary and secondary schools is the *Sistema de Información y Gestión Educativa de la Secretaría de Educación Pública* (Education Information and Management System of the Secretariat of Public Education), 2021-2022 school year, while in the case of upper secondary schools, data generated by the schools for the same school year was included. The number of educators benefited corresponds to information collected by the Alberto Baillères Foundation up to the last quarter of 2022.

Beyond the natural disaster that led to the initiative in Ecatepec, the conditions arising from the covid-19 pandemic and the historical social and educational lag in the three municipalities have caused the Model to remain as a proposal that contributes to facing different types of crisis contexts. Addressing the need for dignified and safe educational spaces, building conditions for peaceful and affective coexistence, combating the paralyzing stigmas of living in areas of high marginalization and violence, generating learning opportunities for parents, developing new skills in educators, and others, are signs of these experiences and guide the ongoing growth of the Social Model.

Five years after starting the proposal, the work carried out in three localities in the country and 13 schools has made it possible to recognize the progress made and the first effects linked to the achievement of the right to education and the generation of conditions of equity and inclusion. This can be observed at three levels, which will be shown in the following pages:

- the consolidation of innovation in its design and strategy,
- the progress made in the desired transformation, and
- the creation of conditions for its replicability and sustainability.

comunicación y asertiva empática

Espacios donde intercambiamos experiencias.

Espacios donde se aprende a ser empático.

LUGAR PARA REFLEXIONAR

Un lugar donde los niños son libres para expresarse

Una persona puede ser libre de aprenderse y formar su propia opinión.

Se comparten ideas.

Construyendo un lugar mejor para todos los niños.

Es un lugar de aprendizaje compartido con los alumnos.

Es un lugar donde podemos hacer el cambio.

Es donde todos convergen: familias, alumnos y docentes.

Es un ambiente colaborativo de aprendizaje en diversos niveles: docentes, alumnos, padres de familia y comunidad en general.

Existe Buena Voluntad y Colaboración.

Es el lugar donde cualquier persona puede aprender.

Un espacio de corresponsabilidad.

Lugar donde se crea esperanza.

trabajamos en equipo

Adquirimos Compromisos y Responsabilidades.

nos unimos para un mismo fin

Un lugar donde todos aprendemos de todos.

Un lugar para compartir experiencias.

Trabajo

Un lugar donde el trabajo colaborativo se realiza día a día.

Colaborativo

Un lugar donde se convive en comunidad.

Habitat Educativo

docentes directivos personal de apoyo

madres estudiantes padres

Aprender a

Los alumnos alcanzan sus aprendizajes para la vida.

Un lugar donde se generan aprendizajes.

Un lugar adecuado para las experiencias educativas.

Un lugar donde los niños son escuchados.

Habitad Educativo es un lugar donde se aprende de los demás.

Es un lugar para analizar y reflexionar.

Un lugar para compartir experiencias.

Un lugar donde los alumnos aprenden de manera autónoma.

Es un espacio destinado al desarrollo de aprendizajes.

Espacio de creatividad.

Lugar donde se comparten estrategias.

Lugar donde las emociones son parte del aprendizaje.

ESPACIO DE INTERACCIÓN DE SABERES.

Es un lugar diseñado para aprender.

Lugar donde se desarrolla la inteligencia.

Se desarrolla el conocimiento.

II. Driving Change to Transform Lives: Imagining and Co-creating *Educational Habitats*

"The construction of campuses is an end in itself, but it isn't the ultimate goal. The ultimate goal is the co-creation of a healthy educational habitat, with citizens capable of making decisions and improving all aspects of life in this community."

(School supervisor)

II. Driving Change to Transform Lives: Imagining and Co-creating *Educational Habitats*

One of the main tasks in the initial operation stages of the Social Model has been defining what to do: what is the specific proposal of the Social Model, what paths does it suggest following, and with what tools and strategies? Clarifying this has implied a constant process of going back and forth from practice to ideas, making adjustments, and integrating new elements. The result is the consolidation of several of its key elements needed to create *educational habitats*. Three that stand out are: achieving partnerships, defining an innovative architectural proposal, and generating an accompaniment approach for education communities.

A. Establishing Partnerships: Agency Capacity for Linking Efforts

As expressed in the 2030 Agenda, building networks and joining forces is one of the conditions for achieving a more balanced and sustainable world. This, however, is one of the main challenges social organizations in Latin America document ([UNESCO, 2020b](#)), as it implies coordinating not only various actors, but also interests and agendas that are not always compatible.

As a result, one of the contributions that UNESCO documents as particularly relevant is the Alberto Baillères Foundation's proposal to create partnerships in favor of education.

The Social Model experience confirms that achieving this is a particularly complex task. However, the work carried out in Ecatepec, Iztapalapa, and Kanasín is an example that this is possible: with these initiatives, broad partnerships have been built that involve very diverse actors, including authorities and government officials, social organizations, universities, and specialists, which constitute a support network for the education communities. **Figure 2** summarizes the main actors linked by the Social Model's work:

In the evaluation of the Social Model carried out by UNESCO Mexico, 75% of the participants interviewed stated that the partnerships created by this experience have contributed to improving educational conditions in their communities. They also believed that a greater commitment from the authorities and the communities themselves is still needed to achieve sustainability of the initiated processes.

Figure 2. Summary of Partnerships Around the Social Model



Source: Own work (2023) based on information from [Fundación Alberto Baillères \(2022\)](#).



Dialogue to Seek Common Ground

The workshops held during the Social Model's initial phase represented an opportunity for students and families to ask themselves about the type of physical spaces they would like, as well as to build a common vision of the ways they would like to spend time together in the new school. For example, for the children at Primaria "Amado Nervo" (Primary School), the ideal school should be big and beautiful, with green areas and an infirmary, be a safe environment free of fighting or bullying, be fun, and have spaces for play and interaction.

Those early experiences underpinned the importance of dialogue as a central strategy for building a shared vision of the future and co-designing community projects.

Building the conditions to make this possible has been one of the Social Model's most relevant and challenging tasks.

The achievement of these partnerships has been based on a set of practices that are worth highlighting as they prove to be resources to make them viable, sustainable, and effective. Some of these practices are summarized in the following pages.

1. Acting Based on Principles

One of the features that has defined the experience of the Alberto Baillères Foundation Social Model is the adherence to a set of ethical criteria, which are assumed to be indispensable for the management of relationships and processes. One way to achieve this is the Foundation's *Social Liaison Policy*, which defines a style of relationship with authorities, communities, and other actors, and establishes core values. Of particular note are the following:

- **Maintain a non-political, non-partisan, and non-profit position.**
- **Bring together the will of key actors** in each community, seeking inclusion.
- **Gain the acceptance of authorities and communities**, formally expressed (social license).
- **Build a common purpose** through dialogue with the education community.
- **Establish relationships of trust and credibility through a clear and honest accompaniment** that stands aside from internal political or social conflicts and guarantees the confidentiality of the education community's data.
- **Carry out a humanistic liaison style, with meaningful experiences**, based on co-creation, transparency and accountability, learning in action, socio-community work, and profound, long-term challenges.

Prioritizing dialogue and negotiation, maintaining political neutrality, placing the work and needs of the education communities at the core, as well as being accountable for what is done, are features that have been fundamental, especially in situations of tension. In each case, conflicts have been present and have been expressed in different ways, but in the face of these conflicts, adhering to principles and criteria has allowed the common objective to prevail over particular interests.

2. Building a Collective Vision

Another key condition for bringing together actors and joining forces has been the ability to recognize the people and the communities' most pressing problems and to find common ground. In this way, even when there are differences, it is possible to build a shared vision from which to work collaboratively. In the case of the Social Model, this has meant making dialogue a central strategy to:

- **Give a voice to all involved actors**, especially to those who historically have not participated in decision-making, such as families and students.
- **Create bridges between actors** so that authorities, families, students, and educators find spaces to get to know and listen to each other.
- **Recognize problems and needs** that concern everyone and whose attention requires an integral action between citizens and government.
- **Find common ground** and understand the contribution that each actor can make toward a shared goal.
- **Value the potential of the communities** so that they assume themselves capable of managing their own well-being through organized action and collaborative work.

The experience of the Social Model has shown that this common vision is a collective and highly complex construction that is achieved gradually and moves forward on the basis of concrete goals and projects (see box “Dialogue to Seek Common Ground”).

3. Promoting new Approaches to Coordination and Communication

An innovative practice delivered by the Model has been to promote certain ways of relating that distance themselves from classic forms based on hierarchy, historically rooted institutional practices, beliefs, or customary ways of acting.

Achieving this change in approach is essential for bringing about change since it makes it possible to place a shared objective (the right to education) above institutional dynamics and mistrust among actors. However, it also represents one of the main challenges in the management and construction of partnerships. From the Social Model experience, one way to achieve this has been to generate concrete proposals that, although risky, coincide with what all those involved consider valuable and important (see box “School Complexes as an Expression of Agreement”).

Innovating in the relationship approach has implied the following for the Social Model:

- **Open communication channels with each of the stakeholders** to involve them in the part of the project that corresponds to their attributions and achieve a committed participation.
- **Generate communication channels and opportunities** among the different stakeholders for them to learn about the project and become involved, beyond political positions or individual agendas.
- **Encourage negotiation, the reaching of agreements, and even a willingness to compromise** in favor of a common goal.

“Joining forces within the educational system itself and building something new isn’t easy, because this is far from the operational approach and historical functioning of the system [...] As a vision of government, it is necessary to link educational levels since there was a gap between them. This ingrained approach hasn’t changed completely yet. Therefore, the project with the Foundation has been an opportunity to do so.”

(State education authority)

School Complexes as an Expression of Agreement



One effect of the partnerships that were created is the development of the school complexes promoted by the Alberto Baillères Foundation in Ecatepec (construction completed), Iztapalapa, and Kanasín (both in process). The school complex is a concept that integrates schools of various educational levels (from pre-primary to upper secondary school) in a shared physical space. Thus, the children and young people of a locality can count on alternatives for an educational trajectory that includes all basic and upper secondary education. This requires the committed intervention of actors that do not usually work in a coordinated manner and may be reluctant to do so: state undersecretariats responsible for each educational level, supervisors from different school zones, municipal authorities, neighbors, and members of the education communities must be able to reach agreements, negotiate and, at times, yield for the benefit of education in their localities.

The first result of this is the School Complex “La Presa” located in the municipality of Ecatepec, which includes the Primaria “Amado Nervo” (Primary School) and the Preparatoria Oficial 94 (Upper Secondary School), which were completely rebuilt, plus the Jardín de Niños “Lic. Benito Juárez García” (Kindergarten) and the Escuela Secundaria Técnica, Industrial y Comercial (ESTIC) N° 120 (Technical, Industrial, and Trade Secondary School), which received improvements to their infrastructure.

“Some of the Model’s strengths have been the good faith and integrity, the truthfulness of the actions and the commitment to fulfillment, the team’s generosity and patriotic and personal commitment, the clarity of ideas, and concepts that generate trust.”

(Educator)

4. Building Relationships Based on Trust and Respect

Trust was identified as an indispensable condition for joining forces and, at the same time, a permanent challenge that presents new demands at each stage. Recognizing everyone’s contribution, opening channels of honest communication, and dealing with conflicts through dialogue are valuable practices that have been explored and include constant work to:

- **Keep education communities informed.** Strategies such as organizing constant meetings, sending notices, and creating virtual groups are valued as a means for the education community to keep abreast of and even participate in decision making.
- **Recognize internal capacities.** In other words, value the members of the education community, leveraging their previous knowledge and legitimizing their historical efforts in social management.
- **Promote collective leadership.** That is, have the education community itself recognize its capacity to make decisions and manage its own processes.
- **Demonstrate concrete progress.** Seeing changes generates trust, disabling the effect of rumors, and encourages new members of a community to join the task.
- **Generate training and development opportunities.** For example, for mothers, holding workshops to learn to communicate better represented a contribution to their daily lives, while for educators, participating in training opportunities provided professional strength on relevant topics related to remote work.

The Peruvian Peppertree and Respect for History

An example of this approach based on respect for communities and their history is the recovery of the symbols and heritage of each school. In the case of Primaria “Amado Nervo” (Primary School), this was expressed through the symbolic rescue of a Peruvian peppertree. The school was founded at the base of the tree, and its first classes were taught there in the 1990s. The need to change the school’s location meant the loss of this symbol. However, they were able to recover the symbol through the use of

art and the community’s participation. A sculpture in the form of a Peruvian peppertree can now be seen at the entrance of the new school. The school’s children participated in writing letters explaining how they felt about recovering their school and expressing their commitment to its care. These letters were placed at the base of the tree as a time capsule as part of the appropriation process. The time capsule will be opened in a few years to assess the level of fulfilment of their wishes.



5. Clarifying the Path and Formalizing Commitments

An important part in the consolidation of partnerships is to define how they will be carried out, what strategies will be for each type of link, and what instruments will help formalize them. Throughout the Social Model’s first five years, it has had a set of resources that make it possible to replicate and communicate their experience. A fundamental part of this, which represents a contribution for similar experiences, is:

- **An action route that indicates a step-by-step process for establishing partnerships with governments, educational authorities, and communities.** This route, which is part of the *operational chain* that guides the Social Model, goes from the phases prior to the selection of schools to the completed work.
- **A methodology for understanding the profile, problems, and historical vocation of each community** in which the Social Model operates. This includes, for example, conducting *systemic analyses* as a basic tool to generate diagnoses that recognize the complexity of social dynamics, anticipate challenges, and locate routes of attention. This and other analysis exercises provide the basis for the work to be carried out by the Foundation and its partners.
- **A set of criteria for incorporating partner social organizations** so that their action is relevant to the needs of the education communities.
- **Strategies for planning and designing collaborative work.** The clearest example of this is *co-design*: a permanent and collaborative exercise to define the work to be carried out. As explained below, co-design between the Foundation and its partners, and with education communities, is a condition of the Social Model, which provides a participatory and inclusive approach.
- **Legal instruments and social agreement documents that provide legitimacy and formalize the commitments reached.** These instruments include covenants, agreements, contracts, and various evidence of the will expressed by the education communities at each stage of the process.



Habitat as a Collective Commitment

An example of this is the *Collaborative Commitment with the Education Community for the Care and Sustainability of the Educational Habitat*, a social agreement document that in each case was signed by students, educators, families, authorities, and the Alberto Baillères Foundation. Another example of this is the Decalogue that the children at Primaria “Amado Nervo” (Primary School) created to express their commitment to the care of their school as part of the exercise of appropriation of their new space.



Given that each experience is particular and diverse, these practices have acquired specific features based on the dynamics of each education community, the profile of the actors, and the needs derived from the contexts. This presents constant challenges; however, it is possible to say that establishing partnerships is the Social Model's most solid dimension, which contributes to one of the most challenging goals for sustainable development.

Transformation Challenges

Promoting transformations implies recognizing their complexities and the challenges that need to be considered. In the case of the creation of social partnerships, the monitoring of the experience of the Social Model has revealed, among others, the challenges of:

- **Developing strategies to ensure that commitments and agreements are met and maintained over time.** In the case of government authorities, this implies maintaining their responsibility as guarantors of human rights, especially the right to education. The work of the Foundation or any other organization does not substitute, but rather complements the work of the State.
- **Adapting to new realities.** The particularities of governance structures, educational administration, and decision-making channels make flexibility indispensable. Although a basic and common route has been generated to create partnerships, each experience requires adapting and finding new answers.
- **Coordinating and following up on partnerships.** Linking multiple actors and instances makes it necessary to have a plan that provides coherence to their joint work and ensures a relevant bond. This includes actions to define what the contribution of each actor is, at what moments they are integrated, and how they are linked to others, as well as a strategy to follow up on the actions derived from each partnership.

B. Improving the Quality of School Infrastructure

Another advance generated during the first years of the Social Model's operation is the design of a proposal for physical infrastructure and educational furniture. This proposal reflects the interest expressed in the 2030 Agenda for the creation of quality, safe educational facilities that are in line with the characteristics and diversity of students. It also recovers the tradition of the construction of public schools in Mexico, in order to propose innovative features in accordance with the educational and citizenship needs of the 21st century.

Among this initiative's main contributions, the following stand out:

- **The development of participatory experiences with the education and local communities**, which help them learn about their history, needs, and desires, and which raises the possibility of an architectural design that is relevant for all.
- **The incorporation of innovative elements in school spaces and furniture**. This includes the design of a modular system called FB Mx-2.440, which modifies the module's unit of measurement that serves as the basis for the design of different school spaces.
- **The integration of pedagogical criteria in the design of spaces and furniture**, which allow use according to the curricular requirements of each educational level and school project and favor pertinent work styles for education in the 21st century: collaborative work, project development, meeting, and community organization.
- **The incorporation of facilities that consider the "community vocation"**; that is, the type of practices, productive activities, and cultural traditions of the area and its population. Creating workshops in accordance with this and opening spaces to bring the community closer together turn the school into a collective project.
- **The development of furniture and spaces that allow for flexible, dynamic, and participatory academic work**: generating projects, working as a team, meeting as a community.

Photo 4: *Innovating includes understanding school spaces as an opportunity for the development of the entire education community.*



A particularly important characteristic, from a rights perspective, is the Social Model's application of the principles of inclusion, diversity, and sustainability, so that schools become inclusive spaces, with a vision of a sustainable future and a perspective of environmental balance. Among the strategies recognized by UNESCO while accompanying the Social Model's implementation are:

Flexible Furniture

Chair-desks have been designed in three sizes and with features that allow their use by age ranges, for different types of laterality, and for different ways of working.



Bioclimatic Design and Use of Ecotechnologies

Buildings are placed in a north-south orientation—in order to ensure better lighting—and are designed to distribute comfort zones and achieve better ventilation. The installation includes solar panels and energy-saving lightbulbs, spaces for waste treatment, and cisterns for water collection.



Incorporation of Accessibility Elements in Common Areas

In the case of Primaria "Amado Nervo" (Primary School) in Ecatepec, this was done by integrating ramps. In Preparatoria 94 (Upper Secondary School), this element was integrated through a central ramp that allows mobility between levels. Both cases used non-slip materials and a door width that wheelchairs can pass through.

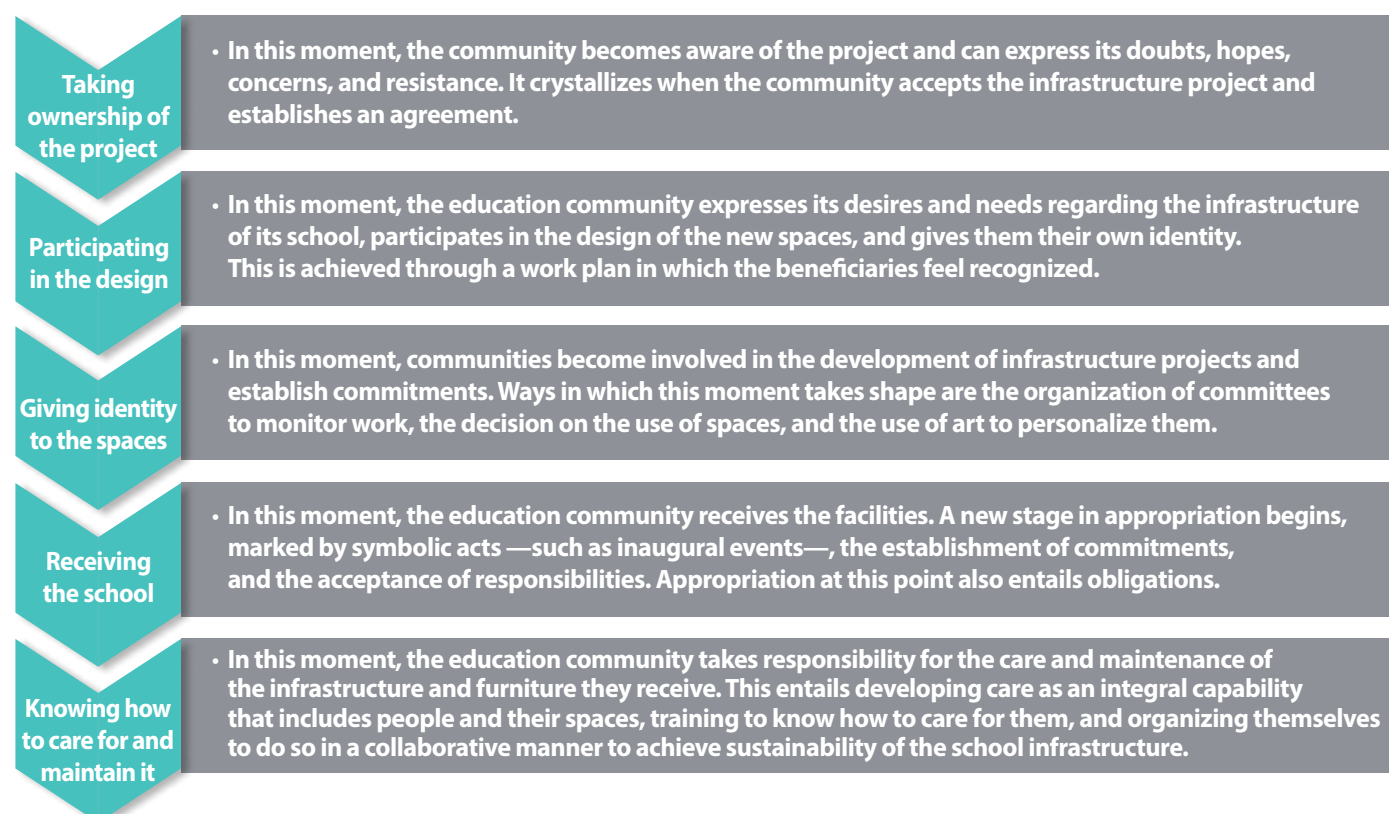


Combined, these elements make this proposal not only innovative, but particularly pertinent, going beyond design and construction to focus on pedagogical relevance, learning achievement, and the generation of participatory processes. Another aspect that complements this innovation in architectural and furniture design is its harmonization with a social and community level. A significant intent of the Social Model is not only that education communities receive the benefits and inhabit the facilities, but that they also make their school spaces their own, give them their own identity, commit themselves to their care, and organize themselves for this purpose. This is promoted through collective experiences and a process called *appropriation and care of school spaces*.

This begins with the first meetings with the communities through the generation of shared visions about the school they would like to have, and extends throughout the construction process, involving them in the care, moving, and arrangement of the new spaces. A fundamental moment is when the facilities are received and inhabited, when each education community organizes itself to make decisions, generate projects for the use of its spaces, and develop care strategies. Achieving this requires capacity building among educators, students, and families, which allows them to make their school a sustainable space and the site of projects for the benefit of all. **Figure 3** summarizes the main moments in this process of appropriation and care.

The appropriation of spaces is one of the most significant processes in the Social Model's experience as it reveals some of the possibilities and challenges of generating an architectural and furniture design with a participatory and community approach. It shows that these are not linear processes, always advancing forward, but are rather complex as well as straight paths, from which some challenges and lessons can be learned. It is also a fundamental way for each education community to generate participatory structures and mechanisms to supervise the care of their spaces. An example of the latter is the actions that some of the schools have taken to identify damage caused by external agents (such as graffiti) and remedy them by working together.

Figure 3. Main Moments in Appropriation Processes



Source: Own work (2023) based on information from [Fundación Alberto Baillères / UNESCO \(2021\)](#).



Photo 5: Taking ownership of school spaces allows communities to give them an identity and express themselves.

Transformation Challenges

The monitoring of this dimension of the Social Model shows that the development of decent and relevant physical spaces poses important challenges, among them:

- **Renewal of partnerships and commitments with authorities.** Changes in government, which in the case of municipalities occur every three years, make it necessary to update partnerships that provide continuity to actions and sustainability to achievements. In the case of infrastructure, this includes renewing agreements that make it possible to build or improve schools and obtain public services.
- **Respond to the needs of students and other actors in education communities.** Even with the intention of being inclusive and recognizing diverse needs, creating a design that responds to these requires successive approaches. Architectural and furniture innovation constantly improve as spaces are inhabited and needs that were not identified initially are recognized.
- **Maintenance.** Having new, modern, and large facilities is a challenge because of the technical, economic, and human requirements. Internal partnerships (among the members of the education communities) and partnerships with government authorities become indispensable to make care and maintenance sustainable.
- **Organization and participation.** This is a condition for sustainability and implies promoting participation and collective commitment to assume the care of the school as a joint effort that strengthens the right to quality education.
- **The possibilities of transfer.** Carrying out high-quality architectural projects can involve the transfer of complex technical and economic requirements. One challenge is to broaden the possibilities to share innovations and influence public policies to increase their impact.

C. Socio-community Accompaniment for the Transformation of Education Communities

Designing socio-community accompaniment, which integrates partners and authorities, is a particularly relevant task since it can offer elements to achieve several of the desirable lines of action for the attainment of educational goals. Expanding the presence of trained educators, creating alternatives to improve the quality of learning, strengthening participation, and generating learning opportunities for all requires close support and actors that provide it. For this reason, designing its own style and methodology to accompany education communities is another of the Social Model's contributions and innovations. It is also one of its central tasks, and perhaps the most complex since it represents the vehicle to stimulate processes, promote training, and generate community experiences. The definition of this figure and its methodology is still in process; however, the experience of the first five years reveals advances and practices that are desirable and valuable to share. Only a few of them are included here.

Photo 6: *Accompanying development means promoting meeting spaces, mutual care, and learning.*



1. The Content of Accompaniment: The Training in Capabilities Proposal

This is the heart of accompaniment, which has involved clarifying what its function is, what it seeks to promote, and how it intends to do so. The responses generated so far show progress in the construction of an accompaniment style based on dialogue, agreement, participation, and the development of autonomy.

A particularly relevant feature in defining the content of accompaniment (the “what”) is the selection of *five capabilities* associated with the creation of *educational habitats*. In this sense, the Social Model provides a training proposal that allows each education community to strengthen itself and lay the foundations to continue growing in an autonomous and sustainable manner. These capabilities have governed the accompaniment work so that each experience strengthens the education communities in one or more of the capabilities.

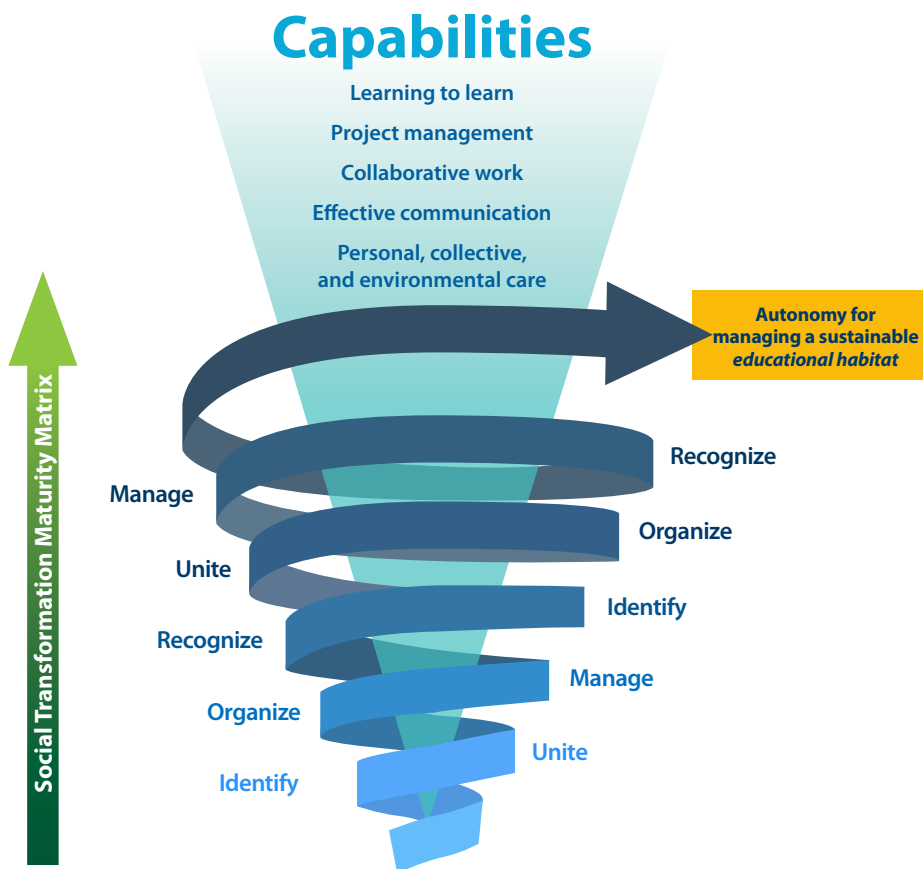
- **Personal, collective, and environmental care**, the capability that encourages understanding the school as a common space, which needs to be cared for by all to generate long-term well-being. Through this, the importance of people is also recognized and the commitment to take care of each other as a community is built.
- **Empathetic and effective communication**, as the capability that lays the groundwork for dialogue, allowing for a trusting environment to discuss shared problems, build common ground, and collaborate in a respectful and caring manner.
- **Collaborative work**, understood as a condition to build and give sustainability to the processes, emphasizes the participatory and community character of an *educational habitat*.
- **Management of transformational projects**, the capability to make the will to act concrete and generate specific actions for permanent improvement.
- **Learning to learn**, the capability to recognize what is learned and how it is learned, permanently reflect on the action, and lay the foundations for the next steps.

The selection of these individual and collective capabilities is also a way of realizing the intentions of target 4.7 of the 2030 Agenda since they promote learning linked to sustainability, the culture of peace, human rights, and citizenship.

2. The Task of Accompaniment

A further contribution of the Social Model is the definition of a specific way of carrying out accompaniment that is congruent with the basic approaches. A central element of this is *Descubrimiento y movimiento*® [Discovery and Movement] (the name given to the socio-community work methodology), which can be seen in **Figure 4**. This methodology takes up elements of participatory action research, popular education, and pedagogical tools such as self-diagnosis exercises, ongoing reflection on practice, and the generation of transformational projects. This methodology stimulates a dynamic process in which each education community looks at itself, recognizes its needs and potential, and builds its own path in favor of personal and collective well-being. The methodology proposes a cyclical route through which capacity building is gradually advanced and matured. Thus, in each “return” to this cycle, educators, families, and students *identify* their needs and challenges, *unite* members of the community and partners, *organize* actions and projects, *manage* their implementation, and *recognize* their learning to restart a new cycle of improvement and transformation.

Figure 4. The *Descubrimiento y movimiento*® Methodology



Source: [Fundación Alberto Baillères / UNESCO \(2021\)](#), p. 47.

Descubrimiento y movimiento®: An Ongoing Improvement Process

An example of the *Descubrimiento y movimiento*® methodology is the process carried out in the municipality of Kanasín, Yucatan, where education communities have initiated cycles of recognition, action, and transformation since 2021, with the active participation of educators, families, and children.

1 Identify

The education communities met to recognize their problems and the capabilities they already have to confront the problems through the school space. They decided that the following would be the objectives of the 2021-2022 school year:

- expand the pedagogical tools of educators,
- strengthen the socio-emotional skills of parents and family members,
- strengthen the values of gender equity, respect, dialogue, and integration between parents and children and with the educational staff.

2

Unite

Based on the defined objectives, partner organizations and institutional actors join the work, contributing their experience, knowledge, and support. They constitute the *acompaniment team* that will drive the work forward.

5

Recognize

Education communities collectively reflect on their experiences and learning. Learning circles and feedback sessions are the means to express emotions, identify new knowledge, and set new challenges to start the cycle anew.

3 Organize

Each education community comes together to share visions, objectives, and responsibilities:

- They receive training to understand what is involved and what is needed to act.
- They organize to include in the planning self-management activities that require accompaniment.

4 Manage

They implement planned projects such as: strengthening values, developing workshops for families, training for educators, and care for the elderly in the area. The experience generates learning.

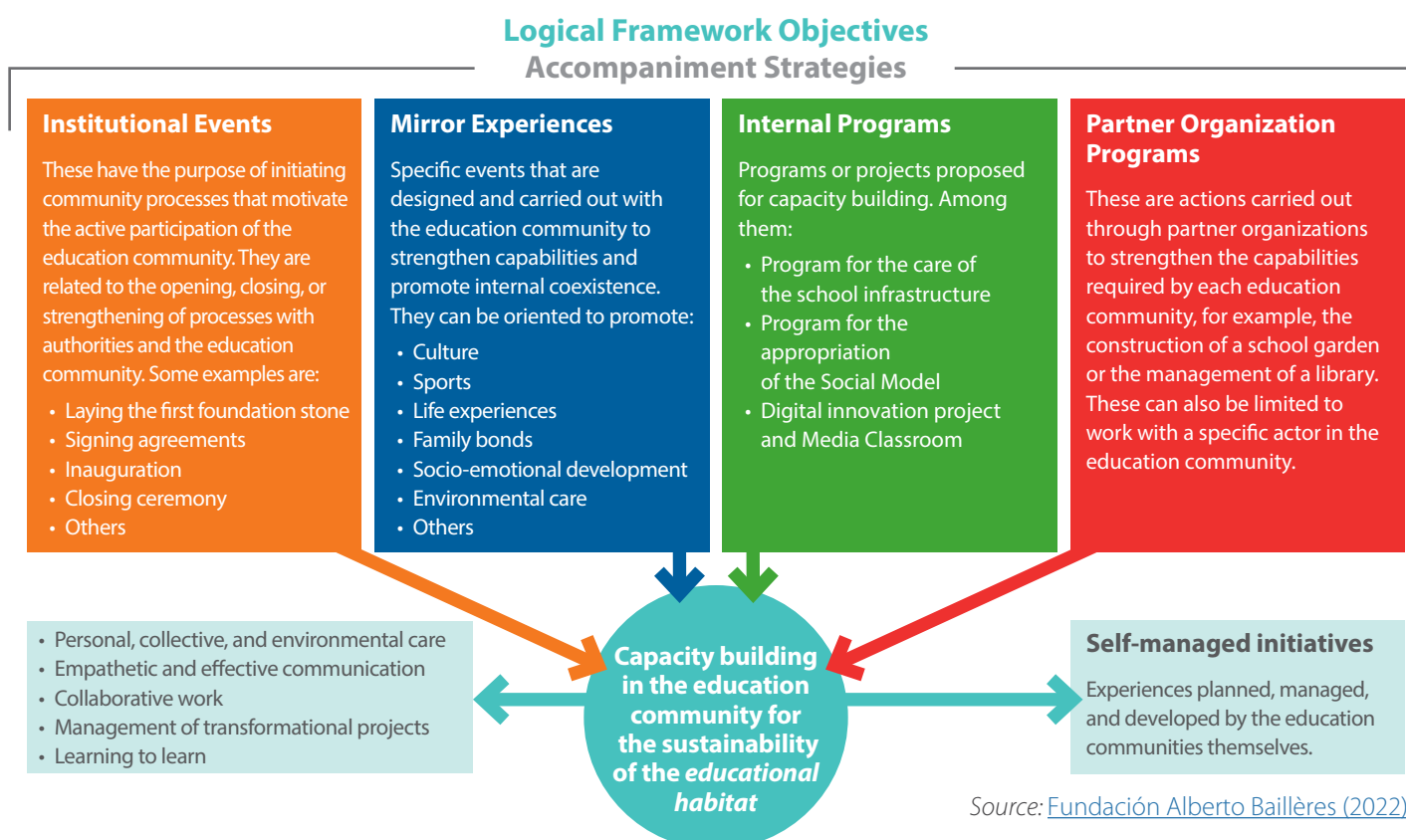


This methodology has been enriched during the Social Model's first years and is currently in the process of consolidation. Its development has helped to clarify and confirm several of the implications of accompanying community processes from schools, among them:

- **Transformation is a continuous**, long-term process that involves cycles of action to achieve gradual and increasingly higher goals.
- **Education communities have the capabilities and potential to manage their own transformation**, to organize themselves, and to continuously learn. Recognizing and stimulating them is a necessary starting point.
- **Each education community has times, dynamics, and priorities** that must be respected and attended to.
- **Concrete projects are a powerful catalyst for transformation** and a motivator to bring together more members of an education community.
- **The work of accompaniment requires diversifying support strategies**, in order to respond to the different needs that a socio-community and educational process requires.

This last element, diversification, is also reflected in the *type of strategies* implemented with the education communities. The Social Model includes at least five of them, which complement each other to offer comprehensive support. Therefore, field accompaniment takes the form of the following strategies, as shown in **Figure 5** and **Table 5**:

Figure 5. Type of Accompaniment Strategies Implemented by the Social Model



In 2022, accompaniment in the education communities of Ecatepec, Kanasín, and Iztapalapa included more than 40 mirror experiences, more than 70 projects implemented by partner organizations, and other actions that exceeded 150 throughout the year.

Table 5. Accompaniment Strategies Developed During 2022

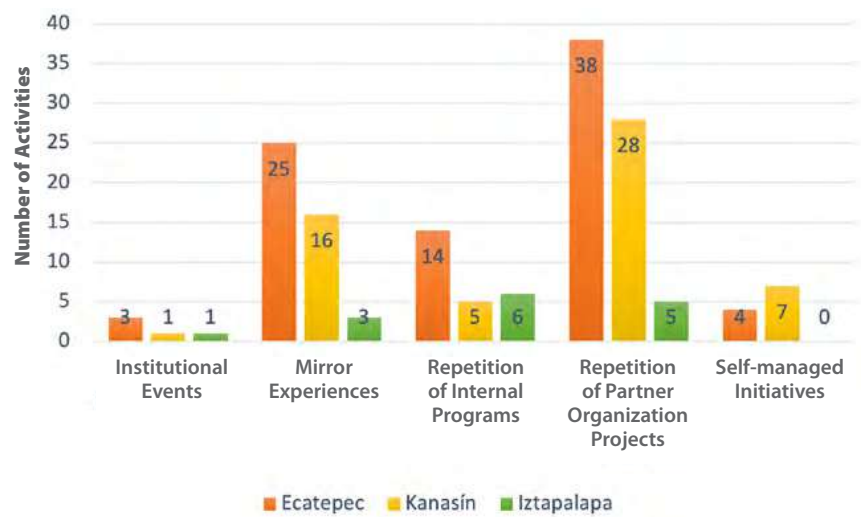


Photo 7: The creation of school gardens is one of the projects that unite education communities.

Source: Own work (2023) based on [Fundación Alberto Baillères \(2022\)](#).



3. Socio-community Accompaniment Teams

The creation of *accompaniment teams* is another virtuous practice documented in the Social Model's first years. These involve moving from the idea of accompaniment as a solitary figure to that of a multidisciplinary, flexible, and coordinated team, which becomes a support network for the schools. In this way, the promotion of participation, the development of meaningful experiences, the promotion of community maturity, and the strengthening of educator training are approached in a collaborative manner.

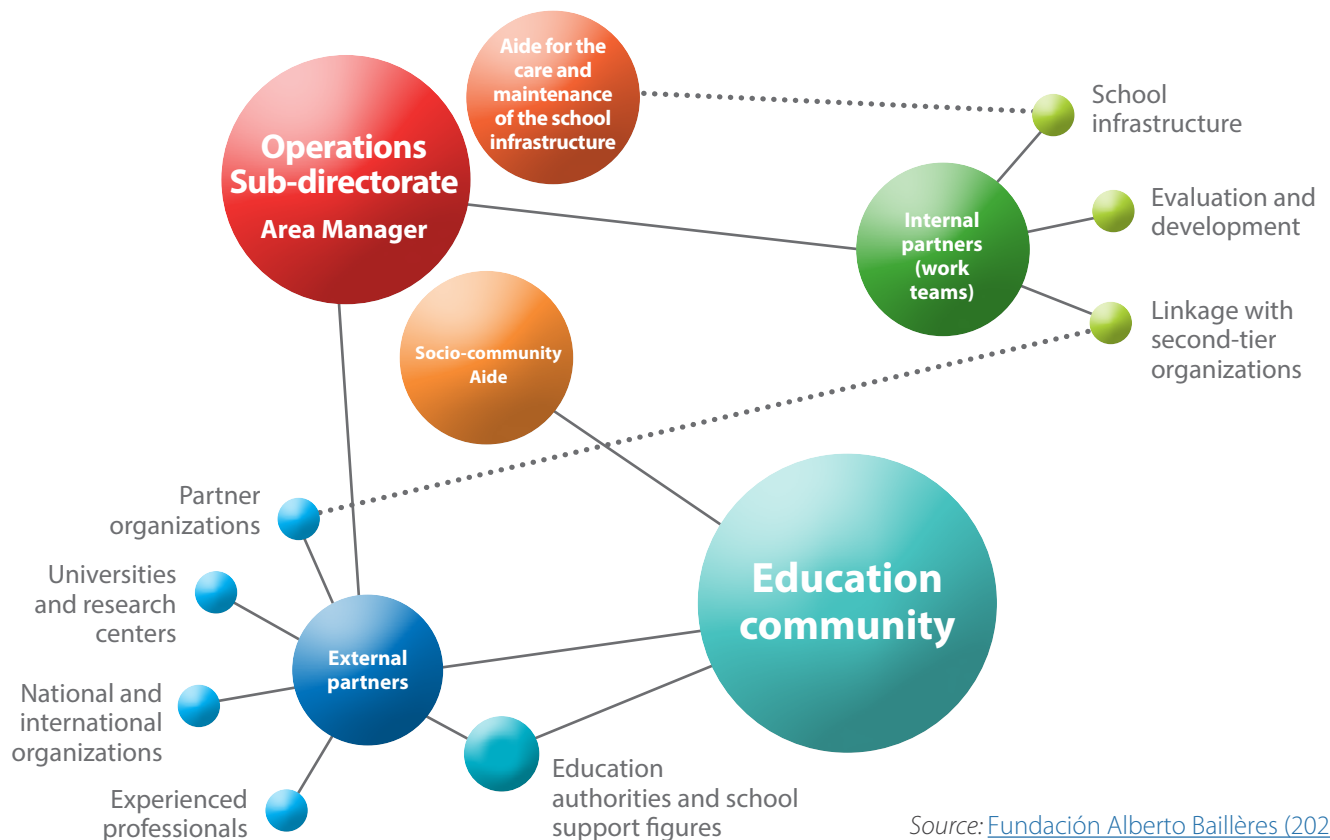
Currently, *accompaniment teams* are another example of the creation of social partnerships for education by integrating different social actors as detailed below and shown in **Figure 6**:

- **Socio-community aides**, members of the Foundation's operational team.
- **Aides from partner organizations.**
- **Aides for the care and maintenance processes of the school infrastructure** with the support of the Foundation's Infrastructure Department.
- **Aides who promote experiences of appropriation of spaces** through art.
- **Technical teams from each entity's Ministry of Education**, authorities, and other actors that may vary in each experience.

"The accompaniment teams must have those eyes, that vision of building educational habitats. They are the ones that nurture and ground fundamental parts of the Social Model: autonomy, self-management, and social cohesion."

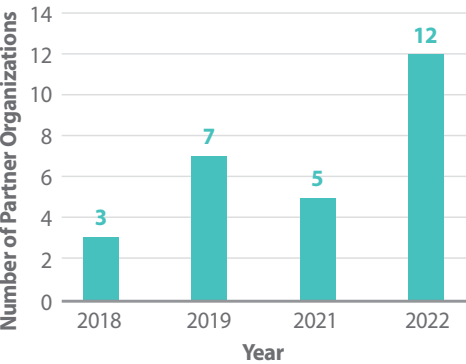
(The Alberto Baillères Foundation operational team)

Figure 6. Framework of Socio-community Accompaniment Teams



Source: [Fundación Alberto Baillères \(2022\)](#).

Table 6. Partner Organizations that Have Joined the Social Model by Year



Source: [Fundación Alberto Baillères \(2022\)](#).

The presence of these *teams* in each education community also represents an important condition for the sustainability of *educational habitats* and the Social Model as a whole since they are bodies that nurture and help sustain constant improvement processes, even in the absence of the Alberto Baillères Foundation. In fact, one of the Social Model’s medium- and long-term goals is for each education community to integrate the implementation of transformational projects and actions into its school culture, creating a support network according to its needs and updating it at every moment of its history.

A fundamental component of these *acompaniment teams* —and another example of the partnerships created on the basis of the Social Model— are civil society organizations. These are actors with extensive experience who have developed their own advocacy proposals and methodologies to promote some aspect of the right to education: socio-emotional development, reading and writing processes, strengthening of teaching capabilities, generation of productive projects, etc. From its early years, several civil society organizations have joined the Social Model’s work, contributing their experience and knowledge. Gradually, their presence has increased and consolidated, becoming key since they:

- **Respond to the specific needs of the education communities,** and therefore their participation is relevant and helps to achieve development and continuous improvement goals.
- **Are part of a support network for education communities.** These networks, which can change and renew themselves over time, are indispensable for the sustainability of the processes and allow schools to have permanent partners in accordance with their needs.
- **Contribute to consolidate an accompaniment strategy** through the integration of figures with citizen and academic profiles, which are coordinated with others to form an integral and dynamic team.

As can be seen in **Table 6**, these organizations have increased their presence, becoming a central component of the *acompaniment teams* and the partner network promoted by the Social Model.

The topics addressed in 2018, 2019, 2021, and 2022 are specified below:

Topics Addressed in 2018

- Training in STEM (Science, Technology, Engineering, and Mathematics) skills for upper secondary school students.
- Educator training in pedagogical, academic, and socio-emotional topics.
- Leadership development in the classroom.
- Training in savings and entrepreneurship skills for children and young people.
- Education for people with disabilities.

Topics Addressed in 2019

- Leadership development in the classroom.
- Entrepreneurship training.
- Educator training in STEM, pedagogical, academic, and socio-emotional skills.
- Socio-emotional support and development of a sense of community through art.
- Literacy skills for children and young people in lower and upper secondary school.
- Second-chance upper secondary school.
- Training in savings and entrepreneurship skills for children and young people.
- Education for people with hearing and language problems.
- Adaptation of the Foundation's Social Model in rural contexts.

Topics Addressed in 2021

- Training in entrepreneurship for women.
- Educator training on pedagogical, academic, and citizenship topics.
- Digital platform for STEM skills.
- Application of technological tools in vulnerable communities.
- School infrastructure in rural communities.

Topics Addressed in 2022

- Citizenship training for children and young people.
- Reading and writing skills for upper secondary school students.
- Development of parenting skills.
- Educator training in pedagogical, academic, and socio-emotional topics.
- Entrepreneurship training.
- Education for people with hearing and language problems.
- Strengthening community participation in the development and implementation of educational models.

Through these organizations, more than 160 professionals in education and socio-community work are currently integrated into the partner network.

The activities carried out by these organizations have been valued by the participants as highly relevant and have boosted capabilities for a fuller exercise of the right to education, as can be seen in **Figure 7:**

Figure 7. Activities Undertaken by Partner Organizations



Source: Own work (2023).



4. Working Collaboratively and Exchanging Experiences

Another strategy that helps consolidate the Model as a community and participatory initiative is to think of the planning and design of experiences as a collaborative exercise that includes the education communities themselves. This implies:

- **Practicing co-design**, bringing together *accompaniment teams* with members of the communities to establish what is relevant and when. As explained below, this practice is a condition for sustainability by laying the foundations for a planned action arising from the education communities themselves.
- **Including the development of self-managed activities as a valid and desirable alternative**, with minimal accompaniment work. This stimulates autonomy and strengthens confidence in internal capabilities.
- **Integrating the organization of spaces for the exchange and collective construction of knowledge as a key strategy**. This nurtures the creation of a network of schools that share an interest in innovating, growing as a community, and making their spaces favorable environments for learning and development.

Transformation Challenges

The monitoring of this dimension of the Social Model shows that the development of accompaniment processes poses challenges and pending concerns such as:

- **The consolidation of participatory processes for design and operation**. The *Descubrimiento y movimiento*® methodology is being developed, and part of this involves defining more precisely how to promote processes, how to serve education communities in a diversified manner, and how to confront the challenges of social participation in practice.
- **Strengthening co-design as a participatory strategy for inclusion and planning of socially and educationally relevant experiences**. Consolidating it implies challenges such as the harmonization of perspectives and work methods among multiple actors, not always agreeing, but which need to be resolved around a shared purpose.
- **The development of the capabilities-based approach** is also a challenge that includes refining its content, establishing core strategies, and verifying it through practice.
- **Planning, monitoring, and evaluation** are closely linked processes that help to strengthen the processes, organize intervention, and assess progress and learning.



Sharing and Building Together

One of the first experiences of exchange among those participating in the Social Model is the First National Meeting of Education Communities, held in 2022. Educators from Ecatepec, Kanasín, and Iztapalapa met in person or virtually to share what they had done and learned up to that moment. For example, it was possible to learn about the projects that schools in Kanasín carry out with families and students to promote an affective bond and form a culture of peace. The school principals in Ecatepec told their experiences of work and effort to reconstruct schools. The schools in Iztapalapa shared their hopes as they begin the journey with shared desires.

This exercise has become a permanent strategy to promote knowledge sharing and the creation of community networks.



III. Effects and Conditions for the Future

"The change in that school won't just be for the students, but for the neighborhood as a whole. It'll be a radical change. Even the park [located next to the school and remodeled by the municipal authorities] has been made more beautiful. That makes the neighbors care more and be more vigilant."

(Upper secondary school student)

III. Effects and Conditions for the Future

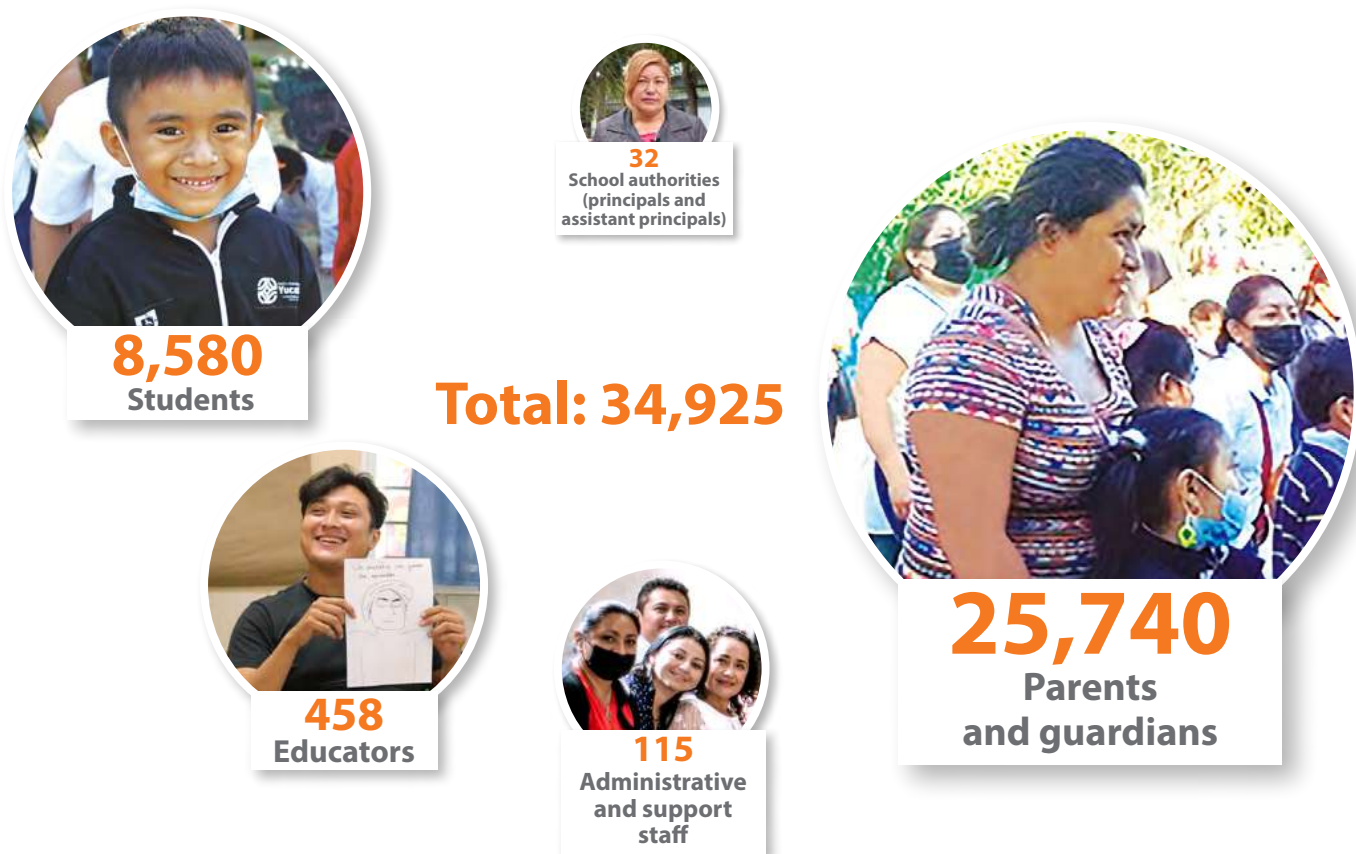
Every innovative initiative intends to generate changes and transform reality, bringing it closer to a desirable horizon. In this case, the horizon is defined by justice, equity, and the fight against exclusion barriers that limit fundamental rights such as education. Therefore, looking at the Social Model's five years of development includes recognizing both the effects derived from its action, as well as the possibilities for replicating the experience and making it sustainable. This is necessary to consolidate the design of the innovation and the expected transformation.

A. First Effects of the Social Model

1. Dignified Learning Spaces in Vulnerable Areas

Presently, one of the clearest effects of the Social Model is the generation of dignified and safe spaces for learning. The innovative design of school infrastructure and furniture has helped more than 3,000 students in Ecatepec overcome the natural (earthquake) and health (covid-19 pandemic) emergencies that kept students out of the classroom and attend school in a quality environment. Others in Kanasín and Ecatepec will be able to do so in the coming years, directly benefiting more than 9,000 people, including students and educational staff. **(Figure 8)**⁵

5 In the case of the primary and secondary schools premises, official data from the Education Information and Management System of the Secretariat of Public Education (*Sistema de Información y Gestión Educativa de la Secretaría de Educación Pública*), 2021-2022 school year are presented; they may have varied in the last school year. In the case of upper secondary schools, data provided by the schools to the Alberto Baillères Foundation up to the last quarter of 2022 are included.

Figure 8. Population Directly and Indirectly Benefited (2022)

Source: [Fundación Alberto Baillères \(2022\)](#).

The high marginalization and, in some cases, the absence of other nearby alternatives, increase the impact of these actions. An example is La Presa, where the school complex has strengthened options at four educational levels, including all primary and upper secondary school education. In the case of Kanasín, the upper secondary school under construction will be the first state technical school in Yucatan.

For students, educators, and families who are already using the new or improved facilities, this has had an impact on their daily lives and created additional development opportunities, such as extracurricular workshops or cultural and sporting events that bring them closer to the neighborhood community.



Photo 8: Auditoriums, school courtyards, and libraries are opportunities to share, learn, and connect as a community.

*“There’s a big contrast.
There’s no more overcrowding
because classrooms are
very spacious.”*

*“I like that I have space on
my bench to put my backpack
and things.”*

*“Now we can have space for
workshops, and I like that
because there wasn’t before.”*

(Ecatepec educators and students)

2. Overcoming Stigmas: The Educational Habitat as a Positive Reference in the Community

Having a dignified school has also contributed to overcoming the prejudices derived from living in vulnerable areas. Members of the education communities themselves are aware of this and recognize the weight the environment has had on the history and dynamics of their schools: the stigma of being seen as a “risky” area, with high crime rates, and where its inhabitants have a predefined destiny. The creation of quality school spaces has added to the historical resistance of some members of these communities and has nurtured a sense of pride, belonging, and future.

“I’m a student at Preparatoria 94 (Upper Secondary School), and because of circumstances in my life, I had to mature at an early age. But here I am, trying to do my best to be a better person every day. And although sometimes I’m afraid to think about what my future is going to be like, I keep going forward so that it’s not an obstacle for me. I’m a resilient student, because even though I’m part of a community that is badly regarded and society has labeled us as ‘delinquents,’ I try every day to challenge these types of comments by showing that we’re also capable, that we also have dreams and aspirations. I dream of being a great lawyer who fights against injustice, and I’m a student who’s proud of being part of this school, which like me is full of resilient educators, students, and administrators, who face any situation and who didn’t let the September 19th earthquake and the collapse of the school stop us.”

(Student, a fragment of the performance carried out during the Preparatoria Oficial 94 [Upper Secondary School] opening ceremony)

The perception neighbors have of the schools has also changed: from being schools with low social esteem and, in some cases, the last option of choice, to becoming a reference both for their facilities and the profile of educators, as well as for the processes they promote. Currently, schools participating in the Social Model are the first option requested by students in the area, increasing student population and offering learning opportunities to new students. Growing as a school, however, brings with it unexpected challenges, such as the need for more classrooms, trained educators, resources, and support to serve the student population and promote projects for community development.

3. Returning to School, Staying in School, and Continuing to Study

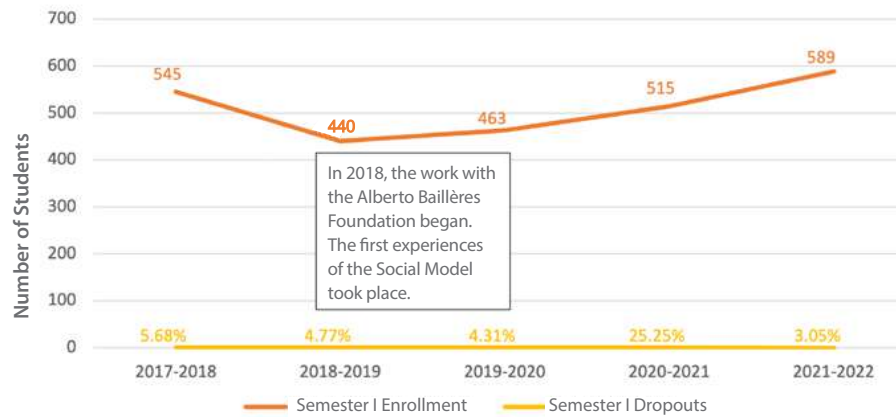
The experience has shown that having spaces conducive to learning also translates into an invitation for students to stay in school, complete their studies, and imagine long-term careers. Conversations with students, family members, and educators allowed us to gather testimonies in this regard: children and young people who had distanced themselves from school because of the pandemic have returned to school, and some performance indicators have risen, increasing, for example, average grades and reducing dropout and failure rates. These are the first evidence of the impact that can be generated by joining forces; in this case, those derived from the Social Model, the work of educators and principals, and the enthusiasm of a community that is committed and participates.

An example of this is the data for Preparatoria Oficial 94 (Upper Secondary School) presented in **Table 7** and **Table 8**. This is a school that on several occasions in its history had high enrollment, compared to other upper secondary schools in Ecatepec and surrounding areas. This, however, decreased for a variety of reasons, and worsened with the covid-19 pandemic. The notion was created that it was a second- or third-choice school for students, and more than one round of enrollment was necessary to fill the quota; an example of this is a particularly low enrollment in the 2018 and 2019 school years. With the completion of the new campus, the processes initiated, and the efforts made by the senior staff and educators, this trend was reversed. In the 2021-2022 school year, the school reported the highest enrollment in its history, including students who have returned after having left school and by the younger inhabitants of the area who have shown a high level of interest in enrolling in the school. Preparatoria 94 (Upper Secondary School) is considered a high-quality option, where not only the facilities are valued, but also the professional profile of the teaching staff, as reflected in an increase in academic performance indicators. **Table 7** shows the enrollment trend for Preparatoria Oficial 94.

“My dream is that my children have values, that they respect themselves, that they see that they have the possibility of a much better life, that what happens here in the neighborhood isn’t the only thing there is, that there are a thousand things outside, and that they have every possibility of realizing this.”

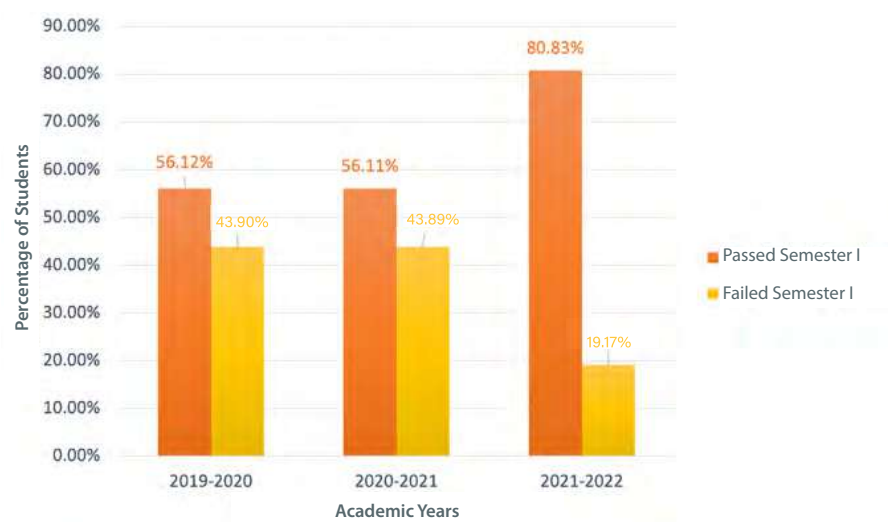
(Mother)

Table 7. Enrollment History. Preparatoria Oficial 94 (Upper Secondary School)



Source: Own work (2023).

Table 8. Semester I Failure/Passing Rate. Preparatoria Oficial 94 (Upper Secondary School)



Source: Own work (2023) with information from [Secretaría de Educación Pública \(2022\)](#).

Photo 9: One contribution of the Social Model is to encourage children and young people to complete their studies and broaden their educational horizons.



A practice that adds to this is the creation of the previously mentioned school complexes, which integrate different levels in a shared or nearby area. In Ecatepec, in the Complejo Educativo La Presa (School Complex “La Presa”), mothers and educators report the impact of this concept of integrated spaces for the education of children and young people in the area. Of particular note are:

- **Greater encouragement for students to continue with their studies.** Kindergarten and primary school students have expressed to their families their desire and enthusiasm to attend the schools that make up the complex and therefore continue their studies at the primary and secondary levels.



- **An opportunity for inter-school work.** The existence of the complex lays the foundations for education communities to perceive themselves as one community and collaborate toward a collective project.
- **A positive expectation of the neighborhood** about their schools is reflected, for example, in the care of their external facilities and a greater interest in attending them.

Photo 10: Sports and recreational spaces are also learning and development opportunities.

Having spaces such as the School Complex “La Presa” and those initiated in Iztapalapa, Mexico City, and Kanasín, Yucatan, are advances in the creation of structural conditions that contribute to overcoming exclusion. This is fundamental considering, for example, that the average schooling in Ecatepec, Kanasín, and Iztapalapa is nine years, which implies not starting or finishing upper secondary school.

4. Development Opportunities for All

Another process that has shown its first effects is the creation of development opportunities for all members of the education communities. This includes, on the one hand, strengthening the work of educators through academic spaces, but also the generation of experiences for educational staff, students, and their families to build or reinforce their personal and collective capabilities. Taking care of themselves, their school, and others, learning to organize themselves, working collaboratively, managing their own projects, and valuing their learning are substantial parts of the Social Model’s experience.

Participatory projects, workshops, and other shared practices have been key strategies for making progress in this regard. **Table 9** shows the experiences and projects developed within the Social Model’s framework.

“The main thing I learned during this time has been that not everyone thinks like I do, that everyone has their own world of ideas, that we need to have a certain respect for each person’s ideals. It’s been very difficult for me to be a mediator with both school shifts and with our committee. I’ve worked on that part, not to change others, but in the sense that we learn to respect.”

(Mother)

Table 9. Examples of Experiences and Projects Within the Social Model’s Framework

Personal, collective, and environmental care	Socio-emotional Development Workshop with ESTIC (Technical, Industrial, and Trade Secondary School) N°120 Students A space for expression and dialogue where students address topics of interest to them.
Empathetic and effective communication	Communication Workshop with Mothers of Primaria "Amado Nervo" (Primary School) in Ecatepec An opportunity to strengthen active listening, empathy, and peaceful conflict management.
Collaborative work	Preparatoria Oficial 94 (Upper Secondary School) Moving Project One of the Social Model’s first collaborative actions: collaboratively moving into the new facilities and appropriating the spaces as part of the reconstruction.
Management of transformational projects	“Adopta un abuelo” [Adopt a Grandparent] Project in Kanasín’s Education Communities Managed by educators, students, and families to promote the dignity and well-being of one of the most vulnerable groups.

Source: Own work (2023).

These projects and experiences have also contributed to the achievement of fundamental learning for the exercise of the right to education, such as the construction of non-violent relationships, respectful coexistence, inclusion, and respect for human rights. For some education communities, these experiences have been a factor of equity and inclusion, since through them the needs of the most vulnerable members are recognized and addressed.

“They began training us to give correct information. That’s where we made progress in terms of listening, and we began to learn to listen, to give out information correctly and truthfully. That’s important to work on.”

(Mother)

“The projects favor inclusion, since we have many cases of children with special needs in this school. We don’t exclude anyone, and we’re careful that we take into account everyone in the planning, contributing ideas, changing the pace of work and mindset, always to improve and include.”

(Educator)

Transformation Challenges

The monitoring of this aspect of the Social Model shows that making changes in the culture of an education community poses challenges such as:

- **Changes occur at different and specific paces in each education community.** The design of innovation is a guide, but it is necessary to plan and adjust according to the particular realities.
- **Change is often accompanied by resistance and obstacles.** Accompaniment work implies assuming them and facing them from a perspective of respect for the communities and their processes.
- **Building autonomy is a fundamental goal** that must also be planned in order to define how to encourage it and when to lessen the Foundation's presence so that the community can act on its own.

Photo 11: One impact that helps sustainability is the coordination between communities to enrich themselves and learn together.

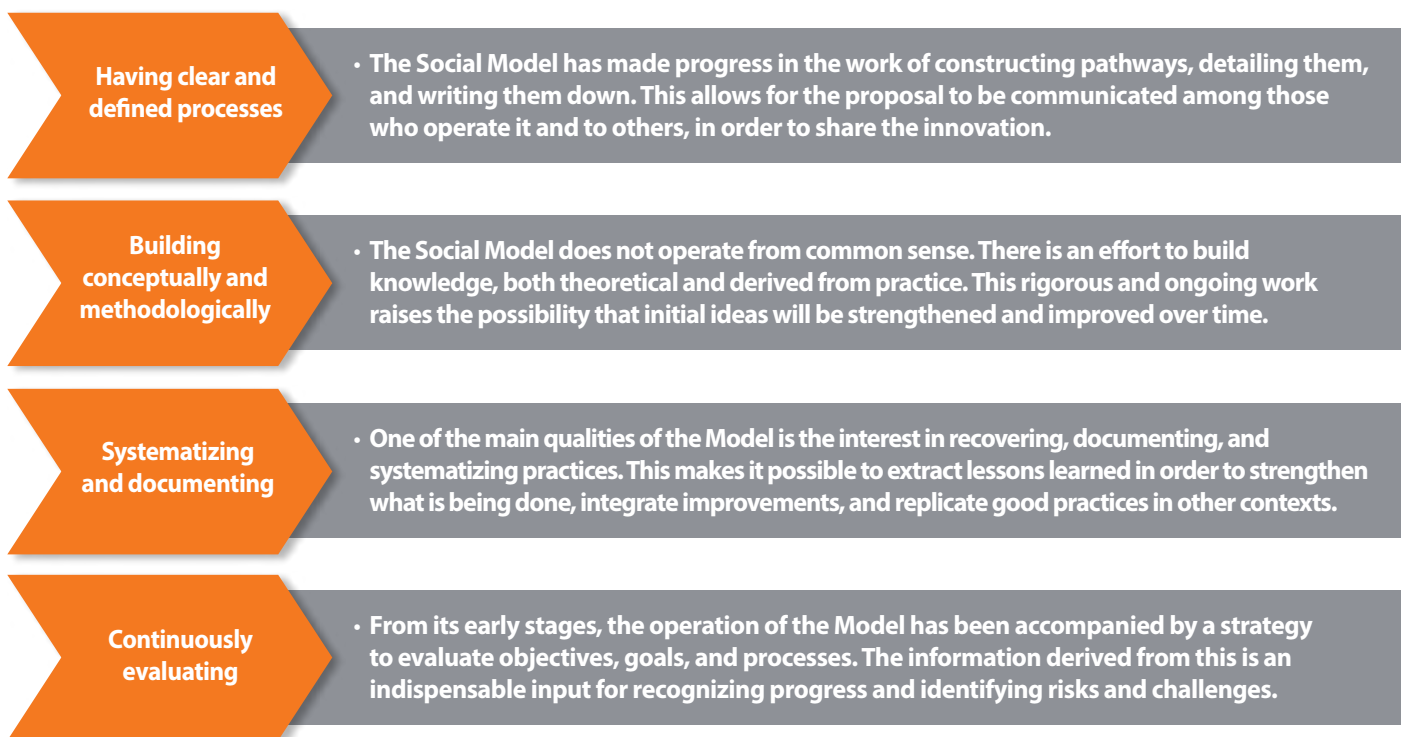


B. Conditions that Make Replicability and Sustainability Possible

A necessary aspect of any experience is the possibility of extending it, replicating it, and making it sustainable. This is one of the main challenges of innovation, since it requires making it communicable and creating the conditions for it to be maintained over time without losing its qualities. The development of the Social Model poses this same challenge. Five years after its inception, the Social Model's design is clearly moving toward consolidation, and evidence of change is beginning to appear in the education communities. A stage of expansion is also beginning, in which the Model is being transferred to new states, with diverse needs and realities. A fundamental step is to consider the conditions to successfully replicate and sustain what has been achieved.

The previous pages offer some elements in this regard and provide valuable inputs that have been built and that lay the groundwork for the future; among them are the contributions of replicability and sustainability as shown in **Figure 9**.

Figure 9. Contributions to Replicability and Sustainability



Source: Own work (2023).

Three examples of this are the collaborative design (or co-design) of Accompaniment Plans with education communities, a Plan for the Care and Maintenance of School Infrastructure, and the use of logs to document the experience.

The first two are planning processes through which schools integrate community development and school care as part of their institutional culture.

In the first case (Accompaniment Plan), the education communities define their objectives for each school cycle and organize the support they will require from the accompaniment team. The second (Plan for the Care and Maintenance) is an invitation to understand the school as a public space and common good, which must be cared for by everyone through participatory organization.

Building a long-term vision and planning based on goals represents one of the Social Model's most important challenges. In some cases, achievements have been evident, driven by school leadership. In others, they constitute a challenge that needs to be worked on in order to create truly sustainable processes.

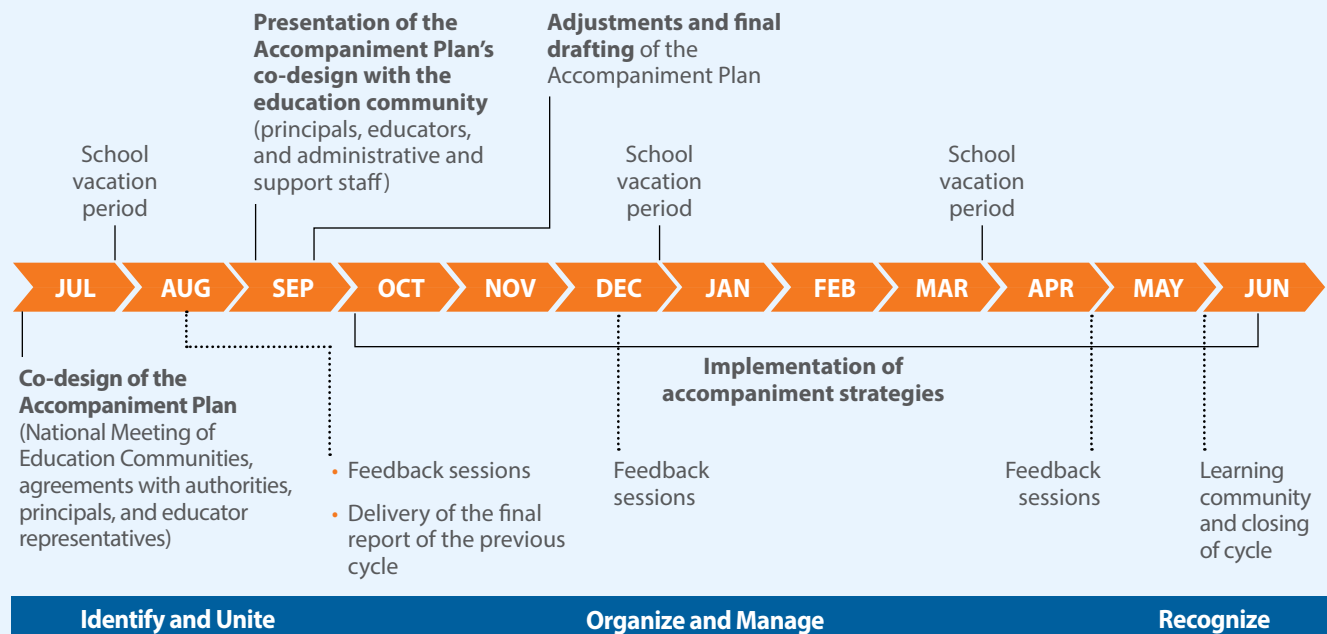
The Co-design of Accompaniment Plans: A Participatory Experience

One of the practices that contributes most strongly to sustainability is the development of capabilities for planning transformative processes. This implies recognizing that change and improvement in personal and collective well-being must be planned with the participation of all. Advancing in this has been one of the most relevant tasks of accompaniment, as it is directly related to the construction of autonomy and self-management in education communities,

and implies facing resistance, overcoming differences, and intentionally bringing together all the members of an education community to strengthen internal capabilities.

The path for the co-design of the Accompaniment Plan is a process that has been gradually consolidated in order to align it with the work path and school calendar. It currently includes the steps shown in **Figure 10**:

Figure 10. Chronology of the Continuous Accompaniment Process



Source: [Fundación Alberto Baillères \(2022\)](#).

As a result, an Accompaniment Plan is not only co-designed each year with a general structure and shared general objectives that guide the action of the entire Model,

but also with a specific design and objectives for each school, which respond to the progress and needs of each education community.

A third example of strategies that contribute to making the experience sustainable and replicable is documentation. Recording the actions, their development, results, and difficulties observed has been a feature of the Social Model since its inception and has been gradually strengthened. This is a complex task that involves deciding what to document and how, and it is also essential to show that an initiative is getting closer to its goals. The logs are one of several tools used by the Alberto Baillères Foundation for this purpose; they provide information, for example, on the way in which the capabilities addressed by the Model are gradually being impacted, generating learning and moving toward the collective creation of *educational habitats*.

The Use of Logs: Recovering Voices in the Process

The log formats offer elements for monitoring, follow-up, and accountability. They are also a tool for recognizing learning and qualitative changes. Collecting testimonies is a useful resource to assess what the subjects experience and think.

Activity: emotional intelligence and leadership workshops

Aimed at: parents and primary caregivers

Testimonial:
"I believe that knowing our emotions helps us in many ways, to be able to control them, to better react. Sometimes you live with other people at home, and if you don't know how to recognize how you feel, you react badly or take it out on people you shouldn't. I think we'll find better tools to manage ourselves in the best way."

Related capabilities:

Personal, collective, and environmental care: commitment to the promotion and adoption of values that strengthen peaceful and caring coexistence, free from all forms of violence

Empathetic and effective communication: responsibility and ethical sense when facing a communicative process

Each of these elements is part of a process that is still ongoing and its consolidation can be recognized in the following stages of the Social Model. Likewise, there are still challenges that need to be addressed mainly to increase the possibilities of sustainability in each experience. Some topics to be included in the agenda are:

- **Maintaining the role of the State as the main responsible party and guarantor of the right to education.** Although the Alberto Baillères Foundation has favored the development of partnerships and has made large-scale projects possible, a latent challenge is to prevent a decrease in the State's presence and attention to its obligations to schools.
- **Strengthening the architectural proposal.** As one of the Social Model's most evident contributions, this is also one of the dimensions that requires greater follow-up so that it can be integrated as part of national policies for school construction.
- **Strengthening the work and development path together with education communities.** This represents perhaps the most important challenge of the Social Model and implies strengthening the participation of more and more actors as agents of change, promoting collaborative work, and encouraging processes of greater autonomy so that the task of building and maintaining *educational habitats* is integrated into the culture of each education community.

As this document has shown, recovering and building spaces for education, increasing possibilities for the future, overcoming stigmas, and making schools a social reference through a strengthened education community are some of the contributions that the Social Model makes to quality education for all. In doing so, it also contributes to other goals that make sustainable development possible: eradicating poverty (SDG 1), reducing inequalities (SDG 10), and promoting just, peaceful, and inclusive societies (SDG 16). One of the conditions for these goals is the creation of learning opportunities for the lives and growth of people and their communities.



IV. A Look Ahead to the Future

"If anything has brought us together over the last year and a half, it is our feeling of vulnerability about the present and uncertainty about the future. We now know, more than ever, that urgent action is needed to change humanity's course and save the planet from further disruptions. But this action must be long-term, and combined with strategic thinking."

**International Commission on the Futures
of Education (UNESCO, 2021)**



Photo 12: Children's well-being is at the core of any educational process.

IV. A Look Ahead to the Future

These first years of collaboration between UNESCO and the Alberto Baillères Foundation have consolidated the coincidences that gave rise to it and have shown the value of the Social Model as an initiative whose development is worth promoting and accompanying. The Foundation's own experience and that of other social organizations in Latin America allow us to recognize possible lines of action for a vision of the future and a shared agenda. These are some of those, to which UNESCO Mexico enthusiastically joins:

Contribute to public policies. The advances made by the Social Model reveal aspects that can contribute to the development of public policies in education. Achieving this is a medium-term task that requires closer involvement of institutions and authorities, reinforcing their participation in the different dimensions of the Model and inspiring their actions with the knowledge derived from this experience. The strategy to create broad and diverse social partnerships and innovation in architectural and furniture design are contributions that can enrich current public policies.

Consolidate the transformation of school environments and the creation of learning communities. The accompaniment work and the Social Model's formative proposal have laid the first foundations of organization and coordination in education communities. Actions in the following years should be oriented to maintain this effort and ensure that "governance and culture are aligned with sustainable development principles" ([UNESCO, 2020a, p. 28](#)). Democratic participation in decision-making, the creation of learning communities within schools and with other communities, the development of projects with a sustainable development approach, and others, are lines of action that will make the experiences generated more solid and lasting.

This task merits enriching the training proposal and the *Descubrimiento y movimiento*® [Discovery and Movement] methodology, as well as the consolidation of the *Accompaniment Plans* and the operation of *accompaniment teams*. This figure is especially important given the scarce production of knowledge on methods and strategies to comprehensively accompany an education community. Its flexible, multidisciplinary, and partnership-based character is promising for the Model itself and for other similar experiences.

Strengthen the capabilities of educators. As stated in the 2030 Agenda and as the Model has shown, a commitment to the development of educators is a prerequisite for energizing change processes and making them sustainable. Promoting educator leadership, strengthening their capabilities, and joining the change initiatives they promote from their specific realities is undoubtedly a central task for the immediate future.

Strengthen citizen participation and empower children and youth. Participation is an indispensable component of the Model's action, so strengthening the participatory processes that have been initiated is another of the central tasks.



This requires mainly broadening the action of children and young people so that they become protagonists in the processes of change and in the construction of personal and collective well-being.

Include a diversity approach. The expansion of the Model to new states makes it necessary to take a diversity perspective, including recognition of the cultures existing in each area and their specific practices, values, and development needs.

Promote a gender perspective. A condition for achieving deep and sustainable transformations is to develop them from a perspective of inclusion and equity. Gender has been an element with a strong presence in the Social Model's first years: mothers and grandmothers showed themselves to be valuable agents of change, whose contribution can and must be consolidated in the future. A gender perspective is essential to empower women, girls, and young women, but it is also a way to build relationships of solidarity, inclusion, and respect among all members of an education community.

The coming years represent an opportunity to crystallize the progress achieved so far and to explore these and other new paths. In doing so, the Alberto Baillères Foundation's Social Model confirms that innovating to transform is a continuous task that is carried out as a team and requires constantly reimagining its practice. This vision is a specific and promising way to build better futures and make the world a more just and equitable place.

Photo 13: Any transformation process requires giving a voice to children and young people as builders of their present and future.

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