# IN SEARCH OF DEVELOPING STATISTICAL LITERACY IN FUTURE MEXICAN TELESECUNDARIA TEACHERS

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When reviewing the current plans and programs −1999 and 2018− for the training of telesecundaria teachers in Mexico, it is observed that the didactic activities that are proposed for statistical education are scarce and outdated. Likewise, it was found that there is a great disarticulation between the curricula that guide the training of future telesecundaria teachers and the curricula of secondary education students.

In order to contribute to the generation of knowledge in the area of training telesecundaria teachers in the field of statistical education, a didactic proposal based on working with statistical projects was designed to be implemented within the teacher training process. The objective of this research is to analyze the implementation of statistical projects as a strategy to promote learning in future teachers of telesecundaria. Specifically, the way in which statistical projects favor the development of *statistical literacy* is analyzed. In addition, the extent to which working with statistical projects can be a strategy for training telesecundaria teachers is explored.

The results obtained show that working with projects allows future teachers to develop characteristics of the *statistical literacy* and appreciate the use of statistics as a useful tool for solving real problems such as those they face during their profession.