Abstract

The initial objective of the Nezahualpilli project was develop, using an action-research methodology, a pre-school curriculum for marginalized urban areas characterized by its low costs, broad range of attention and, above all high pedagogical quality based on the cultural framework of these communities. The research methodology was divided in four stages: 1) Design of the project, situational diagnosis and curriculum development in a broad sense; 2) Participatory evaluation of the curriculum, which resulted in a redesigned model; 3) and 4) Had to do with the self-administration of the same. The results obtained until now show that it is possible to develop a curriculum based on theories different from those of compensatory education and benefits both children and their families, that fosters community organization and that links formal and non-formal education. This approach to curriculum also allows children to reach the development levels conventionally accepted for pre-school education.