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Ensuring All Children Learn

Lessons from the South on What Works in Equity and Inclusion

Edited by Ishamel I. Munene

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Chapter 10

An Approach to Basic Learning for Life in the Mexican Southeast

Citizenship, Emotion Management, and Self-Care

Samana Vergara-Lope Tristán, Felipe J. Hevia, and Anabel Velásquez-Durán

INTRODUCTION

The role of basic learnings beyond reading and mathematics for the integral development of children and adolescents has been highlighted from different national and international levels, but little progress has been made in relation to its measurement, evaluation, or diagnosis. Given the above, we are curious about learning in three of the areas we consider essential for life.

We understand basic learnings as a set of fundamental skills and knowledge that help in the personal and social development of individuals. If these skills and knowledge are not acquired by the end of basic education, they compromise the future life progress of children and place them in a situation of clear risk of social exclusion (Coll & Martín, 2006; Vergara-Lope, 2018). We consider too that the challenges that individuals have to face throughout their lives are very varied and come from a wide range of contexts (UNESCO, 2016). Due to the above, we should reformulate the questions of what are the indispensable basic things that children need to learn in order to continue developing and to achieve a good quality of life.

In this sense, a learning could be considered basic if it is essential to achieve one or more of the following purposes: (a) to make possible the full exercise of citizenship within the framework of the society of reference; (b) to be able to build and develop a satisfactory life project; (c) to ensure balanced personal emotional and affective development; or (d) to be able to access

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