Teaching English and IT in ISSSTE-owned and commissioned structures

A case of the State Employees' Social Security and Social Services Institute

State Employees' Social Security and Social Services Institute
Mexico
Summary

This best practice made improvements to the curriculum offered to children of nursery (1 year 7 months to 2 years 11 months) and preschool (3 to 6 years) ages in centres for child well-being and development. A comprehensive curriculum was set up to develop knowledge and skills and thus lay the foundation for children’s working lives. The curriculum introduces children to information technology (IT) with fun activities enabling them to acquire skills using computers. This encourages them to use IT as a learning support tool, gaining solid skills in self-expression, dialogue and conversation in another language (English) and gradually developing their logical and verbal reasoning.

The issue or challenge

What was the issue or challenge addressed by your good practice? Please provide a short description.

The challenge was to improve the curriculum for nursery (1 year 7 months to 2 years 11 months) and preschool (3 to 6 years) aged children by offering a comprehensive programme to develop knowledge and skills in IT and the English language.

Addressing the challenge

What were the main objectives of the plan or strategy to resolve the issue or challenge? List and briefly describe the main elements of the plan or strategy, focusing especially on their innovative feature(s) and expected or intended effects.

The main objective was to implement and ensure long-term engagement with the programme to teach English and IT in State Employees’ Social Security and Social Services Institute (Instituto de Seguridad y Servicios Sociales de los Trabajadores del Estado – ISSSTE) childcare centres and systematically offer a comprehensive curriculum in these areas to every pupil.

Targets to be achieved

What were the quantitative and/or qualitative targets or key performance indicators that were set for the plan or strategy? Please describe briefly.

ISSSTE’s target was to make a long-term contribution, in accordance with its vision for the well-rounded development of every child, by offering English language and IT programmes to all pupils enrolled in nursery (1 year 7 months to 2 years 11 months) and preschool (3 to 6 years) at ISSSTE and ISSSTE-contracted childcare centres.
Evaluating the results

Has there been an evaluation of the good practice? Please provide data on the impact and outcomes of the good practice by comparing targets vs actual performance, before-and-after indicators, and/or other types of statistics or measurements.

When the project was launched in March, the programme was first offered to pupils (nursery and preschool) in ISSSTE childcare centres in Mexico City (North, South, East and West regional offices) and the Metropolitan Area (Morelos, Querétaro, Tlaxcala, Puebla and Hidalgo). The final result is that 23,005 pupils of nursery and preschool ages now have access to the curriculum in all 243 ISSSTE and ISSSTE-contracted childcare centres nationwide.

Lessons learned

Based on the organization’s experience, name up to three factors which you consider as indispensable to replicate this good practice. Name up to three risks that arose/could arise in implementing this good practice. Please explain these factors and/or risks briefly.

Teaching IT to these age groups must be tailored to the pupils’ level of maturity, since the aim is to familiarize them with these tools, encourage them to explore their uses and facilitate learning. This can be achieved using interactive children’s programs to help them develop language, acquire motor skills for handwriting, identify colours, differentiate sounds, match up images and engage in basic mathematical reasoning by grouping numbers together and other related activities.

English teaching must go hand in hand with IT and vice versa, in line with teachers’ lesson plans. It should be paced appropriately for the age groups attending the centres for child well-being and development.