Towards a State of the Art of Adult and Youth Education in Latin America and the Caribbean

Regional Latin American Report for the CONFINTEA Mid-Term Review Conference

Bangkok, September 2003
Executive Summary and Recommendations

A Executive Summary

1. Towards a State of the Art of EPJA

The recommendations that emerged from the Latin American and Caribbean consultations as a follow-up to CONFINTEA were defined in rather operational terms. It was suggested a continuum of contents (seven thematic areas, see ‘General Analytical Framework’, p. 2) that should be engaged through the improvement of three basic ‘Lines of Action’:

- Curriculum and evaluation,
- Teacher training,
- Research and documentation.

It was also suggested to look into these guidelines from a more technical perspective, and to assess the real actions that were being developed in the field. A first attempt of a ‘State of the Art’ was proposed in order to provide a more concrete basis for recommending specific actions for improvement.

Thus, UNESCO-OREALC Santiago and the UNESCO Institute for Education, Hamburg, took the task of preparing a first exploratory study to define in a more precise way the developments, that institutions dedicated to the education for youth and adults (EPJA) were performing along the three lines of action. Three main research actions were launched:

Firstly, the development of six country case studies of a descriptive, analytical nature, that provide a more systematic review of the facts and features of the EPJA in each reality. The countries selected were Brazil, Chile, Honduras, Ecuador, Mexico, and two countries representing the English-speaking Caribbean: Jamaica and Trinidad-Tobago. In this way, it is expected to capture the diversity of problems as well as good examples in the region. Problems and examples are described from the point of view of curricula, evaluation, research development, and teacher training. Also, information on the administrative financial framework for implementation is given.

- The second aspect that was considered, given the lack of systematic evaluation, was the development of training for adult educators in Latin America and the Caribbean. This task constituted an important effort for exploring the provision of teacher training in EPJA, in the modalities of pre- and in-service training (see point 2 in the ‘General Analytical Framework’).

- Finally, the recommendation for exploring the situation of research and its accomplishments in Latin America and the Caribbean were considered. A co-ordinated effort between UNESCO-OREALC, REDUC and the ALADIN Network provided a most needed State of the Art, on documental and bibliographic trends reflecting research in the region (see point 4: ‘Research for Education for Youth and Adults in Latin America and the Caribbean’).
• The analysis of these three aspects of documentation and information has helped to provide a basic framework for understanding the main tendencies related to the action lines proposed in the CONFINTEA regional consultations.

2. Background and General Trends of EPJA

When analysing the background of EPJA in the region, two important general features emerged:

a) that during the last decade only three percent or less of the educational allocations of the governments and ministries of education in the region were allocated to the development of EPJA. In the case of Chile, only 1.6 percent was dedicated to EPJA in 2002. In Brazil, an exceptional 7 percent was allocated in 2000, considering federal, governmental, municipal and private contributions. 2.78 percent of the Secretary of Education in the Dominican Republic was allocated to EPJA, thus covering only 4.2 percent of the demand for adult learning. As UNESCO-OREALC suggested, the shortcomings in the presentation of public expenditure constitute a serious limitation in the analysis of performance and quality of EPJA, and for the accountability of policy makers.

b) During the 1990s a new model of policy for EPJA was developed, that emphasised the incorporation of socially marginalised youth into employment opportunities. Thus, models emphasising ‘secondary’ education for EPJA, mainly with accelerated programs, have become first priorities in several countries. Chile offers a model in this direction. On the other hand, we observe the integration of the traditional vocational training systems for workers into a new dimension, where general basic and secondary skills are being incorporated. The description of tripartite strategies (governmental, workers and youth, and the private sector) in several countries points out solutions to the unemployed youth that are worth to be replicated in the region (see the Brazilian and Jamaican case studies). Mexico and some English Caribbean countries have taken a different direction and are developing a more integrated approach, that incorporates to the search for employment opportunities an emphasis on the seven themes of CONFINTEA, gender, health, citizenship, sustainable local development, peasants and indigenous people.

3. Curriculum and Evaluation

Contrary to expectations, the research shows a rich development of materials and instruments of curricula in the case studies analysed and other additional information. The main trend observed from the point of view of the ‘thematic’ aspect is the dominant emphasis on work, employment and youth. In some country cases this emphasis discards, from a financial and technical perspective, curricular developments dealing with literacy, gender, health, etc. (see ‘General Analytical Framework’, pp. 19,20). Also, on the other hand, more ‘holistic’ curricula is being developed (see case study on Mexico).

The issue of evaluation is looked upon from two perspectives, performance and quality. From the performance point of view, it is important to underline a few cases where EPJA curricula integrate self-learning, diagnostic, permanent and final evaluation
instruments, embedded in the instructional design. In this respect, the description of the Mexican and the Honduran case studies is important. Also, reference to the administration of evaluation instruments is depicted in most case studies. Extensive documentation shows the current research (see ‘Annotated Documentation and Bibliographies’).

However, the review of research material shows that the evaluation of quality of EPJA remains far from satisfactory. The need to catch up with results developed in primary formal education is evident (see ‘General Analytical Framework’, pp. 17,18).

4. Teacher Training

As part of the analytical framework, the training of adult educators was explored. A first systematic compilation of documentary and direct sources shows that pre- and in-service training remains a marginal activity. In few cases, we find programs where in-service training is systematically linked to the process of evaluation and curriculum development. Among others, two case studies in this direction can be highlighted as good practices: INEA in Mexico, and Alfabetização Solidária of Brazil. The pre-service training shows an erratic offer and a lack of systematic and clear curricula (see ‘General Analytical Framework: 2. Teacher Training in Latin America and the Caribbean’).

5. Research, Documentation and Information

During the CONFINTEA consultations it became clear that research on adult education in the region is weak and dispersed. The need to unify information that could help to produce relevant knowledge was considered crucial, the review proposed here is a first attempt of a ‘State of the Art’. This review confirms the dispersion of the efforts, and in most cases its impact on the real improvement and the evaluation of concrete EPJA programs. Two main concentrations of information and practical research were identified in Chile and Mexico (see point 4: ‘Research: A Review of Evidence’).

The first annotated bibliography and documentation emerging from this exercise shows, however, that research in the last ten years concentrates mostly on the world of work and vocational training. Several variations of the theme are observed, with a range of purely ‘economistic’ and functional perspectives. Finally, a most valuable set of web site references to EPJA, governmental and non-governmental sources from Latin America and the Caribbean are provided, as well as additional on-line resources in Spanish and English.
B. Recommendations

The above descriptive analysis suggests the need to build a mid-term strategy where the following aspects of EPJA need to be reinforced:

1. The review of curricular models needs to be done in a systematic manner, in the expectation of developing a more coherent EPJA approach. This should incorporate the transversal themes of CONFINTEA and go beyond a purely functional approach geared only towards the world of work and employment. These curricular approaches should incorporate adequate mechanisms of permanent performance evaluation. Pilot experiences of good practice should be selected to serve as the basis for replication and on-the-job training in the region.

2. The need to build pilot initiatives at least in two countries in Latin America and the Caribbean for constructing comparative quality indicators for EPJA. These indicators should serve as a basis for replication and comparison among countries in the region.

3. The process of evaluation needs to be accompanied by improved systems for collection and retrieval of EPJA pertinent statistics, and transparent information on funding (from governmental, non-governmental and international sources).

4. More unified criteria for teacher training for EPJA is required. The present situation is erratic, and only in few cases articulated to the curriculum and evaluation mechanisms being implemented in the field. The reinforcement of in-service teacher training, linked to innovative curricula, needs to be piloted and used as a model for replication and training through demonstration. Post-graduate training in the EPJA for administrators and program developers could be revitalised in a more unified manner through a consortium of universities and other accreditation institutions of post-secondary education.

5. The ALADIN Network in Latin America and the Caribbean should be reinforced, especially in areas concerning the Caribbean region and wider themes of CONFINTEA, with emphasis beyond the mere formulation of economic and employment-oriented projects. It is expected that UNESCO-OREALC and REDUC will structure a more systematic EPJA network with important ongoing specialised documentation centres, such as those of INEA, CREFAL, and the University of West Indies.
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1. General Analytical Framework: An Overview of Adult and Youth Education (EPJA) in the last ten years of CONFINTEA V. Latin America and the Caribbean

1.1. Latin America: Follow up process to CONFINTEA

CONFINTEA V was perhaps one of the first conferences of adult education in which governments, the civil society, through a number of Non Governmental Organizations (NGO's), academic institutions and members of business and industry participated together. They discussed and proposed the reshaping of adult education vis-à-vis of worldwide changes taking place at the workplace, the emergence of multicultural issues that emerged the uses of ICTs and the advances and difficulties of literacy worldwide.

Wide participation of different sectors signaling an interest for adult education as well as a commitment to its development. Gave rise to hopes that this would be translated by the participating countries into building partnerships and innovative programs.

As part of the process of CONFINTEA V follow up, OREALC in collaboration with CEAAL, CREFAL and INEA were able through three regional follow-up meetings Montevideo (17-20/11/98), Cochabamba (19-22/1/99) and Mexico (22-25/3/99) to define a framework of policy and strategy for the future.

• The first meeting in Uruguay tackled the achievements as well as difficulties encountered when developing programs for young adults. It was mentioned that structural difficulties were encountered by young adults when entering the world of work. On the other hand it was possible to observe the strong emergence of gender issues as a cross cutting theme through most of the Lines of Actions reaffirmed in CONFINTEA.

• In the second meeting in Bolivia a better cooperation between the sectors of the civil society and governments were recommended. It was concluded that the goals proposed by governments should be monitored by implementing indicators to measure the degree of achievement of these goals. It is important to note that this meeting took a strong position on gender as this was one of the most important concepts to be used in the education of youth and adults. It was obvious from the conclusion at this meeting that civil society and the state should engage in a more ample debate where the educational activity was permeated by gender and inter-cultural issues.

• In the third meeting in México, once more the crucial role of the interrelationship between civil society and the state was recognized. However, at this meeting it was emphasized that literacy is still one of the most important issues to be resolved. The third meeting in Mexico provided important references to the activities on literacy in the region. It was recognized that illiteracy remains an important cause of social marginalization, poverty and exclusion.
a) Seven Thematic Areas

The following issues are considered to be the seven thematic priorities for Latin America and the Caribbean:

- Literacy as access to the written culture, to the education of adults and to information.
- Education for youth and adults in the perspective of work.
- Education for citizenship, human rights and participation of youth and adults.
  a) Education for peasants and indigenous people.
  b) Education of the youth and the new challenges.
  c) Gender equity in the education of youth and adults.
  d) Education, sustainable development and local development. The role of youth and adult learning.

The result of this follow-up was compiled in a General Plan of Action and published by OREALC.

As the main aspect of follow-up for action, a series of proposals for programme strategy defined the need …" to design and implement new ways of working in areas of Adult and Youth Education, defined as unfinished working areas." 51

In the final strategic document specific reference is given to areas such as innovations in the training of adult educators, the research and systematization of relevant practices and their possible replication, the reinforcement of information networks, the construction and development of indicators for the follow-up and assessment of achievements and difficulties of the education for youth and adults in Latin America, etc. 52

It is within this technical dimension as an integrated follow-up of the EFA process and CONFINTÉA as well as in the perspective of the upcoming Literacy Decade that a renovated dialogue through colloquia and action will explore good practices and innovative technical developments in the Region.

b) Lines of Action

The second level of working ideas were strategically refined in a document, where more focused assumptions were collectively proposed and a more specific conceptualization was provided for the Mid-term Planning.

"Adult and Youth Education, perceived as a life-long educational process, and as an "expanded" form of basic education - which covers basic and secondary education for the whole population - incorporates language, gender, local culture and work as multiple axes of . Based on this perception, a number of tasks are foreseen that require adaptation to the various national, regional and local contexts." 53

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Moreover, a more specific definition of tasks and scope of action was provided as well as a focus on marginal social groups, in need of EPJA activities.\textsuperscript{54} Within this strategic context three operational lines of action are defined:

**Curriculum and evaluation:**

On the basis of research findings, promote new curricular designs which acknowledge the learning styles and cultural characteristics of young persons and adults as well as the advances modern society in the realm of scientific and technological literacy.

The seven thematic priority areas for adult and youth education in Latin America and the Caribbean should serve as the basis for a reformulation of current curricular contents.

Moreover, the need to create accreditation and coordinated mechanisms with other aspects of educational provision and systems (formal, vocational etc.) is recommended.

Curricula should provide mechanisms of self-evaluation and participation of the youth and adults involved in the process of learning.

**Teacher training:**

Training programmes for Education for Youth and Adults (EPJA) teachers should be guaranteed by the State, so that this modality will neither be neglected nor severed from other education programmes: It will serve as spaces where knowledge will be systematized and exchanged and the experiences acquired through community work will be accredited. Three basic modalities are considered. Pre-service, in-service and community based training.

**Research:**

The integration of research has been advanced, as one of the major components of EPJA and as a permanent programme intended to contribute knowledge and serve as a tool to help design strategies that value diversity and foster an equitable distribution of educational opportunities. Important areas of research are defined.\textsuperscript{55}

\textsuperscript{54} A) Re-conceptualizing essential EPJA notions in order to better understand the processes involved and avoid generalizations and dichotomous classifications, particularly in the areas of:

i) life - long education, which promotes formal, non-formal and informal educational processes throughout the life of the individual, so that a "knowledge society" may be achieved within the context of a learning society. Redefining life-long education also implies redefining the concept of work;

ii) "expanded" basic education, as a modality measured in terms of skills rather than years of schooling, and one that adopts functional literacy levels as a benchmark; this type of education could be developed through the use of multi-sectoral strategies, multiple modalities, co-ordination with the workplace, etc.;

iii) Formal and non-formal education, which incorporate state of the art information and communication technologies while creating links and complementary actions between them.

iv) Occupational training, where work is conceived as an activity that transforms the individual, his environment, and others, not merely as employment.

\textsuperscript{55} B) Defining the action scope of EPJA.

Reflection should center on the following issues:

i) The exclusive commitment adult and youth education has made to the excluded sectors, which has postponed the work currently being undertaken with other groups of youths and adults;

ii) EPJA and its links to professional training, whether these are materialized through the integration of curricular components or through the incorporation of institutions.

The following fields of research were suggested as priority areas:

- Future EPJA scenarios.
- The demand for adult and youth education - EPJA and education reforms.
- Learning and knowledge acquisition processes of adults and youths (how they learn and how they teach).
- The labor world and how it relates to the educational proposals of adults and youths.
- EPJA curricular practices.
- EPJA evaluation and accreditation modalities.
- Training programmes and EPJA teacher training activities.
- Strategies and programmes aimed at enhancing the quality of EPJA education.
- EPJA impact indicators.
Need for a State of the Art Research:

- At the final stage of the process of consultations and definition of a Mid-Term Strategy and of the main themes for the modernization of Education for youth and adults in the Region a meeting was convened at CREFAL/Mexico. Among the issues considered the concern about the lack of a space of exchange and knowledge in the area of youth and adult learning was underlined by the participants. This deficit has an important effect on the decision making process and public policies affecting the education of youth and adults in Latin America and the Caribbean. Lack of informed decision making appears to be in the centre of the problem defined.

- Thus, the need to develop a state of the art in order to assess the existent products in the area of adult and youth learning in the region was considered of the highest relevance. As proposed in the same expert forum the need to reinforce the network of information and analytical knowledge on the subject was raised. The recognition of important weaknesses in this field suggested the reinforcement of a network of networks with special emphasis on the provision of rational knowledge capable to inform policy and programme planning in the area of EPJA.

- The final follow-up document makes reference to a number of areas in which expansion and improvement is needed. Such is the case for the training of adult educators, the systematic research of relevant practices that help to understand and improve new ones as well as its possible replications. Important references are made to the reinforcement of information networks, the construction and the development of indicators that help understand what is achieved as well as the difficulties of the education for adults and youths in Latin America and the Caribbean.

Literacy and CONFINTEA

Over the years literacy has build on a numbers of programs. Much of the programs that were influenced under the Education for All meeting, and the work done by governments build on international directives and civil society programs. More important, few of these programs have developed indicators of progress and monitoring mechanisms.

One of the main issues still unclear is how to build indicators for literacy in a way to provide more quality of work and accountability. A special reference to literacy is presented in this framework, with an attempt to understand the way gender, work, health/HIV etc are reflected in several programmes.

1.2. Latin American and Caribbean EPJA in the last decade: a review of evidence.

Latin America in general and its education sector have undergone a number of changes through the last twenty years. They took place in part due to the economic changes brought by globalization and were considered the only solution to large debts and economic stagnation of the previous decade, in other words:

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* Cultural and linguistic diversity and intercultural bilingual education.
* Innovative educational programmes for adults and youths.

56 OREALC. Encuentro Regional sobre Revisión de Estrategias y Programas para el Aprendizaje de Jóvenes y adultos en América Latina y el Caribe. (CREFAL-México, 11-13 September, 2002)
“’Globalization’ was equated with ‘modernization’ and implied the acceptance of the expansion of transnational capital, the supranational character of productive decision making, increasing trends pressuring in the direction of the homogenization of information and cultural consumption, and the connection of geographically and culturally distant places in such a way that local events are shaped, as well as influenced, by events occurring in remote places.”

These changes were carried out with the implementation of new economic and social policies, government decentralization, fiscal and economic adjustments as well as the re-direction of the education sector to better complement these policies. One of the immediate results was a more sustained economic growth. It is was stated that in contrast to the economic decline of the 1980s “between 1990 and 1997 Chile’s GDP increased in a yearly rate of 6.9%; 4% in Argentina; 2% in Bolivia; 2.7% in Peru; 3.6% in Uruguay and below 2% in ten other countries.”

Economic growth, however, did not improve the basic picture of extreme inequality, being the “young people being among the most affected by a situation of inequality.”

Despite of economic growth unemployment rates were increasing, and it is not exaggerated to say that poverty and worsening living conditions are an everyday reality for a growing number of people. As a region Latin America and the Caribbean still has one of the highest levels of income inequality in the world.

On average a quarter of national income is appropriated by the wealthiest 5% and only 7.5% is distributed among the poorest 30% of the population. Between 1980 and 1997 the number of people living under country-specific poverty lines increased from 136 to 204 million, with 90 million living in extreme poverty conditions. Many of the poor live in rural and indigenous areas, and the process of pauperization has disproportionately affected women as well as youth. Despite illiteracy being reduced in Latin America in absolute numbers with an estimated 42, 7 percent in 1987, an important number of countries in the region still have a high incidence of illiteracy.

The uneven performance as shown in Table 1 impacts the way adult education programs are carried out in the Region. It will be fair to say that most countries including those with higher level of literacy tend to allocate educational resources rather to post-literacy programs than to basic literacy. The latter is left most of the time to volunteers programs. This differentiation also has an impact on how the problem of illiteracy is perceived in the region. It can be perceived as basic skills training that combine both work and literacy or as a marginal activity using untrained volunteers for its implementation. ECLAC (see Table 1) provides current information on illiteracy rates in the region. Important to observe are the disparities among countries and variations rates during the last twenty years.

58 Inter-American Development Bank 1999.
60 ECLAC-UNESCO (1990) Education and Knowledge: Basic Pillars of Changing Production Patterns with Social Equity. Santiago
Adult education is a low priority in the educational budgets of most Latin American and Caribbean countries. As it was suggested in 1995 by Arnove and Torres: “on average, in the past three decades only 3% or less of educational funds have been spent on programs aimed at adults.”

These low expenditures contrast with countries in the region where as many as two-thirds of the rural populations may be illiterate and where it is not uncommon for governments to be spending only 1 or 2% of their educational budgets on adult education.

Some available country evidence shows that the situation has hardly changed, and in some cases worsened.

In the case of Chile, "a first observable fact (see Table 2) is that in 1995, a certain growth of resources assigned to EPJA took place. Although in 2000 a certain "restraint" in the allocation of resources is observed in public education in general, this process is

Table 1:

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<td>5.0</td>
<td>3.2</td>
<td>1.8</td>
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<tr>
<td>Uruguay</td>
<td>5.3</td>
<td>3.4</td>
<td>2.2</td>
</tr>
<tr>
<td>Venezuela</td>
<td>13.1</td>
<td>9.9</td>
<td>7.0</td>
</tr>
</tbody>
</table>

*La población analfabeta está definida como aquella que no es capaz de leer y escribir un relato simple y breve relativo a su vida cotidiana. Los datos presentados en este cuadro son las últimas estimaciones y proyecciones de la UNESCO sobre alfabetización, revisadas en 1998 y basadas en los censos de población.


Adult education is a low priority in the educational budgets of most Latin American and Caribbean countries. As it was suggested in 1995 by Arnove and Torres: “on average, in the past three decades only 3% or less of educational funds have been spent on programs aimed at adults.”

These low expenditures contrast with countries in the region where as many as two-thirds of the rural populations may be illiterate and where it is not uncommon for governments to be spending only 1 or 2% of their educational budgets on adult education.

Some available country evidence shows that the situation has hardly changed, and in some cases worsened.

In the case of Chile, "a first observable fact (see Table 2) is that in 1995, a certain growth of resources assigned to EPJA took place. Although in 2000 a certain "restraint" in the allocation of resources is observed in public education in general, this process is
accompanied by a growing concern and the beginning of a progression towards the reform of this modality.

However, the marginal character of the EPJA with respect to other levels of education becomes evident. For example, there is no comparison with the growth of special education, which quadrupled its budget within ten years. Moreover, EPJA had lower budgets in the years 1992 and 1994” ... 

Table 2:
Amount and distribution in percentage of the expenditure of the Ministry of Education by educational level, 1990 - 2002

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Pre-school</th>
<th>Basic</th>
<th>Special</th>
<th>Middle HC</th>
<th>Middle TP</th>
<th>Adults</th>
<th>Higher</th>
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<tr>
<td></td>
<td>pesos</td>
<td>%</td>
<td>pesos</td>
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<td>Pesos</td>
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<td>Pesos</td>
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<tr>
<td>1990</td>
<td>556.423</td>
<td>8.2</td>
<td>293.094</td>
<td>52.7</td>
<td>5.091</td>
<td>0.9</td>
<td>56.152</td>
<td>10.1</td>
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<tr>
<td>1991</td>
<td>605.510</td>
<td>7.6</td>
<td>311.300</td>
<td>51.4</td>
<td>4.394</td>
<td>0.7</td>
<td>52.853</td>
<td>8.7</td>
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<tr>
<td>1992</td>
<td>685.713</td>
<td>7.3</td>
<td>348.978</td>
<td>50.9</td>
<td>12.267</td>
<td>1.8</td>
<td>59.350</td>
<td>8.7</td>
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<tr>
<td>1993</td>
<td>766.321</td>
<td>7.9</td>
<td>397.268</td>
<td>51.8</td>
<td>11.962</td>
<td>1.6</td>
<td>62.224</td>
<td>8.1</td>
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<tr>
<td>1994</td>
<td>831.741</td>
<td>7.9</td>
<td>431.646</td>
<td>51.9</td>
<td>13.830</td>
<td>1.7</td>
<td>68.900</td>
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<tr>
<td>1995</td>
<td>959.766</td>
<td>7.7</td>
<td>497.968</td>
<td>51.9</td>
<td>20.924</td>
<td>2.2</td>
<td>81.697</td>
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<tr>
<td>1996</td>
<td>1.088.447</td>
<td>7.7</td>
<td>563.284</td>
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<td>24.850</td>
<td>2.3</td>
<td>99.692</td>
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<td>1997</td>
<td>1.211.952</td>
<td>7.6</td>
<td>628.950</td>
<td>51.9</td>
<td>28.215</td>
<td>2.3</td>
<td>114.777</td>
<td>9.5</td>
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<tr>
<td>1998</td>
<td>1.334.324</td>
<td>7.6</td>
<td>687.386</td>
<td>51.5</td>
<td>31.645</td>
<td>2.4</td>
<td>129.115</td>
<td>9.7</td>
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<tr>
<td>1999</td>
<td>1.445.788</td>
<td>7.6</td>
<td>759.319</td>
<td>52.5</td>
<td>37.033</td>
<td>2.6</td>
<td>136.710</td>
<td>9.5</td>
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<tr>
<td>2000</td>
<td>1.566.392</td>
<td>7.1</td>
<td>806.891</td>
<td>51.5</td>
<td>58.118</td>
<td>3.7</td>
<td>157.399</td>
<td>10.0</td>
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</tr>
<tr>
<td>2001</td>
<td>1.687.861</td>
<td>7.0</td>
<td>873.950</td>
<td>51.8</td>
<td>68.920</td>
<td>4.1</td>
<td>169.295</td>
<td>9.9</td>
</tr>
</tbody>
</table>

Source: Budgetary Balance. Department of Financial Resources, Secretary of Education
*This Chart does not include the amounts assigned to the Division of Culture of the Secretary of Education

In the case of Brazil where information is ready available at Federal Level in a systematic format, the global contribution to education for youth and adults represents more than 7% of the total education budget. (Federal, State, Municipal and Private). The states and the municipalities contribute more than 95% to the EPJA budget in rather equal shares.  

In spite of the expansion of the education system within the last three decades, 1.2 million children and adolescents (3.95% of the population between 7 and 14 years of age) were not in school in the year 2000. More than 35.8 million young people and adults (30% of the population 15 years of age and above) had less than 4 years of schooling, possibly being functionally illiterate. Thus, in Brazil as in most Latin American countries the financial contributions to the adult learning activity, to be considered as one of the most important mechanisms at policy level to ensure access to education of the poorer and socially

62 Chile Report p.15
63 Source: MEC/INEP – Statistical Summary, 2002
64 Source: IBGE. Demographic Census, 2000.
backward populations, remain far from satisfactory and unable to bridge the gap of social and economic exclusion.

When reviewing the information of Dominican Republic this trend is candidly analyzed by the Secretary of Education (SEE). Between 1998 and 2001 the contribution of the public educational budget dedicated to Youth and Adult Education (DGEA) was reduced from 2.84% to 2.78%.

"The first of factor related to exclusion is the lack of access to the educational system. The potential demand for adult education in 1998 was estimated to be 2.9 million people. The official figures indicate that 15.6% of the population over 15 years is illiterate. The enrolment for formal adult basic education in the year 2001-2002 was 124, 553, equivalent to 4.2% of the actual demand."\(^{65}\)

As reported by the Ministry of Education of Saint Lucia that contributes 16.59% of its budget to Continuing Education and Adult Learning:

"Saint Lucia, like the rest of the Caribbean is at the risk of exclusion from the dynamics of the world economy, a consequence of smallness and lack of authentic data on key economic factors including adult learning. This marginalization not only promotes intellectual flight (brain drain) but also raises the likelihood that national concerns, such as illiteracy, HIV/AIDS, crime prevention and control, special education for male student and adults and conditions of the physically challenged students will be overlooked, ignored or postponed."\(^{66}\)

In the case of Ecuador, where multilingualism is one of the fundamental challenges are of EPJA, the performance is very negative due to limited resources that are in flagrant contradiction to the stated governmental policies.

For 2002, the National Office of Bilingual Intercultural Education -DINEIB-, received $2,250,080 from the General State Budget, estimated at $5,846,000.000, which is a share of 0.04%.

The National Office for Permanent Popular Education -DINEPP- received for the same year from the General State Budget (PGE), a total of $8,295,970, from which $7,902,720 are current expenses (8232 teacher remunerations\(^{67}\)) and $356,250 investment expenses (Project Plan 50, Distant Education, Senior Citizens, Eradication of Illiteracy-PROCALMUC). In the case of external resources for investments (Project of Occupational Training for Handicapped Persons), $37,000 are reported as coming in from OAS. From the General State Budget the share of DINEPP is 0.14%.

In general the analysis of the use of the financial resources by area/sectors of education in Latin America and the Caribbean remains erratic and it lacks systematization.

Although progress in systems development for statistic retrieval and assessment has been made in the area of formal education (Brazil and Mexico), the situation of adult and youth education and the funding provided remains practically unknown. The weakness in the


\(^{66}\) Saint Lucia Report. CONFINTEA Mid-term Review. p.15

\(^{67}\) Each teacher receives a monthly bonus of $80.00 (eighty tax free US dollars). This value does not cover basic expenses, which for 2003 was $368.72 (including: food, clothes and shoes, rent, furniture, health, transportation, recreation and culture, education, others). (INEC, 2003).
gathering and presentation of information on adult education and spending remains an obstacle for the analysis of performance of the system. “Moreover it will be necessary to strengthen technical cooperation between countries, especially those with greater difficulties in collecting information.” As suggested by UNESCO /OREALC the implications of these technical deficits are enormous:

"The shortcoming in the collection and the presentation of the public education expenditure constitutes a serious obstacle for the analysis of performance of the educational system and for the accountability of the policy makers responsible for the educational outcomes".

Table 1 provides a good overview of illiteracy in Latin America by countries. Figure 1 shows the educational disparities among them.

According to World Bank, the region…”continues to be one of the least egalitarian regions of the world, Education is one important explanation of why some people have higher incomes than others. People who have had little education tend also to be less productive and are more likely to be unemployed and economically and socially marginalized than are people with more education.”

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70 World Bank. Educational Change in Latin America and the Caribbean. Washington …..p.16
In this sense EPJA could be a powerful instrument to reduce inequality and poverty by enhancing the skills and productivity of the whole population, by providing them with the skills they need to adapt in a changing market economy. However, the present distribution of funding in the process of development of human resources in Latin America and the Caribbean seems reinforce marginalization and exclusion.

Thus, there is a need to review the educational policies of Latin American and Caribbean governments regarding their actual funding of EPJA. The improvement of the quality of youth and adult learning, that by definition provides a more adaptable and flexible educational response, needs to be considered as part of this process of reform and adaptation.

To convince Governments to invest in adult and youth programs requires a profound technical review of practices and outputs in the field. But there is also a need to improve the mechanisms of effective collection and retrieval of educational statistics in the area of youth and adult learning. The task ahead requires profound changes of a technical nature:
"...is not enough to continue doing more of the same, but to take a qualitative step forward, where this modality does not continue being merely of a compensatory nature, but an education that responds effectively to the challenges put forward by the UNESCO Report on Education for the 21st Century."

1.3 Adult Education for Youth and Adults (EPJA): a Latin American and Caribbean Definition.

The old new "functional view":

The concept of EPJA is of recent development when compared with literacy and the more "traditional" educational views emerged from the concept of Fundamental Education and Popular Education in Latin America. It came to the attention of program developers and adult educators in Latin America after the ECLAC document Education and Knowledge in 1992. This document in its main ideas indicates that, as the title suggests, education and knowledge are central aspects in a new vision of education and patterns of production. Training and learning were basic elements in a new form of understanding education. It was argued that Latin America in particular has just moved from a decade of low investment in education to one with more appropriate funding. Therefore it was necessary a reconceptualizing of education, and reform of education. The new policies of education should be aligned with modern forms of economic development which in turn will align with new production patterns that include knowledge as one of its main resources. As a result of this confluence a more equitable society should emerge. This document specifically states that "young people are among the groups most affected by the incapacity of [acquiring goods and services], as they represent the highest proportion of low wage earners and the unemployed".
Table 3: Youth unemployment in Latin America (in thousands)

<table>
<thead>
<tr>
<th>NÚMERO DE DESOCUPADOS (en miles)</th>
<th>De 15 a 19 años</th>
<th>De 20 a 24 años</th>
<th>De 15 a 24 años</th>
</tr>
</thead>
<tbody>
<tr>
<td>Argentina (a)</td>
<td>168.6</td>
<td>307.9</td>
<td>141.6</td>
</tr>
<tr>
<td>Bolivia (b)</td>
<td>22.9</td>
<td>10.6</td>
<td>33.5</td>
</tr>
<tr>
<td>Brasil (b)</td>
<td>583.4</td>
<td>1281.2</td>
<td>425.7</td>
</tr>
<tr>
<td>Chile (b)</td>
<td>44.9</td>
<td>57.2</td>
<td>52.5</td>
</tr>
<tr>
<td>Colombia (b)</td>
<td>243.8</td>
<td>239.9</td>
<td>344.2</td>
</tr>
<tr>
<td>Costa Rica (b)</td>
<td>5.6</td>
<td>12.9</td>
<td>4.9</td>
</tr>
<tr>
<td>Ecuador (b)</td>
<td>29.5</td>
<td>80.8</td>
<td>47.3</td>
</tr>
<tr>
<td>Guatemala (b)</td>
<td>31.6</td>
<td>28.4</td>
<td>34.4</td>
</tr>
<tr>
<td>Honduras (b)</td>
<td>13.0</td>
<td>20.3</td>
<td>15.6</td>
</tr>
<tr>
<td>Mexico (b)</td>
<td>243.0</td>
<td>426.8</td>
<td>256.3</td>
</tr>
<tr>
<td>Paraguay (b)</td>
<td>17.8</td>
<td>16.5</td>
<td>30.7</td>
</tr>
<tr>
<td>Peru (b)</td>
<td>17.4</td>
<td>42.7</td>
<td>21.8</td>
</tr>
<tr>
<td>Uruguay (b)</td>
<td>33.7</td>
<td>34.7</td>
<td>28.0</td>
</tr>
<tr>
<td>Total estudianto</td>
<td>1452.1</td>
<td>2559.8</td>
<td>1506.5</td>
</tr>
</tbody>
</table>

Notes:
(a) Se aplican tasas de actividad y desempleo del Grup Buenos Aires a cada población urbana.
(b) Se aplican las tasas del total urbano del país.
(c) Las proyecciones de población son del CELADE, 1999.
(d) Para el año 2000 se utilizaron las tasas concebidas del año más cercano al fin de la década.

Source: CINTERFOR/ILO: Empleo y Capacitación Laboral en América Latina ( ) p.16

Educational rationale for a policy on youth and adults:

Londoño (1995) states that “government policies for education of youth and adults are defined mainly by international organizations through specific situations from an economic perspective in which pedagogy is absent” 75 Another view about policies for youth in Latin America and the Caribbean states that is “based in a logic in which youth as social actors have great difficulties of social insertion, thus compensatory social policies must be implemented in order to compensate for the inequalities produced by national economic adjustment programs.” 76

During the 1990s the new model of policy for youth that became prevalent in Latin America emphasized “the incorporation of marginalized youth into the labor market” 77

It is considered that the leading program at that time was "Youth Chile" [Chile Joven], a program in Chile that brought together NGOs, social organizations and the government of Chile in their quest for providing skills for employment to socially marginalized youth. These are programs that are short and use innovation in their training, thus making it more pertinent for the jobs the are preparing for as well as facilitating placement. (Chile continues to be an important study in this respect, see Case Study). Significant in this new model are public-private partnerships and/or decentralized management, the role of the government being restricting to design, supervision and evaluation of the programs. (Brazil's Federal Government's role in this respect is a good example. See Case Study).

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77 Bango, J. (1999). p. 18
This new model is in contrast with historical traditions of Latin American education in which the main guiding principle was social justice. It is based on the conviction of policy makers that “skilled human resources are a main element in the economic transformation of the Latin American countries.”

Some good practices can be underlined in this purely "functional" perspective of EPJA. In the Dominican Republic, the governing role of INFOTEP in the development of a National Vocational Training System for Productive Work is based on the tripartite system as a model of collegiate management. INFOTEP has made remarkable progress in developing a National Training System for Productive Work. Different participation and integration mechanisms have been introduced.

Such mechanisms have made it possible to expand and supplement the tripartite management model by multiplying levels of co-ordination and participation of social and economic sectors. It has improved the efficiency and effectiveness of the institution by making full use of the installed capacity of collaborating centers, incorporating new training strategies and methodologies in order to meet the demand of productive sectors that are faced with a new social and economic scenario, characterized by high competitiveness.

This central role of work and employment in the process of an efficient EPJA has also been considered as a critical out-put from existent Popular Education experiences. A study on technical education in rural Bolivia shows that technical non-formal education fails when it is not integrated into the community life of the beneficiary. This is expressed in low participation of the community. The reasons are mainly that the connection of the social "themes " and the literacy programme does not ensure automatically the creation of a critical consciousness if they are remote from the world of work and unrelated to working practices in the community.

However, the diversity of provision in the region shows that certain programmes tend to underline the aspects of social integration and mobilization with economic assimilation in a more or less systematic manner. The different cases of Saint Lucia or Mexico can be mentioned as countries making an effort of integration, while innovating their curricula. A more systematic review of the provision of EPJA is required in order to explore a wider and less work-oriented model. The need to integrate in a systematic manner the seven basic themes of CONFINTEA in Latin America into an integral curricular response seems to be the immediate task at hand.

1.4 Priorities for Action: Curriculum, Evaluation, Teacher Training and Research.

The first exploratory effort for the development of a "state of the art" on the EDJA in the Latin American and Caribbean Region shows a diversity of experiences that are not easily comparable. This is due mainly to the limitations that have already been underlined by the CONFINTEA process, especially what concerns the lack of systematic research and documentation. The case studies by country also reflect these disparities, and in many cases, information of statistical nature is not ready available or compiled in a relevant manner. In this sense our task at this level remains also limited, but attempts to build an analytical descriptive framework that will help us to suggest basic orientations within the Lines of Action and in the framework of the "seven priority themes "proposed for the Region.

78 Bango, J. (1999.).
Curriculum and evaluation

Promote new curricular and evaluation designs:
A first approach to limited empirical research80 directed by Maria Isabel Infante shows significant diversity in relation to functional literacy. According to this unique study, it appears that the outcomes of literacy programmes are linked to the teaching methodology. The use of rigid patterns of curricula is a central problem in the process of learning and acquisition and competencies. Reading, Writing and Mathematics methods do not seem to be always integrated to the everyday life contents of the beneficiaries or to practical resolution of their problems.
Moreover, in many cases in the area of the 3 R’s , semi-illiterate students, even with complete primary education, were not able to develop competencies necessary and appropriate to cope with the challenges of work and everyday life.

The document Educational panorama of the Americas implies further that, “investing in basic education is not sufficient to resolve the problem of the deficit in the skills of people above 15 years of age, especially in less developed countries.”81

In CONFINTIA V, one of the main points is that indicators of performance and quality should be an integral part of the process of evaluation. A statement that has clearly emerged from the follow-up meetings and other documents in the region shows that in Latin America and the Caribbean few programmes of EDJA comply with these evaluation requirements.

A recent systematic study in Latin America on the quality of education in formal primary settings shows that the highest incidence on the quality of learning in the classroom is conditioned by the "classroom climate". The variables constituting this indicator measure levels of violent or positive environment among students and the quality of teacher-student relations in the learning processes. This variable has demonstrated to be far more relevant than other aspects such as physical conditions of the school, multi-classrooms or 'normal' classrooms, systematic use of evaluation, or distribution of children by ability82. Additionally, the same findings have become the basis for reformulation of educational practices and reform in industrialized countries. What can schools do to make a difference? “Classroom and school climate” are definitively related to better student performance in developed countries where teacher-student relations are positive, there is a creative and disciplinary climate in the classroom and where teachers emphasize academic performance and place high demands on students.83

Within the framework of the fairly widespread trend towards improving the management and monitoring of the quality of adult learning programmes, to better match supply with demand, and to foster partnerships and integration of players in the public and private sectors, indicator systems are becoming more and more essential. Development and use of indicators not only improve decision making of providers but also make them aware of the importance of the use, and hence, the gathering of data. If providers of adult learning collect accurate data on learners and programmes the quality of the analysis and monitoring will thus be improved. Few countries have integrated a solid and comparable system of

80 M. J. Infante, Alfabetismo Funcional en Siete Países de América Latina, UNESCO/OREALC. Santiago de Chile 2000. p181
81 UNESCO/OREALC, Gov. of Chile, p. 87
82 LLECE, First International Comparative Study (Language Mathematics and Associated Factors) UNESCO/OREALC, Santiago de Chile, 2002.
83 OECD, Programme for International Student Assessment (PISA). Knowledge and Skills for Life First Results from PISA 2000. Executive Summary
indicators in the EPJA.

The island state of Saint Lucia is one example of a limited attempt common to the region:

"A number of indicators on learning outcomes have been developed in collaboration with the Organization of Eastern Caribbean States Education Reform Unit (OERU), Caribbean Community and Common Market (CARICOM), Institute for International Educational Planning (IIEP) but these are yet to be used in a constructive way to measure the outcomes of adult learning. Consequently, quantitative data for the nation is currently not available on adult learning outcomes. Appraisals are confidential documents. The private sector, by nature of its operations is not totally open to divulging information that may damage their credibility, even when assurance is provided it does not readily comply."  

A first review of evidence points at the fact that EPJA quality indicators are not being developed systematically in the region. The possibility of using instruments for measuring quality in the EPJA constructed for assessments in developed/industrial societies, needs to be considered with caution. The task remains as a high priority and further applied research and development of evaluation mechanisms need to be built up as a matter of urgency. The need to look into "South-South" experiences and collaboration in this respect should be promoted.

The work of LLECE and the results of one specific empirical study by UNESCO/OREALC are good points of departure for this task. The conclusions of the EPJA study on 7 countries could serve as an empirical basis and guideline for the future construction of comparative quality EPJA indicators. The results emerging from the study show some of the variables that influence adult learning, such as type of work, family environment, gender, use of life experience, access to reading and quality of formal schooling, etc. They could constitute a first step for defining the "associated factors" of quality adult and youth education.

On the other hand, as suggested by UNESCO/OREALC; unfortunately there are few systematic studies that measure the impact of education policies for youth and adults that have eventually benefited by these policies. Little is known in relation to their improvement of living conditions, productivity and employability.

One of the few tracer studies in Latin America examines the different routes towards acquisition of qualified and semi-qualified occupations in Colombia. The conclusion of this

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84 Saint Lucia Report. CONFINTEA Mid-term Review. Some key indicators for adult education suggested by the Saint Lucia Department of Continuing Education and National Enrichment and Learning Unit (NELP) are as follows:
- Gross enrolment rate
- Attendance rate
- Survival rate
- Adequacy of exiting education policies
- Transition rate to the world of work
- Employment rate/unemployment rate
- Adult literacy rate
- Relative earnings by level of educational attainment
- Level of employer satisfaction with NSDC/SALCC/NELP graduate employee work readiness
- Percentage of population of adults (19-64)

85 LLECE, First International Comparative Study (Language Mathematics and Associated Factors) UNESCO/OREALC, Santiago de Chile, 2002.

86 M. I. Infante, Alfabetismo Funcional en Siete Países de América Latina. UNESCO/OREALC. Santiago de Chile 2000. p182-184

study underlines the need for public intervention and influence for fine tuning the occupational demand as part of a more rational training strategy. Research shows the existence of "eight maps of training", with an amazing number of roads. Many workers that were not trained by SENA or other form of structured training acquired their skills on the job. Thus, demonstrating that the "training" market performs in a flexible and adequate manner without much institutional intervention and with the workers developing their own "informal instructional packages". As a conclusion the report suggests a review of SENA, which, by considering this informal diversity, could rationalize, reduce courses and develop a more efficient national training system.88

The analysis of case studies from the region shows however, a rich development of materials and instruments of curricula that should serve as an important source for further field evaluation. It is also important to see that these examples of EPJA practice emphasize, content-wise, the seven thematic aspects suggested as crucial within the CONFINTEA follow-up. These experiences for innovation are considered in Ecuador for emphasizing reformulation of gender sensitivity in Spanish curricula, whereas the Indigenous curriculum continues to be impermeable to this thematic aspect.

The reformulation of curricula in Chile is mainly geared towards the integration of youth and adult learners to the world of work and employment. The coordination of the different educational goals of public and private interest (coordination between Ministries of Education, Economy or Labor and other semi-autonomous institutions) is performed through a flexible curriculum at the basic and post-primary education level within a coordinated mechanism of accreditation. However, literacy and special education to minorities and marginal sectors, such as the indigenous populations is carried out through specific projects of short duration (5 months) and with limited funding as well as the non-flexible Formal Adult Education program.

The case of Mexico appears as an important practice of curriculum with a highly efficient integrated evaluation of performance. The incentive programme for the "voluntary teachers" based on students' outcomes could be one useful strategy for replication in Latin America and the Caribbean. Moreover, an independent system of evaluation insures a two way assessment: for student performance, but also for teachers quality, that do their best in order to improve their incentives. The Mexican system has a wide coverage and it is mostly sustained by the Central Government. Planning and curriculum development is centralized. A systematic mechanism of collection and retrieval of performance data helps to monitor on a permanent basis the impact of the programme country-wide, as well as the quality of materials and their impact. Additionally, qualitative evaluation is done with learners' groups at community level in order to assess randomly the attitude changes being produced by the programme. The thematic research covers most of the contents suggested by CONFINTEA and it is methodologically developed in modular, self learning materials that are user friendly and subject to permanent evaluation, by planners and voluntary teachers during their in-service process of training.

These are extremely varied strategies reflecting the social and economic disparities of countries in Latin America. They also reflect a trend of "formalization" of EPJA. Moreover, the "functionality" of basic education appears to be a central aspect of their strategy. The

emphasis on employment and work tends to undervalue in some cases the social and political aspects affecting the lives of the beneficiaries.

According to La Belle:

"While Chile, for example may be furthest along in this regard, there remain questions of whether the state has created a training system that is multilevel, flexible and which provides various lengths of training in multiple settings. There remains a need for apprenticeship and work experience opportunities in combination with knowledge and skill delivery. These need to accompany technical assistance, credit, technology, and so on, to assist labor organizations and self-help social movements to achieve collective goals. As Tedesco (1990) argues, it is time for a planned association of the formal education system with the non-formal, otherwise both will be short lived, isolated and generally out of touch with the demands, needs and interests of the target population'. " 89

Analyzing the mosaic of practices should be a point of departure for the further development of a more human and socially oriented curricular strategy. A balance of historical experiences and lessons learned is required at the methodological level. Finding a balance of the experiences of the last decades; between the "functional" and the "popular" will be required. Lessons should be learned from the "modernization" of educational methodologies in the sixties and seventies which concentrated their efforts on vocational and formal urban education, thus promoting "growth with marginality". Or the curricular practices embedded in the experiences of Popular Education that argued for the utilization of self-help, appropriate technology, social mobilization, agrarian reform, rotating capital, and community co-operation; to execute flexible projects which emphasized equality but still could not compete at a viable scale in the job market. 90

Country Case Studies:

The following summary of case studies analysis helps to look at the curriculum development and evaluation challenges within the limitations of policy and practice. The examples are mainly extracted from the case studies that are part of this first attempt towards a State of the Art of EPJA in Latin America

Curriculum and evaluation in Ecuador: Bilingual and Spanish curricula

- The curriculum during the 90's was based on a modular approach (EBA). The themes are the result of some thorough research of the daily needs of the beneficiaries. In basic level mathematics and language the emphasis on democracy, participation and rights are highlighted. Four post-literacy modules following the same relevant contents have been developed. Emphasis is put on the right to education, health and environment, work and culture. This package provides equivalence to basic primary education. The main goal of this methodology is to "train students ("educandos") to develop a reflexive social


37 The curriculum is considered "not only as content but also objectives, strategies and evaluation methods of this education In other words, an ample conception of curriculum that integrates as a whole the content of what is taught and learned with the how teaching and learning is performed (relations, method procedures and practices) and for what we learn (objectives) and how we measure what is being learned (evaluation)" Torres, R.M. 1996
consciousness and to link education with the world of work”\(^\text{92}\). The incorporation of gender has not been successful and has been only marginally incorporated at the level of the material and thus as part of the interest of the teacher.

- In the case of the Bilingual Educational Model for Adults, the materials are developed in Kichwa using Spanish as a second instrumental language of instruction. It includes diverse levels of mathematics, history, social sciences, arts and applied sciences related to a productive project. Although the theme of inter-cultural relations has been incorporated in the curriculum, the gender aspect has been totally omitted…"thus reinforcing sexist and discriminatory practices at the level of the Adult Bilingual Community Centers”.

- Although a plan of reform of an integrated curriculum is underway (Plan 50), the debate on the quality and value of the new approach seems to divide the professional sector in charge of implementation. According to the case study the model is viewed in different perspectives by the public and NGO educators. One group values the integrated character, the incorporation of a gender approach and establishes more operational guidance between education and work and employment. On the other hand detractors of the initiative are critical of the integration of the curriculum to the regular education thus, reverting to critical and reflexive character of popular education.

- The evaluation of curricula from the point of view of outcomes remains to be improved. The students in the Spanish programme is systematically evaluated and assessed, however in the bilingual education, the assessment remains "qualitative" and referenced to their integration to the world of work.

**Brazil: decentralization versus centralization?**

- The system of curriculum and evaluation is complex and falls under different forms of supervision and authority (Federal, State, Municipal and Private). The curriculum is related to this complexity, which in one way or another makes the assessment of particular curricula difficult. The right to education of young people and adults is guaranteed in Chapter III, Section I, “Of Education”, of the Federal Constitution. Article 208, Paragraph I guarantees that a public offering of “compulsory primary and free schooling is guaranteed for all those who did not have access at the appropriate age”. During the second half of the 1990s, participation of the Federal Government in the education of young people and adults consisted of targeted or compensatory programs aimed at giving priority to the poorest parts of the country. Among these initiatives were the "Solidarity for Literacy Program”; the National Worker Training Program - Planfor - the National Agrarian Reform Program – Pronera; and the "Recomeço” Program.

- The Federal Government, through the Ministry of Education, also reserved for itself regulation and control of decentralization activities in programs for young people and adults through setting guidelines\(^\text{93}\) and national curricular standards\(^\text{94}\), the establishment of national certification examinations, as well as the creation of teacher training programs\(^\text{95}\). The latter, although presented formally as a free choice for states and

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\(^{92}\) The philosophical basis of this programme is based on Paulo Freire's Education for Liberation


municipalities, became compulsory in practice, given that adherence to these programs was a condition for the voluntary transfer of federal resources.

- The vacuum left by the absence of national public policies for the education of young people and adults was filled by local initiatives, in general carried out through partnerships between municipal governments and civil society organizations. Participation of civil society in literacy training activities is not a recent phenomenon in Brazil. In fact, since the 1940s this segment has always been called upon to operate campaigns coordinated by the federal government. However, in the 1990s the relationship between government and civil society acquired new characteristics and meanings because of government reform.

- During the second half of the 1990s, activities aimed at providing schooling to young people and adults were developed in partnership with various groups of social actors. On the one hand, there was continuity and even intensification of the presence of “grass-root education centers” and non-governmental organizations which, having developed specialized techniques, began to offer services in research, planning, consulting, and assessment of educational programs, teacher training, and in the production of teaching materials – tasks until that time carried out by the government.

- In order to disseminate the curricular guidelines throughout Brazil, in 1999, the Ministry of Education made teaching material available and developed the “Parameters for Action” program, by means of which it created incentives and provided technical support to state and municipal departments of education for on-going in-service teacher training in the area of the education of young people and adults. The “Parameters for Action” program was first structured around the curricular guidelines – 1 Segment for the EDJA. According to information from the Ministry of Education, eight study modules were developed, totaling 104 hours of training. According to the same source, by July, 2002 this activity involved over 30,000 teachers in study groups, 1,757 group coordinators, and 221 centers in 1,569 municipalities.

The Solidarity for Literacy Program (Educacao Solidaria) was founded in 1997 in Brazil by the Council of the Community Solidarity Program, a social development partnership of Federal Government, the private sector and civil society.

It is now managed by a non-governmental organization – the Support Association of the SILP. With the aim of increasing literacy rates among youths and adults, the program unleashed a national movement to combat illiteracy, playing an important role in expanding educational opportunities for these groups.

The SILP used a simple, innovative and low-cost literacy model, based on partnership among several sections of society - companies, Federal and State Governments, higher education Institutions, and city authorities. In 2002 3.6 million learners were registered, with 170,000 qualified literacy teachers, in 2,010 municipalities across Brazil. This result clearly demonstrates the success of the solid network of partnerships, which includes 204 higher education institutions, about 100 companies and six state administrations.

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96 En 1999 the Ministry of Education contracted the NGO Ação Educativa to prepare the publication Viver e Aprender for grades 1-4 of primary education. The twelve volumes comprise student texts and teaching guides. As of 2002, 93,720 sets of these books had been distributed. (BRASIL. MEC. SEF, 2002).
The same partnership model was extended to the individual citizen. While companies adopt municipal districts with high illiteracy rates, citizens adopt students. By the second semester of 1999, this strategy helped major cities like São Paulo, Rio de Janeiro and Brasília to increase their literacy rates. Since then, citizens have financed 130,000 students in six Brazilian state capitals. Between the years 2000 and 2002, there was a growth of 250% in the number of registrations for courses in the assisted municipal districts, while the average registration increase in the rest of the country was 65%.

The benefits of the SILP go well beyond literacy. In 99% of the municipal districts where the Program operated, it brought improvements in areas surrounding the schools and in public services such as lighting, transport and sanitation. In places with low income, the Program contributed to an increase in the literacy teacher’s income and promoted a 234% growth in the number of cooperatives.

In the last three years, the success of the SILP in Brazil brought it acclaim in the form of prizes from the United Nations and UNESCO, recognizing it as one of the top five literacy programs of the world. From 2000, the Program moved beyond Brazil, assisting in structuring youth and adult education in four Portuguese-speaking countries – East Timor, Mozambique, São Tome and Principe and Cape Verde – with plans for similar work in Angola and Guatemala.

Chile: From a formal to a flexible EPJA curriculum

The EPJA curricula are structured on the basis of three instructional modalities; the essential distinction is the difference in target group that differs because of the instruction requirements and time availability. This determines the nature of the implemented program.

- **The regular modality.** This modality includes the regular programs of basic and middle education and two special programs: Fundamental Education for Adults (EFA) corresponds to basic education and elementary technical instruction with a maximum duration of 300 hours per year. The Fundamental Technical Education for Adults (ETEA) offers basic education up to the 2nd middle level plus a technical training with duration of 600 hours per year. The regular modality is offered in two kinds of centers, Centers for Adult Integrated Education (CEIA) and the “Third Shifts” that are offered in the evening and at night.” In this second case, the same center offers regular education for children and teenagers during the day and adult education at night.

- **The Flexible Modality.** There are three flexible modalities, whose objective is the upgrading of basic and intermediate studies; they basically differ from the regular modality because their target group are workers or adults in general. The flexible nature of these programs responds to the adaptation need to the students’ time availability as well as to the particular education requirements. The experience obtained shows that this flexible modality has a great social value, because it allows the attendance of workers at their companies, unions or community centers, adjusting the schedules and length of the lessons. At the same time, the results obtained contribute to

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10 Middle education is divided into Scientific Humanistic and Technical-professional, as a similarity to the massive educational offer of the school system.

12 As a difference of the dual instruction program of the CEIAs which is oriented to unemployed youths.
the efficiency of the program, delegating the responsibility regarding the achievements of their students.

The following flexible curricula are implemented:

- The Upgrading Program of Basic and Middle Studies (PNBM) is part of this modality. The PNBM is created for adults without formal education or with incomplete schooling and who are looking for the development of new abilities for their jobs as well as for other areas of their daily lives.

- The Upgrading Program of Labor Competitions (PNCL). The PNCL was initiated in 1999 within the governmental Programs of employment protection and with an agreement between the Secretary of Education, Secretary of Labor, Social Security and FOSIS. This Fund is in charge of carrying out the program and assigns the available quota of the program to the municipalities, preferentially to those with high unemployment rates and low school levels. The Secretary of Education is responsible for the evaluation and certification of the basic learning studies. This program combines general education with the labor training.

- Upgrading Programs of Basic and Intermediate Studies financed through tax exemption. Another alternative for the flexible modality of school upgrading is the one that finances workers, partners, or company owners who wish to complete their basic and intermediate studies. This is done through tax exemption. In this way, the school upgrading forms part of a program that has been exclusively designed for labor training, with the understanding that every training program requires basic knowledge. The costs of these educational services are borne by SENCE in coordination with the Secretary of Labor.

- For the three Programs a design of formal, non-regular studies is used; it is organized in modules in which each learning level per area of knowledge constitutes a self-learning module. The study plan includes 12 modules for basic education and 11 for middle education. Formative evaluation determines if the students have achieved the proposed learning objectives. A final assessment for each module is also provided. The evaluation system includes a common national test that measures the achievements of the basic abilities related to the goals and contents of the program chosen by the adult learner.

- **Attention to specific populations** A third type of pedagogical offered of EDJA as of 2000 is focused on satisfying the specific requirements of certain social groups, including those who have not been able to learn how to read or write; adults in prisons who go to school; senior citizens, and members of native towns. Literacy is carried out through specific projects of short duration (5 months) and with limited funding as well as through EFA programs.

**Honduras: literacy as a source for alleviating poverty?**

In the framework of the economic objectives of Honduras, the market of national work receives each year 40,000 persons coming from the National Educational System, including

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97 When the impact of the Asiatic crisis in Chile’s economy is noticed.
98 Fund of Solidarity and Social Investment.
99 National Service of Training and Employment.
the professional instruction. In most of these cases, persons have qualifications typical from a traditional sector of the economy. Here, readjustments of the National Educational System are required in order to respond to the process of economic modernization. According to the report on Human Development in Honduras (2002), the literacy rate of adults is 74.6%, from which it can be deduced, that there is a 25.4% rate of illiteracy in Honduras.

However, according to the facts of the BID in 1999, the country had an illiteracy rate of 27.3%, from which according to CNB, 84,088 youths and adults attended a total of 3,999 centres of literacy and basic education. 88% of the registration corresponded to the governmental sector, the Program of Literacy and Basic Education of Youths and Adults (PRALEBAH), and 12% to NGOs.

The re-integration of diverse activities which were developed since the 70’s by popular education NGO’s (Radio Suyapa /ACPH), using a two way communication radio support to the literacy groups, are being adapted to the PRALEBAH strategy. The project intends to improve literacy in the country and incorporate the economically active illiterate population into the productive process. Since 1992, the Secretary of Public Education has developed in the Morazán Department, a pilot experience, developing and applying the series "New Dawn", a program of Basic Education of Adults, using the methodology of Interactive Educational Radio. This program provides for the beneficiaries’ integral training, structured in different classes, such as reading-writing, mathematics, sciences, civil and legal education, as well as education for work.\textsuperscript{100}

<table>
<thead>
<tr>
<th>Description</th>
<th>Achievements</th>
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<tbody>
<tr>
<td>Population assisted</td>
<td>110,966 persons had been assisted. This is 49,966 more than the fixed goal. The literacy level covered 90.215; this represents 82% and not the 60% as was expected.</td>
</tr>
<tr>
<td>Basic Education</td>
<td>Has been overcome by 11,566 persons, exceeding the goal of 7,276.</td>
</tr>
<tr>
<td>Illiteracy Indicators</td>
<td>From 1997 to 2000 the illiteracy rate in the influence zone of PRALEBAH was reduced.</td>
</tr>
<tr>
<td>Occupational Instruction</td>
<td>Started in 1988 and has trained until December 2000, 1,449 persons in 49 workshops.</td>
</tr>
<tr>
<td>Centers of Resources</td>
<td>4 centers of resources have been implemented, one more as it was provided. Its function is the training of 3,500 persons among coordinators, promoters, facilitators, that have worked for the program, as well as 2,000 participants among the field personnel and partners.</td>
</tr>
<tr>
<td>Administrative Technical Structure</td>
<td>A technical group for the Secretary of Education was created. A team with 4 promoters and facilitators for each geographical department was established.</td>
</tr>
<tr>
<td>Educational Curriculum</td>
<td>Participation in the reformulation of the integrated curriculum of literacy and basic education, in order to achieve its validation and implementation within the transformation of the Honduran educational system.</td>
</tr>
<tr>
<td>Others</td>
<td>DIGEC (General Direction of Continuous Education) has worked since September 2000. It is the first mentor classroom of Central America, and it trains 50 persons.</td>
</tr>
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A study in 1993 showed that innovations in adult education could not cope with the growing process of exclusion in the country. It analysed in a detailed way the historical and actual problem of illiteracy in the context of basic education of adults in Honduras. This EPJA study is developed in parallel with the analysis of the economic and social situation, which intensifies the incidence of poverty and the phenomenon of illiteracy.101

Mexico: A systematic and integral approach from the center.

- The Educational Model for Life and Work (MEVyT): proposes deep transformations to the educational management of programs for persons older than 15 years and with low or null school levels; it articulates the educational actions with personal, familiar, community, social, environmental, and cultural demands; it introduces significant changes in the curriculum design, in the contents, in the design and development of educational materials, in the educational practice, in the strategies of formation and in the forms of evaluation. The purpose of all this is to offer educational options for the

satisfaction of necessities, interests and expectations of the students. In this sense the Mexican model is one that integrates into its curricula the seven thematic priority areas for adult and youth education in Latin America and the Caribbean as defined in the follow-up to CONFINTEA. This model of curriculum and evaluation could be considered a model of good integrated practice for the reformulation of current curricular contents, objectives and evaluation tools in Latin America.

- **Characteristics of the Model** The Educational Model for life and work is integrated in three levels: Initial, Intermediate and Advanced.

The initial level corresponds to what traditionally has been denominated literacy.
The initial and intermediate levels are equivalent to primary education.
The advanced level corresponds to secondary education.

The educational proposal is organized in modules; the modules are independent unities that compile different themes. At the same time, these are structured starting from a defined axis by: priority sectors of the population, themes of interest and areas of knowledge. Presently, there are 42 modules that can be increased according to new necessities and themes. The following diagram presents all the present modules of MEVyT.

**Figure 2:**

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*Curriculum Organization*
The curriculum design of the MEVyT promotes the integration of previous educational offers, emphasizing the fragmentation of the levels of literacy, post-literacy, primary and secondary, which in this module are also articulated in a continuous denominated Basic. This offer can be accessed with or without accreditation or certification. The basic purpose is to offer youths and adults older than 15 years with low or any school levels educational options linked to their needs, interests and expectations, oriented to develop abilities to improve their personal, family, work, and community conditions.

The model makes a strong link between education and work. In some of its modules the purpose is to converge knowledge of informal character, which is a result of the daily life and previous work experiences of the persons, with information, procedures and formal knowledge of the work environment. At the same time the learning of new abilities is promoted; what persons know is recognized and valued with the purpose of improving their productive capacity. In the module To Produce and Conserve the Field the student develops or strengthens reading, writing and mathematic abilities and at the same time recognizes and applies different technical procedures to improve the farming production and to conserve the environment. The modules My Business, Youths and Work, and Be Better at Work are about themes related to the formal and informal sectors, about the search of employment and how to keep it or improve it, the creation of a small business, placements, internships etc. By means of the analysis of real and hypothetical situations the student not only learns new work strategies and procedures, but also skills of anticipation and discrimination to solve different problems and to establish personal relations.

Gender equity and family have an important place in the curriculum of the MEVyT. In the modules, Being Parents, a Shared Experience, The Education of our Children and A Home Without Violence, the family is recognized as a unit whose composition and functioning is diverse and changing, according to the characteristics of their members and to the cultural, historical, economical and social environment. At the same time this should contribute to the development and strengthening of its members on the basis of respect and solidarity. Gender equity is conceived as a transversal axis of the model. This means that in all the modules, the contents treat sexual, cultural, historical and existing social differences with respect between men and women; at the same time it is intended to generate similar opportunities for the complete development of men and women.

According to the abilities that favor or develop, the modules are organized like this: Basics: comprise themes associated to the basic learning needs and their instrumental aspects, they are in groups around three axes: Language and Communication, Mathematics and Science (integrates the contents of natural and social sciences). Diversified: develop themes and specific abilities directed to different sectors of the population, for example: gender and family, youths, work, and citizen culture among others. The present modules are of national character, but it is foreseen to elaborate others with regional character that can respond to the needs and contexts of local character. Alternatives: develop the same abilities as some of the basic modules. Because of this, they represent another option, they can replace specific basic modules; depending on the interests, needs, background and abilities of the youth and adult persons. An example of these is the module Our Common Life that can replace the modules To Start and Mathematics for Beginners.
2. Teacher Training in Latin America and the Caribbean

2.1 Trends in Teacher Training

The following text is a result of an exploratory study made by CREFAL as request by UNESCO/OREALC and the UNESCO Institute of Education/Hamburg, as a part of the CONFINTEA Mid-Term Review (Thailand, September 2003).

The purpose of the study was to identify the main opportunities of teacher training in adult education in Latin America and the Caribbean. A basic bibliography and the results of a questionnaire sent to training institutions are attached as annexes. For a more details refer to Annex 1 and Annex 2.

- The field of the study: adult teacher training

In this framework study training is understood as the systematic processes (planned and held to evaluation) oriented so that a person can start and/or be placed in a teaching position. There are several focuses about training, that include conceptions in which the participant of the training program is instructed by an institution to be the implementer of the program, to conceptions of self-training and reflection from the practice.

Two basic categories were differentiated: initial training and continuous training, within which sub-modalities and practices are observed. Besides, in some cases the limits between initial and continuous training are relatively diffuse.

- “initial training”, offered by universities, training institutions and other training institutions; groups of learning experiences which make possible basic professional qualification to perform as teachers; this category includes bachelor and teacher programs which establish schooling as a requirement for middle education; postgraduate studies are also included when they establish middle education as an entrance requirement;

- “continuous training”, includes all the activities for adult educators who already have initial training in this field or even without having initial training, because of being “in service” or working they have “the obligation” of participating in this kind of training, associated directly or indirectly to the program where they are working, particularly with their administration. Within continuous training are two sub-groups:

  - “continuous training while in-service”, organized by the implementing institutions of adult education for their own educators, in order to prepare them for the task; within this group the governmental institutions are differentiated from the NGOs; this in-service training, at the same time, has many institutions with an “initial” moment (also called workshops of “induction” or “implantation”) with “updated” activities closer to sporadic than to permanent; the in-service training can be done directly by the implementing institution for the program of adult education or delegated through agreements with other institutions (for example: to a university);

It is important to emphasize that the training denominated as “continuous”, is usually sporadic and non-systematic in Latin America, especially in the field of adult education. At the same time, in adult education a significant number of educators from some countries like El Salvador, Mexico Brazil and others, do not count on “initial training” as it is defined
here, but are persons of the community with schooling around basic education. The implementing institutions take charge of this gap in their training, offering updating courses and reducing the initial training to an instruction moment with purposes of induction or implantation of the program, which is usually short (around 20 to 60 hours) and centered in the administration of the curriculum.

Finally, adult teachers include persons with diverse characteristics: from certified teachers to volunteer or "solidarity" personnel with a middle school education, public school teachers, professionals from careers other than education, and others. Likewise, among the educators are different figures like: advisor, promoter, instructor, trainer, teacher/technician, community leader, and others. The more the limits of adult education are expanded the more different kinds of educators will be present. As an example, in an adult program of night schools, the majority of educators are certified teachers, in a program of open adult education different kinds of volunteers and permanent educators concur, such as advisors or tutors, who work accompanying the adults, teacher/technicians (in charge of the technical-administrative mediation and sometimes of the training), instructors of the central level of the institution, among others.

b) Institutions and training programs for the teachers of adults

Institutions and programs of initial training

In Latin America, bachelor level courses or the ones for teachers of adults are limited. Besides, there is no information that makes it possible to establish the magnitude of the offer, in terms of institutions and programs. It is also unknown how many students participate in the initial training of teachers for adults, which could be the potential demand and where it is located, how many are the educators of adults and what are their interests and training needs (Madrigal Goerne, 2002).

Besides, in the case of initial training of basic educators of the regular system, an increase in the programs between 1970 and 1995, more years of study and a generalized transfer of the middle level towards higher education is observed. However, in the middle of the 90s at the interior of each country and among the countries of the region there were differentiated offers in terms of educational levels, years of study and quality (Vaillant, 2002).

In this way, a country like Cuba counted on a “special” initial training of 17 years of schooling for basic teachers, others like Chile had differentiated circuits in terms of schooling years (15 to17), but all programs were offered at institutions of higher education; in other countries like Brazil, teacher training was in different educational levels, university education and secondary education. At the moment in which a study was made, (1995) some countries of the region did not wanted to transfer the initial training of basic teachers to the level of higher education, because higher hierarchy training could induce an increase of salary complains in this group. This focus is still present in Brazil, which wishes to transfer the initial training of primary teachers’ careers from the universities to tertiary training institutions: This situation has been denounced by educators as part of the policy of “deflating” the work demands of basic teachers who are working.

A general bibliographic review is offered in order to deepen into the subject. (See Annex 1)

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On the basis of the available information (documental review or consultation to institutions), the following trends in the programs of initial training of teachers of adults is observed (see annex 2):

- In the 90s some careers of initial training of teachers of adults were closed, as part of a policy considering that there was no “market” for that profession and that it would be more adequate to offer general training and bring adult training to levels of postgraduate studies or specializations within the initial educational career. This situation triggered a strong debate, in which the position favoring “general training” had predominance. Several of the initial careers to train teachers of adults were closed at universities as well as at pedagogical institutes.

- At the same time, as part of this tension between two positions, several provincial training institutions in Argentina have presented projects of initial careers of training teachers of adults, to the Ministry of Education; they are in process of review and approval. On the other hand, in 1999, the Universidad Pedagógica Nacional de Mexico, has created and implemented the diploma in Adult Education, while Uruguay has designed a diploma in popular education that is conceived as an initial training, because secondary education is required for the entrance. (Pagano, 1995).

- The provision is marginal and concentrated at the universities and not at the teacher training institutions or pedagogical institutes. It can be concluded that teacher training institutions have not been the place to train teachers of adults in a specialized for. However, a significant part of adult teachers went to teacher training institutions, who have reached a position in the adult teaching education without counting on specialized training. There has also been a joint program of initial training, in charge of a foundation, a university and local government, in order to train educators and professor as specialized in adult basic education (undergraduate career with a duration of 4 years plus a specialization semester, Institute IDEAS, along with the Universidad Nacional de la Patagonia “San Juan Bosco” and the Provincial Council of Education of the providence of Chubut, Argentina); this career is focused on popular education, it was closed and presently it is being opened.

- In Uruguay, a training career of adult teacher education has been created, and though it has the ambiguous name of “Diploma”, it makes you think in continuous postgraduate training, and it is really an initial training in adult teacher education, because the schooling requirement to enter is complete high school as well as having work experience in the social field. This diploma of “popular education” is registered at the Multiuniversidad Franciscana de America Latina, in the area of Popular Education.

- In Mexico, the Universidad Pedagógica Nacional, a public university, has created a "Bachelor in Educational Intervention", which has a specific area or mention in education of youths and adults. The career caters to high school students and in a smaller dimension to educators of adults in service, who have completed high school. A course with a 4 year duration was recently created; it is a polyvalent program, that is offered in several UPN centers of the country, with a schooling modality. The program includes educational research and systematization components as well as socio-educational contents (from designing projects to facilitating the constitution of learning groups and design of materials), management and evaluation.

- At the Universidad Federal de Paraíba, Brazil, a pedagogical career with a 4 year duration and with an on campus modality has been developed including a common
pedagogical core and aspects of adult education. The distinctive and relevant characteristic of the program is that the university has developed a training program formed by a complex group of elements: initial training, continuous training (specialization, master, doctorate, in the framework of a postgraduate program in popular education) and literacy. In this way, there is an interaction between the Pedagogical Career, Postgraduate Program of Popular Education and the Project School Zé Peão-training of teachers. As of 1991, more than 3500 workers have participated and more than 100 educators have been instructed; the program has trained people for work as well as for citizenship. Among the results can be emphasized that adults have increased their capacity to decide and mobilize themselves in matters related to daily work and social struggles, their interactions with the family and community have increased as well. In the project, teacher training is permanent and occurs through the elaboration and discussion of planning, study groups, participation in activities of the union, daily relations between educators and workers/students, advising to the worker/students in the different contents of the project (language, mathematics, health, social movements, among others).

Starting from the observed experiences of initial training of adult teacher education, it is concluded that:

- The programs are recent (implemented between 1999 and 2002, like the case of the two courses in Mexico) or have not been implemented, like the case of Uruguay; the exception is the program of the Universidad Federal de Paraíba, which counts on an important tradition. Also worth mentioning is a programme in Argentina, with a tripartite agreement: Universidad Nacional de la Patagonia, San Juan Bosco, Provincial Council of Education, Study Institute and Social Action (IDEAS), which was imparted in the cities of Trelew, Esquel and Comodoro Rivadavia, providence of Chubut). The training programs in general are not only few but also unstable. The careers have very few students and are marginal in the totality of the educational offer of the institutions where they are located; even more, only one of the programs has national cover (the Bachelor in Educational Intervention of the UPN; Mexico).

- The experience of the Universidad de Paraíba, Brazil, shows how an instruction process with a literacy project with a critical focus can be articulated, as well as university-union cooperation. The students work for their own pedagogical, social and political training through participation in a social educational process.

- The detected experiences are located in public universities as well as in religious and private ones. The participation of the private sector is not present in this field.

- The double modality of the program of the UPN is an interesting pedagogical mechanism that can be developed as a Bachelor Degree with 4 year duration or as 6 different postgraduates (one per semester during the first three years of the career).

- Another interesting point that the programs establish as a requirement is that the students be working in adult education or are inserted in projects of development, as is the case of the Universidad de Paraíba”.

- The universities that offer programs of initial training for adult education are not institutions specialized in this field, or they are universities that include a wide spectrum of faculties or concentrate their activities in social sciences, psychology and education; one of the universities with a focus on education is the Universidad Pedagógica Nacional, Mexico (UPN).

c) Institutions and programs of continuous training
Continuous in-service training

In this area we found a wide and diverse range of programs that cater for the training of their trainers. The continuous in service training concentrates not only a larger number of programs than the initial training, but is more innovative.

The continuous “in service” training of the governmental sector

There are significant signs of change in this aspect of training, particularly in the inter-sectorial programs of adult education, in the flexible and modular curricular innovations, in the programs for specific populations and in the programs that subscribe an independent learning process.

In these more open spaces of some countries, where the volunteer or "solidarity" educators predominate; training is defined as an inclusive process that involves all the aspects of the institution.

The present training modalities are accompanied in many cases with distant learning modalities and with the incorporation of ICTs. As an example from INEA (National Institute for the Adult Education in Mexico), an open educational model denominated Education Model for Life and Work (MEVyT) has been implemented. It integrates sub-programs of literacy and basic education for adults in a curricular structure based on social and educational abilities and organized along curricular units and areas of interests. In this framework of implementing innovative programs, training has been changing in an accelerated form. On one hand, a web site of instruction is being designed and starting educational activities via satellite. The web site is defined as a multiple space where seminars and online workshops, discussion forums, digital library, news and links to other sites and nets coexist. In the case of INEA, the training web site functions as a back-up element for the activities of the training teams in the country. (For further information see Mexico Case Study).

The assistant to the Secretary of Alternative Education in Bolivia also has a distance in-service training program for adult teachers (Program FEJAD) that is developed with agreement from Spain’s UNED. The program was created in the framework of a high demand of training in the area of adult education, (more or less 3,000 teachers during the beginning of the 90s). Since the 80s some training experiences for adult education arose, all of them are initiative of individual groups and/or the Catholic Church. At the end of the 90s, the assistant to the Secretary of Alternative Education and a group of church institutions, NGOs and governmental organizations of training got together to organize a distance study program. UNED from Spain accepted to guarantee and certify the process. In this way, the Bachelor in Pedagogy with emphasis on youth and adult education was created, with 2 years duration (1,200 pedagogical hours), which grants the title of “University Specialist in Education of Youths and Adults”. The program is designed to teachers with work experience in adult education in rural areas. The program was initiated in 1998 with a registration of about 400 students; the second course started in 1999 with about 300 participants. The study plan is with distance modality and goes along with tutors who work in local spaces; the individual assistance is combined with group sessions. The program consists of 12 learning modules and includes dissertation work; the program offers general educational training, which includes study and self-learning techniques, community development and educational research; the course costs approximately $700 USD; the degree is recognized in Europe as well as in Bolivia.
The Mexican state trains community instructors that simultaneously work with children and youths; this is the case of the program of the “post-primary” (program to complete basic education), which was initiated in 1996 as a pilot experience, in the framework of CONAFE (National Council of Educational Promotion. The organization offers alternatives of basic education for small rural communities, indigenous people and agricultural cooperatives). CONAFE instructors are secondary education graduates and preferably had experience in community courses of the same institution. The instructors live in the community and are supported by CONAFE.

In the case of literacy programs, the tendency to differentiate between an intensive-initial phase and the in-service training can be observed. It is expected that in Peru’s Major Plan for Literacy (Secretary of Education, 2002-2012) this two phase structure will be maintained, backed-up by self-learning multimedia materials.

Another interesting experience exists in Guayaquil, Ecuador, involving the Division of Permanent Popular Education of the Secretary of Education and public and private schools. Students from secondary school levels and pedagogical institutes are integrated in literacy activities as part of their training.

The Colombian Program “:\: Illiteracy Free Territory” is also worth mentioning. The province of Nariño is coordinating members of the civil society to incorporate communities, families and educators into a permanent process of adult literacy. The in-service training consists of an itinerant group of educators equipped with good materials and technological support. Their task is to train volunteers in each community.

The continuous in-service training of NGOs

An interesting experience that can be highlighted, is the training of promoters or leaders, which a instruct for example municipal authorities, members of civil organizations, directors of social organizations, groups and political parties (such as CESEM, Center of Municipal Services “Heriberto Jara”, Mexico).

GEM (Study Group of Women), a Mexican NGO, trains women as community leaders in topics such as sustainable development with gender focus, access to justice for women, education and cultural change with equity and peace, among others. The objective of this training is to strengthen women organizations as well as multiply the possibilities of activities of women Training is developed through community projects (imply long processes of instruction and project implementation ranging from 1 to 3 years) or on demand of women’s groups. In this case, workshops of 30 pedagogical hours are held.

NGOs also develop according to local experiences through training workshops (for example, Dr. Martin Luther King Memorial Center, Cuba). Some NGOs are dedicated almost exclusively to training directors and promoters of NGOs, assigning central importance to the practice of systematization 8 Mexican Institute for Community Development, IMDEC, Guadalajara, state of Jalisco).

Some literacy programs and basic adult education have also been a space of training of the educators as well as a field of experimentation for pedagogical concepts and didactic strategies. This is the case of Educational Action, a Brazilian NGO. The training programs cater to governmental well as non-governmental programs. Specific projects are organized in the area of popular education and in within the public school system.
The "Solidarity literacy program" of Brazil is also offers in-service training to educators. Solidarity literacy is a joint program of the Federal and state governments, private initiative and civil society. 204 universities support the pedagogical implementation of the program. In the municipalities they mainly provide technical orientation to the project as well as training literacy teachers, program follow-up and its evaluation. 1,500 volunteer teachers in the country are involved. Literacy teachers are community members who are trained by the universities and once they are trained, enter the network of adult educators in their municipality.

It is important to mention that some institutions and universities offer open learning activities to the needs of institutions and individuals working in the area of EPJA and willing to acquire some accreditation at university level. The case of CREFAL that offers a masters degree in adult education is worth mentioning, the same as the Universidad Federal de Pernambuco and UPN in Mexico.

2.2. Conclusions and Recommendations

- It has been demonstrated that the training of adult educators is a marginal activity and remains far from constituting a sub-system of instruction organized in networks serving learning communities. Likewise, the programs of initial training and continuous training of these educators are isolated. In terms of cooperation, the agreements between implementing organizations of adult education and universities to develop programs of continuous in-service training are worth mentioning. (i.e. Educacao Solidaria of Brazil).
- In most countries, the training policies of teachers of adults are not stated explicitly in national plans or programs of social and educational development. In this area, the state has been absent. An exception without doubt is the program of INEA the Mexican Adult Education Institute and its Programme Education and Work with a wide collaboration with universities, private initiatives and civil society.

- In general : a) the opportunities of training are mainly oriented towards in service; b) in some countries the volunteer personnel of the governmental sector is the one with higher levels of training opportunities, however, as shown in the case of Bolivia , a coordinated effort brings together NGO's and Governmental teachers to a common strategy; c) Certified educators have more access to continuous training, but the University offers for post graduate courses seem to be erratic and concentrated in few universities in Latin America and the Caribbean.

- The creation of an institutional association in charge of creating standards for the training of adult educators is a necessary and desirable task. Likewise, is the creation of a training and accreditation project of educators and instructors in Latin America and the Caribbean with progressive participation of member countries? (The case of the Extramural system of University of West Indies is worth considering as good practice. See: Commonwealth Caribbean: Case Study.)
Annex 1: Bibliography

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Vaillant Denise (2002). Formación de formadores. Estado de la práctica. PREAL


Messina, Graciela (1993) La educación básica de adultos: la otra educación REDALF. UNESCO. Chile.


Courses, workshops and manuals


Carreón, Tomás (2000) Taller para elaborar el programa de postgrado “Formación de Formadores en República Dominicana. CREFAL


Formación de coordinadores y promotores de educación comunitaria (1988) Universidad Pedagógica Nacional, Facultad de Educación, Depto. de Psicopedagogía, Bogotá,
Colombia.


Guía para planificar la jornada de orientación a directores y maestros (as) de educación de jóvenes y adultos (1997) Dirección General de Educación de Adultos. República Dominicana.


Internal Documents and works of Institutions

IMDEC
Documento normativo: “Proyecto de formación metodológica y temática, Plan 2003”, proporcionado por Oscar Vargas, coordinador actual de la Escuela Nacional Metodológica del IMDEC.
CONAFE
Annex 2: List of Institutions/programs described on the base of documental review and/or consulted via questionnaire.

<table>
<thead>
<tr>
<th>Country</th>
<th>Provider</th>
<th>Type of Offer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brasil, Paraiba</td>
<td>Universidad Federal de Paraiba</td>
<td>Pedagogy course</td>
</tr>
<tr>
<td></td>
<td>Projet Escola Zé Peão – formação de profesores alfabetizadores</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Program of Pós-Graduação em Educação Popular</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Projet Escola Zé Peão – formação de profesores alfabetizadores</td>
<td></td>
</tr>
<tr>
<td>Brasil</td>
<td>Universidad Federal de Pernambuco. Nucleus of research, education and attention of adult and popular education NUPEP.</td>
<td>Specialization in foundations of youth and adult education (this program is especially made for the teachers of the municipal system of education that work with youths and adults in the schooling system. Updating workshops in the pedagogical practice</td>
</tr>
<tr>
<td>México</td>
<td>GEM</td>
<td>1 Economy, work for the sustainable development with gender equity</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.- education and cultural change with equity, respect, diversity and peace</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.- Access to protection and equal opportunities for women</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.- Legislation and citizenship, human rights of women and citizenship.</td>
</tr>
<tr>
<td>Costa Rica</td>
<td>Alforja</td>
<td>1. Citizenship Participation and social development</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Gender and democracy</td>
</tr>
<tr>
<td>Brasil, Vale do Canela</td>
<td>Universidad Federal de Bahía. Facultad de Educación FACED</td>
<td>Solidary Literacy Program. Within which is a training programme for Illiterates is developed.</td>
</tr>
<tr>
<td>México</td>
<td>INEA. Sub-direction of educational development</td>
<td>Three training modalities: present modality for all the institutional and voluntary teachers (meetings, workshops, visits of pedagogical nature and conferences). The distance modality that combines a training web site and education via satellite. The web site includes activities like seminars, and online workshops; discussion forums, case studies related to the educational practice, relevant news and libraries. The site supports the training of the federal government officials and later on will train advisors and other institutional representatives.</td>
</tr>
</tbody>
</table>
Finally, the mixed modality that combines presence and distance activities.

<table>
<thead>
<tr>
<th>Country</th>
<th>Institution</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>México</td>
<td>INEA – UPN</td>
<td>Postgraduate Study in systematization of the educational practices. SIPREA. 103 It was initiated in 1996 and is operated by several institutions of higher education, basically in the UPN.</td>
</tr>
<tr>
<td>México</td>
<td>INEA</td>
<td>Model of Education for life and work MEVVyT and Community Squares</td>
</tr>
<tr>
<td>Ecuador</td>
<td>Colegio Americano de Guayaquil. (privado) en coordinación con el Colegio José Joaquín de Olmedo (público) y la colaboración del Ministerio de educación en la capacitación y la formación.</td>
<td>National Campaign of literacy. 104 Among them are the training programs of teachers in different areas, they are in charge of training literacy teachers. It is similar to the training program of basic education teachers.</td>
</tr>
<tr>
<td>Chile. Arica</td>
<td>CIDE</td>
<td>Training project for educational agents, which work with ethnic minorities. Through a research-action Project.</td>
</tr>
<tr>
<td>Perú</td>
<td>Ministry of Education</td>
<td>PEALF Master Plan of Literacy 2002-2012 It will be implemented in 2005. In this moment is in the stage of study and validation as well as the educational materials that will be used in the different processes. The training program for literacy teachers is not described.</td>
</tr>
<tr>
<td>Colombia. Nariño</td>
<td>Government of Nariño. Secretary of Education of Nariño</td>
<td>Plan “Nariño Territory free of Illiteracy” “Education with everyone and for everyone” It is planned to be developed in concertation between the entities of the state and organizations of the civil society from 2001 to 2005 There is a budget earmarked for the training of popular educators and their “incentives”, consultancies and follow-up, among others. *the region comprises 64 municipalities</td>
</tr>
<tr>
<td>México</td>
<td>CONAFE</td>
<td>The rural community postprimary 105</td>
</tr>
</tbody>
</table>

103 Taken from Comp. Campero Carmen. INEA – UPN (1999) Recuperando experiencias para construir nuevos caminos. Postgraduate Study in systematization of the educational practices with adults.

104 Taken from Red Innovemos UNESCO. Circuit of professional development.
<table>
<thead>
<tr>
<th>Country</th>
<th>Institution</th>
<th>Program/Qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Costa Rica</td>
<td>Universidad Latina de Costa Rica</td>
<td>Professional Master in Administration of adult education</td>
</tr>
<tr>
<td>Bolivia</td>
<td>UNED (Spain) and Ministry of Education through the Vice-minister</td>
<td>It offers bachelors in pedagogy with emphasis on youth and adult education. Besides,</td>
</tr>
<tr>
<td></td>
<td>of alternative education, have conformed the Program FEJAD</td>
<td>with this course the student can obtain the title of: “University Specialist in Youth</td>
</tr>
<tr>
<td></td>
<td>(Distance training of youth and adult teachers)</td>
<td>and Adult Education” offered by the UNED</td>
</tr>
<tr>
<td>Argentina</td>
<td>Universidad Nacional de Luján</td>
<td>Higher University Level: University Professor in adult middle level teaching</td>
</tr>
<tr>
<td>Colombia,</td>
<td>Universidad La Salle</td>
<td>Postgraduate Study in Adult Education</td>
</tr>
<tr>
<td>Antioquia</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uruguay,</td>
<td>Universidad Franciscana de América Latina(^{106})</td>
<td>Master in Popular Education.</td>
</tr>
<tr>
<td>Montevideo</td>
<td></td>
<td>The Master is certified by the Pontificia Universita di San Buenaventura (Rome).</td>
</tr>
<tr>
<td>Venezuela</td>
<td>Universidad Nacional Experimental Simón Rodríguez (UNESR)</td>
<td>Bachelor</td>
</tr>
<tr>
<td></td>
<td>Through the Center of Experimentation for the Permanent Learning CEPAP(^{107})</td>
<td>Is a professional in service training.</td>
</tr>
<tr>
<td></td>
<td>Note. This experience is considered in the category of NGOs, because the</td>
<td>Aimed to strengthen the training abilities of the civil organizations and to train and</td>
</tr>
<tr>
<td></td>
<td>model of the Universidad Comunitaria used since 1998 by the UNESR, is made</td>
<td>professionalize educators and managers of the educational, social, economic, cultural,</td>
</tr>
<tr>
<td></td>
<td>in coordination with 15 NGOs</td>
<td>political and environmental sector.</td>
</tr>
<tr>
<td>Colombia,</td>
<td>Laubach Literacy Foundation</td>
<td>It supports with resources literacy projects, among them, the training of literacy</td>
</tr>
<tr>
<td>Medellín</td>
<td></td>
<td>teachers.</td>
</tr>
<tr>
<td>México</td>
<td>CESEM Center of Municipality services Heriberto Jara(^{108})</td>
<td>School of Municipality Promoters</td>
</tr>
<tr>
<td>México,</td>
<td>Study Center about the rural development</td>
<td>It offers three educational models:</td>
</tr>
<tr>
<td>Puebla</td>
<td></td>
<td>In the secondary education, as alternation</td>
</tr>
</tbody>
</table>

\(^{105}\) Taken from the Final Report of the study about the Rural Community Post-primary of the CONAFE, made in 199 within the Regional Project of the IIPE – UNESCO about Alternative Strategies of Education for Children and Youths, under the responsibility of Enrique Pieck Gochicoa.

\(^{106}\) This program does not correspond to the sub-field defined as governmental, although initial, corresponds to a private institution.


\(^{108}\) This information was found in internet: www.cesemheribertojara.org.mx/esc_promotores.htm
<table>
<thead>
<tr>
<th>Country</th>
<th>Institution/Project</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CESDER</td>
<td>CESDER 109&lt;br&gt; The educational offers work as multiplying programs in the community.</td>
<td>Education-production for the instruction and training in relation with the family food self-subsistence; The professional level includes the careers of university technician in production, in human rights and in promotion and management of micro-companies, as well as the bachelor in the planning of rural development.</td>
</tr>
<tr>
<td>Cuba</td>
<td>Memorial Center Dr. Martin Luther King Jr.</td>
<td>Program of popular education and of local experiences through its basic workshop of training of popular educators. Initiated in 1995</td>
</tr>
<tr>
<td>Chile</td>
<td>Universidad Católica de Chile, Sede Villarica 110&lt;br&gt; Private Entity. Universidad Católica.</td>
<td>Post-graduate in rural education. The title granted is: “Specialized Teacher in Rural Education” Training program. In service.</td>
</tr>
<tr>
<td>Argentina, Chubut</td>
<td>Institute IDEAS&lt;br&gt; In tripartite treaty between the provincial council of education of the providence of Chubut, the Universidad Nacional de la Patagonia “San Juan Bosco” e IDEAS</td>
<td>Course of educator and specialized teacher in adult basic education 111 within the literacy and adult basic education program of the Province of Chubut (de 1990 a 1992) 112&lt;br&gt; It included 4 Areas: Diagnosis and global planning, personal training, design of educational materials and curricular development.</td>
</tr>
<tr>
<td>México, Guadalajara, Jalisco</td>
<td>Mexican Institute for the community development IMDECAC. (arose more or less 40 years ago)</td>
<td>Methodological National School. 113&lt;br&gt; They offer monthly workshops with a political-pedagogical focus&lt;br&gt; Monthly workshop on design of participative processes of investigation. Workshops on design of strategies of alternative communication. Workshop (practice)</td>
</tr>
<tr>
<td>Colombia</td>
<td>Fundación Universitaria de San Gil. Facultad de</td>
<td>A bachelor in education with emphasis on community development. Undergraduate level, as</td>
</tr>
</tbody>
</table>

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110 Taken from the UNESCO innovating net. Circuit of professional development.
111 Taken from De Lella, Cayetano y Pagano, Ana. "La transformación curricular en la formación docente. La experiencia de la carrera de educador y profesor especializado en educación básica de adultos de la Provincia del Chubut (Argentina)". En: Lecturas para curso-taller "Diseño de programas de formación de educadores en educación de personas jóvenes y adultas" realizado del 16 al 27 de agosto de 1999, en el Centro de Cooperación Regional para la Educación de Adultos en América Latina y el Caribe, CREF AL, Pátzcuaro, México
112 This program does not exist anymore. However we included because of the impact of its experience
113 Normative Document: “Project of methodological and thematic training, Plan 2003”, provided by Oscar Vargas, present coordinator of the Methodological National School of the IMDEC.
education. UNISANGIL\textsuperscript{114} well as the bachelor in social sciences with emphasis in democracy and a specialization in: Education on democratic public management and a Postgraduate study in gender and socio-political participation in local government.

At the same time, a work group has been created, works for the quality of education as a permanent training space of trainers in service, through sharing their practice.

<table>
<thead>
<tr>
<th>Brasil</th>
<th>Program of Solidary Literacy( Educacao Solidaria)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>In coordination with 204 partner universities in which 1500 teachers in the whole country are involved.</td>
</tr>
</tbody>
</table>

\textsuperscript{114} Comp. Sandoval Osorio Sandra (2001) La formación de educadores en Colombia. Geografías e imaginarios. Tomo 1. UPN, Bogotá, Colombia. Págs. 185-200
3. Case Studies of Youth and Adult Education in Latin America and the Caribbean

3.1. Case Study Brazil

Introduction

Six years after the V International Conference on Adult Education (Hamburg, 1997), we have the opportunity to carry out a review of the development of public policies for this age group, assessing progress achieved during this period toward the commitments established in the Hamburg Declaration and in the Agenda For the Future.

The broadening that the concept of adult education acquired beginning in Hamburg, encompassing a variety of formal, informal, and life-long learning processes made the monitoring of education policies particularly complex. In the Brazilian case, the federative form of governmental organization, the size of the country, its large population, and the dense network of governmental and non-governmental institutions that are active in the public sector add to the difficulty of the monitoring task.

This report, prepared for UNESCO’s Regional Bureau of Education for Latin America and the Caribbean is based on both official and secondary sources. It emphasizes the themes of literacy training and primary schooling for young people and adults, which are among the rights of Brazilian citizens, and are the major key to access to culture and to information in modern society. The lack or scarcity of records regarding civil society initiatives in this field of education, together with the recognition of government responsibility for guaranteeing the right to education at any age led us to choose to focus primarily on governmental actions. The limited time available for elaboration of the report and the importance of providing a synthesis, for their part, led us to focus on federal government initiatives, and only secondarily on the participation of States and municipalities in the development of education policies for young people and adults in Brazil.

The text is organized into six topics. After an overview of the social and economic situation of the country and of the educational profile of its population, we briefly describe the Brazilian education system and the legal framework upon which it is based. After describing the primary education services available to young people and adults, we then characterize and analyze recent public policies in their various aspects: management, financing, curriculum, and teacher training. Brief descriptions of the major federal government programs for primary education of young people and adults (with emphasis on literacy training programs), as well as a note on research in this area, precede the final section of conclusions and recommendations.

3.1.1. Background

Located on the Atlantic side of Latin America, the Federal Republic of Brazil is an immense and populous country that possesses a political and administrative organization that is decentralized into 26 States and 5,561 municipalities, which are very heterogeneous in terms of population, economic and environmental resources. This diversity is classified into five large geo-economic regions: North, Northeast, Central-West, Southeast, and South.
According to the Brazilian Institute of Geography and Statistics (IBGE), at the beginning of the third millennium, the Brazilian population totaled 170 million inhabitants, half of which are children and young people of less than 25 years of age. A great majority (81.25%) live in urban areas.

Brazil is a multi-ethnic society composed of whites (53.6%), Africans (45.3%), Asians (0.6%), and indigenous people (0.5%).

The country is governed by the Federal Constitution promulgated in 1988. The national executive power is the presidential type.

The Brazilian economy is among the 15 largest in the world. In 2002, the Gross Domestic Product was US$2,388 per capita, led by the service sector, (59%) and followed by industry (33%) and agriculture (8%).

In spite of having a dynamic economy, Brazil is among the countries with the greatest social inequality, with a high proportion of the population excluded from social and economic benefits, because of a highly unequal income distribution. In 1999, the 10% wealthiest portion of the population were holders of 50% of the national income, while the 50% poorest group possessed only10%\(^\text{115}\). Consequently, social well-being is lower than that of other countries of the continent. In 2000, Brazil was 73rd in the ranking of human development calculated by the United Nations Development Program (UNDP), inferior to the rankings of other South American countries such as Argentina, Chile, and Colombia\(^\text{116}\).

This inequality varies among the regions of Brazil, as social-economic indicators demonstrate. The infant mortality rate\(^\text{117}\), for example, for the country as a whole is 34.8 per 1,000 births. In the southern region, this number is 22.8, while in the northeast it is

\(^{115}\) Study of CARE-Brazil, based on IBGE data – 1999.


\(^{117}\) Source: IBGE/DPE/Department of Population and Social Indicators. Division of Studies and Analysis of Demographic Changes. UNFPA/BRASIL Project (BRA/98/P08) – Integrated System of Population Projections and Estimates and Social-Demographic Indicators.
52.8. In terms of contributions to the national GDP, the Southeast region provides 58.25%, the South 17.75%, the Northeast 13.11%, and Central-West 6.44%, and the North 4.45%. The average years of schooling of Brazilians 10 years of age and over was 6.1 years in 2001. In the Northeast, this average was 4.7 years of schooling, while in the Southeast the average number of school years completed was 6.8.

In recent years, Brazilian economic policy has followed strategies that seek monetary and fiscal stability, and did not foster growth.

From 2001-2003, annual inflation grew from 6% to 12.5%, while growth of GDP fell from 4.4% to 1.5%.

Meeting the demands of international financing agencies, a substantial part of government budgets have been directed toward generating a surplus, seeking to pay foreign and domestic debt with reductions in government investment in infrastructure and in social policies.

The weak performance of the economy has had negative impacts on the labor market. The number of unemployed persons grew from 4.5 million in 1992 to 7.8 million in 2001. The unemployment rate jumped from 7.1% in 2001 to 10.5% in 2002. Access to jobs has been particularly difficult for young people from 16 to 24 years of age, an age range that encompasses one-fourth of the economically active population, and within which were 47% of all unemployed persons in 1999.

Besides unemployment, the period was also marked by unstable labor relations, with an increase in the number of those in the informal sector and a reduction in the purchasing power of salaries.

Such an unfavorable economic scenario has an impact on the demand for schooling; a determining factor in the competition for jobs and for salaries in the labor market. Employers began to demand higher levels of schooling, albeit with lower salaries than in the past. Between 1992 and 1999, the earnings of a person with a primary education went from 1.03 to 0.89 minimum salaries, and from 1.49 to 1.25 minimum salaries for those who had completed their secondary education.

3.1.2. Description of the Brazilian education system

The Brazilian education system is organized into two broad levels: basic education and higher instruction. Basic education is subdivided into early childhood education (day-care for children up to 3 years of age, and preschools for children from 4 to 6 years of age), primary school (8 years), and secondary school, which has a minimum duration of 3 years. The organization of Basic Education is flexible in order to serve young people and adults and those who have special needs. Professional training is optional and complementary to Basic Education, and may be taken together with or subsequent to it.

118 Source: IBGE, Research Division, Department of National Accounts, Regional Accounts of Brazil – 1999.
119 Inflation according to IPCA – Broadened Index of Consumer Prices. Source: Cenário Brazil – FGV – March, 2003 – www.fgv.br, citing IBGE, Central Bank, FGV, BNDES, IPEA, SECSEX.
121 PNAD 1999.
122 PNAD 1999.
The Brazilian system allows for participation of the private sector, but public schools are free on the primary level, access to which is a right of all citizens and an obligation of the government.

In 2002, nearly 56 million Brazilians participated in this education system. More than 3 million people were enrolled in institutions of higher learning, but the great majority – 53 million – were at the pre-school, primary, and secondary levels, 88% of which were in public schools.

**Table 5: Brazil: Enrollment by school level and type of school funding - 2002**

<table>
<thead>
<tr>
<th>LEVEL OF TRAING</th>
<th>TYPE OF SCHOOL FUNDING</th>
<th>Total</th>
<th>Federal</th>
<th>%</th>
<th>State</th>
<th>%</th>
<th>Municipal</th>
<th>%</th>
<th>Private</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-school</td>
<td></td>
<td>4,977,847</td>
<td>1,751</td>
<td>0.03</td>
<td>302,234</td>
<td>6.07</td>
<td>3,402,909</td>
<td>68.36</td>
<td>1,270,953</td>
<td>25.53</td>
</tr>
<tr>
<td>Literacy training</td>
<td></td>
<td>607,815</td>
<td>861</td>
<td>0.14</td>
<td>9,816</td>
<td>1.61</td>
<td>351,734</td>
<td>57.87</td>
<td>245,404</td>
<td>40.37</td>
</tr>
<tr>
<td>Basic education (1º to 4º)</td>
<td></td>
<td>19,380,387</td>
<td>7,102</td>
<td>0.04</td>
<td>5,166,703</td>
<td>26.66</td>
<td>12,515,438</td>
<td>64.58</td>
<td>1,691,144</td>
<td>8.73</td>
</tr>
<tr>
<td>Basic education (5º to 8º)</td>
<td></td>
<td>15,769,975</td>
<td>19,320</td>
<td>0.12</td>
<td>9,069,317</td>
<td>57.51</td>
<td>5,137,705</td>
<td>32.58</td>
<td>1,543,633</td>
<td>9.79</td>
</tr>
<tr>
<td>Secondary education</td>
<td></td>
<td>8,710,584</td>
<td>79,874</td>
<td>0.92</td>
<td>7,297,179</td>
<td>83.77</td>
<td>210,631</td>
<td>2.42</td>
<td>1,122,900</td>
<td>12.89</td>
</tr>
<tr>
<td>Young people and adult ed.</td>
<td></td>
<td>3,779,593</td>
<td>3,327</td>
<td>0.09</td>
<td>1,759,487</td>
<td>46.55</td>
<td>1,700,862</td>
<td>45.00</td>
<td>315,917</td>
<td>8.36</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>53,226,201</td>
<td>112,235</td>
<td>0.21</td>
<td>23,604,736</td>
<td>44.35</td>
<td>23,319,279</td>
<td>43.81</td>
<td>6,189,951</td>
<td>11.63</td>
</tr>
</tbody>
</table>

**Source:** MEC/INEP – Statistical Summary, 2002.

In spite of the current dimensions of the education system within the last three decades, 1.2 million children and adolescents (3.95% of the population between 7 and 14 years of age) were not in school in the year 2000. More than 35.8 million young people and adults (30% of the population 15 years of age and over) had less than 4 years of schooling\(^\text{123}\), possibly being functionally illiterate.

**Table 6: Persons10 years of age and over, by years of schooling – 2000**

<table>
<thead>
<tr>
<th>Years of schooling</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>136,427,211</td>
<td>100.00</td>
</tr>
<tr>
<td>Without, or less than one year of schooling</td>
<td>13,948,802</td>
<td>10.22</td>
</tr>
<tr>
<td>1 to 3 years</td>
<td>28,895,418</td>
<td>21.18</td>
</tr>
<tr>
<td>4 to 7 years</td>
<td>38,897,790</td>
<td>28.52</td>
</tr>
<tr>
<td>8 to 10 years</td>
<td>20,512,744</td>
<td>15.03</td>
</tr>
<tr>
<td>11 to 14 years</td>
<td>20,309,083</td>
<td>14.89</td>
</tr>
<tr>
<td>15 years or more</td>
<td>5,524,947</td>
<td>4.05</td>
</tr>
<tr>
<td>Undetermined/Undeclared</td>
<td>8,338,427</td>
<td>6.11</td>
</tr>
</tbody>
</table>

**Source:** IBGE – Demographic Census 2000, Preliminary results of the sample.

The average level of education of the population 10 years of age and over was 6.1 years of schooling in 2001. However, this figure conceals deep ethic and racial inequalities: with an average 7 years of schooling, the white population has 2 more years of instruction than negroes, who have an average of 5 years of schooling.

\(^{123}\) Source: IBGE. Demographic Census, 2000.
a) Illiteracy

Illiteracy rates are good indicators of the challenges still facing education. Although these rates continuously declined during the last century, the reduction in the total number of illiterates is a quite recent phenomenon. This is not a result of broad, sustained, and adequate public policies for the population of young people and adults, but is, rather, due to efforts carried out to institute universal primary and secondary education for children and adolescents, accompanied by programs to correct the student flow and accelerate studies for those individuals who are under-age for their grade level.

Table 7: Illiteracy in Brazil among people15 years of age and over: trend for 1920/2000

<table>
<thead>
<tr>
<th>Census Year</th>
<th>Total</th>
<th>Illiterates</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1920</td>
<td>17,557,282</td>
<td>11,401,715</td>
<td>64.90</td>
</tr>
<tr>
<td>1940</td>
<td>23,709,769</td>
<td>13,269,381</td>
<td>56.00</td>
</tr>
<tr>
<td>1950</td>
<td>30,249,423</td>
<td>15,272,632</td>
<td>50.50</td>
</tr>
<tr>
<td>1960</td>
<td>40,278,602</td>
<td>15,964,852</td>
<td>39.60</td>
</tr>
<tr>
<td>1970</td>
<td>54,008,604</td>
<td>18,146,977</td>
<td>33.60</td>
</tr>
<tr>
<td>1980</td>
<td>73,541,943</td>
<td>18,716,847</td>
<td>25.50</td>
</tr>
<tr>
<td>1991</td>
<td>95,837,043</td>
<td>19,233,758</td>
<td>20.07</td>
</tr>
<tr>
<td>1996</td>
<td>106,169,000</td>
<td>15,560,000</td>
<td>14.7</td>
</tr>
<tr>
<td>2000</td>
<td>119,533,048</td>
<td>16,294,889</td>
<td>13.63</td>
</tr>
</tbody>
</table>


Illiteracy rates illustrate the regional nature of social inequalities in Brazil. In the year 2000, in the country as a whole, more than 16 million people 15 years of age and over were totally illiterate124 (representing 13.6% of this age group125). In the Northeast Region, this figure was 26.2%, while in the South it was 7.7%. Considering only the population living in rural areas of the country, 29.8% of the young people and adults were completely illiterate, while in the urban areas, the rate was 10.2%. The rural zone in the North East recorded a rate for complete illiteracy of 42.6%, the highest in the country.

Illiteracy rates also reveal other forms of inequality, beginning with differences in income. In 2001, the illiteracy rate among people living in households with incomes of between five and ten minimum monthly salaries was 4.7%, while for households with incomes of less than one minimum monthly salary, this rate rose to 28.8%126. Among the Negro population, the illiteracy rate was 20%, compared to 8.3% for the White population127. The largest group of illiterates (48.7%) was among the older population, for persons 50 years of age and over. However, illiteracy is not a phenomenon of the past that is restricted to the elderly; among non-literates in 2000, almost 2 million were young people between 15 and 24 years of age, and 1.4 million were between 10 and 14 years of age.

124 A total illiterate is considered to be a person who “does not know how to write a simple note”; a functional illiterate is a person “with less than four years of schooling”.
125 Source: IBGE. Census, 2000
A degree of gender equity in access to literacy training was achieved by the younger age groups, but not for older persons. This accounts for the fact that women were still the majority (51%) of illiterates in the year 2000.

**Measuring functional illiteracy**

The definition of functional illiteracy has undergone changes through time, according to social and cultural changes. Currently, literacy is deemed functional if it provides a person with the ability to use reading, writing, and calculation to meet the needs of his or her social context and to use these abilities to continue learning and developing throughout life.

Following UNESCO recommendations, during the 1990s, the Brazilian Institute of Geography and Statistics (IBGE) began to also publish functional illiteracy rates, taking as a basis the number of school years completed. According to the criterion adopted by IBGE, functional illiterates are those persons with less than 4 years of schooling. The Demographic Census of 2000 reported that 33 million Brazilians 15 years of age and over (27.3% of this age group) were functionally illiterate. Beginning in 2001, the non-governmental organization *Ação Educativa*, in partnership with the Paulo Montenegro Institute, has carried out an annual national study that seeks to measure the levels of literacy of young people and adults in Brazil, taking into account not only schooling, but also the skills demonstrated in reading, writing and making calculations.

The first data derived from the National Indicator of Functional Literacy – INAF – illustrated in 2001 the reading and writing skills of a structured sample of 2,000 people ranging from 15 to 64 years of age and belonging to all social classes. The data showed that 9% of the population could be classified as total illiterates. Those classified as literate were divided into three levels: (a) 31% of the population studied, able to extract explicit information from short texts were classified into literacy level 1. Thirty-four percent were able as well to locate non-explicit information in more extensive texts, and were classified into literacy level 2. Only 26% of the sample was classified into literacy level 3, corresponding to the ability to read longer texts, locate more than one item of information, and establish relations between different elements in the text.

In 2002, the study treated mathematical skills applied to everyday life. With the same sample size and scope as the previous study, the 2nd INAF revealed that 3% of the population of young people and adults could be considered mathematically illiterate. The ability to read prices, times of day, and telephone numbers, classified a requisite for mathematical literacy level 1, was possessed by 32% of the population. The reading of natural numbers and decimals, as well as the utilization of mathematics to carry out common operations (characteristics of mathematical literacy level 2) were mastered by 44% of the population studied. Finally, the study showed that 21% of the population is able to control a strategy in problem solving that demands the execution of a series of mathematical operations (mathematical literacy level 3).

A comparison between the two studies shows that the proportion of the population that is functionally illiterate in mathematics (3%) is smaller than that which does not master reading and writing skills (9%).

Schooling is a decisive factor in fostering literacy among the population. Analysis shows that people who remained in school until the 8th grade or longer comprised 80% of those classified into mathematical levels 2 and 3 in the two studies. Besides the level of schooling, the level of income is also positively correlated with the degree of literacy.

Women performed better in reading and writing, with an average of 11.4 correct answers compared to 10.3 for men. In mathematics, however, the relation is reversed: for the same
level of schooling, men have a 21.9 average, and women 20.1. These outcomes are attributed to gender differences in social practices of literacy predominant in Brazilian society.

b) The legal framework and the role of government

The Federal Constitution of 1988 guarantees the right to education in Brazil. According to Article 208, access to education is a right of the citizen, the provision of which is an obligation of the State, independent of age a person’s age. This right may be enforced through an injunction (foreseen in Article 5). Non-compliance carries legal penalties against the competent authorities. In order to serve this and other objectives, Article 211 distributes responsibilities and establishes a system of collaboration between the three spheres of government\textsuperscript{128}. Article 212 treats tax resources, and Article 214 the development of multi-year National Education Plans\textsuperscript{129}.

Organization of the education system was outlined in detail in Law Nº9394 of the Education Guidelines (1996). The multi-year goals were set out in Law Nº10.172 of the National Education Plan (2001).

Federal legislation declares that free public education be shared between the three levels of government, attributing to municipalities the responsibility for early childhood and primary schooling, and to States the responsibility for primary and secondary schooling.

The federal government is responsible for higher education and for some technical schools on the secondary level. It has little direct participation in primary and secondary schooling, with its institutions at these levels accounting for less than 1% of total enrollments. It does, however, have an important role in redistributing resources and in the coordination and promotion of education policies at other levels of government.

Currently, the first phase of primary education is offered, in large, by municipal governments (64.58%), a result of the rapidly growing process of assumption of such responsibilities by municipalities beginning in 1998, with the creation of the Development Fund for Primary Education and Teacher Recognition - FUNDEF\textsuperscript{130}. The state

\textsuperscript{128} Art. 211. The Union, States, the Federal District, and Municipalities shall organize in a collaborative fashion their systems of study.

§1º The Union shall organize the federal education system and that of its Territories. It shall finance federal institutions of education and shall exercise, in the case of education, a redistributive and supplemenal role in order to guarantee equality of educational opportunity and a minimum standard of quality of education through technical and financial assistance to the States, the Federal District, and Municipalities.

§2º Municipalities shall operate principally in primary and early childhood education.

§3º The States and the Federal District shall operate principally in primary and secondary education.

§4º In the organization of their education systems, the States and Municipalities shall define forms of collaboration in order to assure universal, compulsory education.

\textsuperscript{129} Art. 214. The law shall establish the National Education Plan, of a multi-year duration with the purpose of the development of education at its different levels and the integration of government actions that lead to: I – eradication of illiteracy; II – universal access to schooling; III – improvement in the quality of education; IV – job training; V – the country’s humanistic, scientific, and technological advancement.

\textsuperscript{130} Amendment 14/1996 modified Article 60 of the Transitory Measures of the Constitution, creating FUNDEF, through which the major part of public resources linked to education are brought together in each State, Territory, and the Federal District into an accounting fund and redistributed among State and Municipal governments according to enrollments recorded in primary education in the different school systems. The Federal Government has the supplemental redistributive function of complementing the Funds of those States the tax receipts of which to not assure covering the minimum annual cost of spending per student, a value fixed annually by Presidential decree, based on projections of receipts and enrollments. The law obliges States and Municipalities to implement career plans for teachers, and that they apply less than 60% of the resources of the
governments are generally responsible for the final stage of primary education (57.51%) and for secondary schooling (83.77%). For the education of young persons and adults, 46.55% of such enrollments are the responsibility of state governments, while municipal schools serve 45% of the students enrolled at this level. Higher education is Brazil is largely private, accounting for 69% of enrollments at this level.  

The right to education of young people and adults is guaranteed in Chapter III, Section I, “Of Education”, of the Federal Constitution. Article 208, Paragraph I guarantees that a public offering of “compulsory primary and free schooling is guaranteed for all those who did not have access at the appropriate age”.

The National Education Guidelines Act (LDB) treats primary and secondary schooling of this group in its Section V. Chapter II, that treats Basic Education, determines that school systems must guarantee courses and examinations that provide educational opportunities that are appropriate to the interests, life conditions, and working conditions of young people and adults. It stipulates, moreover, that access to and permanence of workers in school be made possible and stimulated by comprehensive actions of public officials.

In 2000, the National Education Council approved Directive 11 and Resolution 1. These set National Curricular Guidelines for the Education of Young People and Adults, regulating some aspects of the National Education Guidelines Act. The resolution defined the minimum age for entry into education programs for young people and adults as 14 years for primary instruction and 17 years for secondary school.

Moreover, Public Law 10.172/2001 of the National Education Plan (PNE) defined 26 priority goals for the 2002-2011 period. Among these are: to provide, within five years, literacy training to two-thirds of the illiterate population, in order to eradicate illiteracy within the decade; guarantee, in five years, access to the first phase of primary education to 50% of the population 15 years of age and older that have not attained this level of schooling; to provide the 2nd phase of primary education to the entire population over 15 years of age who have completed the first phase of this level; to double within five years and to quadruple in ten years, the number of young people and adults served in secondary schools.

c) Education of young people and adults within education policy

Beginning in 1995, the federal government implemented a set of legislative measures and norms that are of such scope and impact that they may be characterized as education reform. The broad guidelines of this reform may be summarized as follows:

- Increased coverage and improvement in the quality of schooling, without increases in public spending through budgetary management guided by cost/benefit considerations;
- Focusing of public spending on the primary schooling of children between 7 and 14 years of age;
- Deregulation of school systems and the setting of new administrative guidelines in order to make these systems more flexible;

Fund for active teacher salaries and in the training of new teachers, and that they institute control and oversight councils to which educational authorities, representatives of parents, and teachers have access as members.

Decentralization of financing of education, so this function may be carried out by sub-national governments, together with the creation of national curricular guidelines and assessment mechanisms;

Privatization of some aspects of schooling which are not national education policy priorities (such as in higher education), operationalized through containing supply and investing in the quality of public services, which opened new markets to private initiative;

Putting in place government programs in partnership with non-governmental organizations, private foundations, and social movements, giving to civil society institutions more technical assistance functions and more provision of services rather than participation in defining and controlling education policies.

In spite of growing demands of young people and adults for education opportunities in virtue of the schooling requirements for access to and permanence in the labor market, the Federal Government decided to grant priority to the supply of primary education to children and adolescents. The expedient used to focus public resources on this age group was through creating restrictions to the financing of the education of young people and adults through Fundef (created in 1996 and implemented on the national level beginning in 1998). Making use of the presidential veto, the government annulled a part of Law 9424/96 approved by the Congress to regulate the Fund, and which made it possible to compute enrollments in classroom-based primary schooling for young people and adults within the calculations of Fundef. The veto discouraged states and municipalities from investing in the education of young people and adults.

3.1.3. Profile of the education of young people and adults in Brazil

School-based education for young people and adults in Brazil includes literacy training, supplementary primary and secondary school courses and examinations, as well as distance education through radio, television, and print media. Although the Federal Constitution guarantees free public primary education for persons of any age, the supply of school-based services for young people and adults is quite restricted, and much lower than the potential demand.

During the period after V Confintea, public school enrollment of young people and adults increased$^{132}$, but school coverage rates remain far from the universal access mandated by the constitution.

According to information of the National Education Studies and Research Institute (INEP) of the Ministry of Education, in 2002 initial enrollment in public primary school by young people and adults was 2.7 million students. This represented only 4% of the potential demand at this level of schooling, since the population above 14 years of age with less than a primary school education is 66 million Brazilians (58.8% of the total population of this age group in the year 2000).

$^{132}$ In order to overcome the obstacle to financing the education of young people and adults represented by the exclusion of this modality of education in the calculations of Fundef, a number of States and Municipalities proceeded to use legal expedients in order to include in the School Census the enrollments of adult students as regular primary schooling. The dissemination of this procedure reduced the reliability of statistics relative to the schooling of young people and adults after 1998.
The degree of coverage may be better seen by looking at the data on school attendance provided by the Demographic Census of year 2000. This shows that, although attendance of literacy training and primary education courses by young people and adults was below 2.5 million students (a coverage rate of only 5.4% of the potential demand), there were 8.3 million people 15 years of age and over attending regular primary school courses. This raised the schooling coverage rate to 21% of the potential demand of this group. It is probable that a substantial part of this large number of students consists of adolescents and young people who, having failed grades or dropped out of school in the past, are above age for their ideal school grade.

**Table 8: Brazil: Population 15 years of age & older by years of study & grade attendance – 2000**

<table>
<thead>
<tr>
<th>Total population without schooling or with less than one year of schooling</th>
<th>Attending adult literacy training programs</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>13,087,345</td>
<td>162,303</td>
<td>1.24</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total population with 1-7 years of schooling</th>
<th>Attending regular primary school</th>
<th>%</th>
<th>Attending education programs for young people and adults</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>52,842,976</td>
<td>8,384,001</td>
<td>15.87</td>
<td>2,190,661</td>
<td>4.15</td>
</tr>
</tbody>
</table>

Source: IBGE. Demographic Census 2000/INEP. Statistical Summary 2000

**a) Coordination mechanisms for young people and adult education policies**

The coordination of social policies in a populous, federally structured, and immense country such as Brazil is necessarily complex. As we noted previously, Brazilian legislation distributes public responsibility for the maintenance and development of education between the three levels of government. States and municipalities generally implement basic education programs for young people and adults (including literacy training and primary and secondary schooling). In this task, they receive technical support and financial aid from the federal government, which coordinates policies and seeks to reduce regional inequalities.

Its supplementary function and historical tradition grant to the federal Ministry of Education an important national role in coordinating and promoting national basic education and literacy training programs for young people and adults. During the last six years, however, there has been a decrease in the capacity of the Brazilian Ministry of Education in this area.
Signs of this are the de-activization of an advisory council and the dispersion of adult education programs to other federal agencies.

Since the beginning of the 1990s, which witnessed the extinction of the Fundar Foundation (a successor to the Brazilian Literacy Movement), responsibility for federal policy for the education of young people and adults has been in the hands of COEJA, a fourth-level agency within the Primary Education Section of the Ministry of Education.

Between 1997 and 2002, while the National Education Development Fund (FNDE) was responsible for federal financial support for state primary education programs for young people and adults, COEJA established curricular standards, distributed teaching materials, and implemented a program for training teachers who worked within state and municipal school systems. Federal government literacy training and professional education initiatives for young people and adults, however, were coordinated by other governmental agencies: the Comunidade Solidária council in the case of the Alfabetização Solidária program – PAS; the Ministry of Labor and Employment, in the case of the National Professional Training Program – Planfor; and the Ministry of Agrarian Development, in the case of the National Agrarian Reform Education Program – Pronera.

The National Educational Guidelines and Bases Law firmly established the principle of public participation in the management of the education system. Aiding in this establishment, between 1994 and 1996 – a period coinciding with discussion of the Ten-Year Education Plan and the V International Conference on Adult Education (Confintea) – the Ministry of Education created a National Commission on the Education of Young People and Adults (CNEJA) upon which sat representatives of state and municipal governments, institutions of higher learning, churches, private sector associations, labor unions, and other civil society organizations. Strong disagreements during the preparatory consultative process prior Confintea V were the probable reason for which the Ministry of Education de-activated the CNEJ without, however, eliminating the administrative order upon which the commission was based.

Having blocked this institutional channel for dialogue, when the Ministry of Education needed to legitimize a policy in the area of education of young people and adults (as was the case in approval of the National Curricular Guidelines, or of establishment of the National Skills Certification Exam), it sought out either the National Education Council (CNE) or organizations representing states or municipalities – CONSED, the Council of State Secretaries of Education, and UNDIME, the Union of Municipal Education Officials, respectively.

Within this context, the mobilization process around the commitments assumed by the country at CONFINTEA V was carried out through a series of non-governmental sector forums and networks with UNESCO, CONSED, and UNDIME, which the federal government supported, without however assuming an active role. The multi-institutional activity has been responsible for the annual organization of National Meetings on the Education of Young People and Adults – ENEJAs - (Curitiba, 1998; Rio de Janeiro, 1999; Campina Grande, 2000; São Paulo, 2001; and Belo Horizonte, 2002) on dates generally corresponding to International Literacy Day.

b) Recent trends in public policy: decentralization and partnership

In Brazil, states and municipalities are the major public actors in developing literacy training and primary education programs for young people and adults. Before CONFINTEA V, there was already a progressive increase in municipal assumption of education services, through which municipalities approached states in the number of schools, and came to employ one-fourth of all teachers active in the education of young people and adults.
According to the School Census carried out by INEP, the participation of municipalities in initial primary school enrollment of young people and adults went from 24% in 1995 to more than 45% in 2002.

Table 9: Brazil: Changes in initial primary school enrollment of young people and adults, 1995/2002

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Federal</th>
<th>State</th>
<th>Municipal</th>
<th>Private</th>
</tr>
</thead>
<tbody>
<tr>
<td>1995</td>
<td>2,136,508</td>
<td>285</td>
<td>1,378,098</td>
<td>506,600</td>
<td>251,525</td>
</tr>
<tr>
<td>1998</td>
<td>2,081,750</td>
<td>561</td>
<td>1,316,482</td>
<td>629,201</td>
<td>135,506</td>
</tr>
<tr>
<td>2001</td>
<td>3,818,925</td>
<td>5,490</td>
<td>2,034,515</td>
<td>1,427,628</td>
<td>351,292</td>
</tr>
<tr>
<td>2002</td>
<td>3,779,593</td>
<td>3,327</td>
<td>1,759,487</td>
<td>1,700,862</td>
<td>315,917</td>
</tr>
</tbody>
</table>

Source: MEC.INEP, Brazil. MEC. SEF, 1999 and 2002.

During the second half of the 1990s, participation of the federal government in the education of young people and adults consisted of targeted or compensatory programs aimed at giving priority to the poorest parts of the country. Among these initiatives were the “Solidarity Literacy Training Program”; the National Worker Training Program – Planfor; the National Agrarian Reform Program – Pronera; and the "Recomeço" program, which we will analyze below.

The federal government, through the Ministry of Education, also reserved for itself regulation and control of decentralization activities in programs for young people and adults through setting guidelines and national curricular standards, the establishment of national certification examinations, as well as the creation of teacher training programs. The latter, although presented formally as a free choice for states and municipalities, in practice became compulsory, given that adherence to these programs was a condition for the voluntary transfer of federal resources.

The vacuum left by the absence of national public policies for the education of young people and adults was filled by local initiatives, in general carried out through partnerships between municipal governments and civil society organizations.

Participation of civil society in literacy training activities is not a recent phenomenon in Brazil. In fact, since the 1940s this segment has always been called upon to operate campaigns coordinated by the federal government. However, in the 1990s the relationship between government and civil society acquired new characteristics and meanings because of government reform.

During the second half of the 1990s, activities aimed at providing schooling to young people and adults were developed in partnership with various groups of social actors. On the one hand, there was continuity and even intensification of the presence of “grass-root education centers” and non-governmental organizations which, having developed specialized techniques, began to offer services in research, planning, consulting, and assessment of educational programs, teacher training, and in the production of teaching materials – tasks until that time carried out by the government.

On the other hand, there appeared at this time new partners, such as businesses and private foundations, labor unions, business federations, and worker cooperatives which began to

135 http://www.mec.gov.br/sef/Jovem/pcnvera.shtm
offer courses in literacy training and for raising the level of schooling of illiterate or semi-literate workers not served by government programs.

Another type of partnership between government and civil society in the area of education for young people and adults involves community and religious organizations in the so-called “Literacy Training Movements” (see box) or similar programs. In general, in such partnerships, the government pays, often only symbolically, and makes possible the training of lay teachers who work in literacy training centers located within headquarters of civil society organizations, small businesses, companies, among others.

The partnerships established between governments and civil society organizations contain a point of ambiguity. On the one hand, they transfer responsibility for guaranteeing universal rights to civil society, which, obviously, does not possess the structural conditions to meet this demand to the extent necessary. On the other hand, channels of participation and social control over the government actions are increased. The incidence of each of these characteristics varies greatly, depending upon the actors and kinds of programs in question, as well as on the political orientation of the State government responsible for management of such programs.

### The experience of Literacy Training Movements – MOVAs

At the end of the 1980s, the election within large and medium-size Brazilian cities of officials from progressive political parties resulted in the implementation of a series of governmental programs aimed, on the one hand, at fostering social inclusion of the underprivileged and on the other, stimulating the participation of civil society in public administration.

It was in this context that programs such as Participatory Budgeting and the Literacy Training Movement – MOVA emerged.

The experience of MOVA was inaugurated in São Paulo during the administration of the Workers Party (1989-1992) when Paulo Freire was State Secretary of Education. Principles of the grass-root education and grass-root culture movements developed in the country during the beginning of the 1960s were salvaged and updated within a public policy for the education of young people and adults in a partnership between the municipal government and community organizations linked to urban social movements. In this model, civil society organizations mobilize students, appoint teachers, and organize literacy-training groups, while the municipal government subsidizes the program and coordinates teacher-training activities. The social movements organize themselves with autonomy into their own forum, through which the jointly maintain a dialogue with the municipal government. After having successfully completed literacy training, young people and adults have guaranteed access to primary school level courses maintained by the municipal school system.

By the end of the 1989-1992 period, the city of São Paulo had one thousand literacy training centers linked to MOVA, bringing together more than 20,000 students. The program was partially halted during subsequent local government administrations, and was taken up again in 2001.

The success of the experience in São Paulo inspired other municipal and state governments to develop similar programs. In each locale, the programs acquired their own characteristics, maintaining in common the pedagogical and political inspiration of Paulo Freire and partnership with social movements. Other actors, however, were incorporated into the partnerships, such as research and teaching institutions and private companies. In municipalities in the Greater São Paulo region, private firms are invited to support MOVA
financially, aiding in covering the cost of instructors. It is also common for small firms to make their establishments available before or after business hours to provide classroom space. Universities contribute with teacher training; an activity also assumed by non-government organizations specialized in the area. Municipalities are stimulated to act as partners in the management of government projects, as occurred in Rio Grande do Sul between 1999 and 2000.

In some localities, MOVA has attended specific demands of people with special education needs, such as the hearing and visually impaired. Centers have also been organized to serve specific categories, such as construction workers or public service manual laborers.

There are no statistics that measure with rigor in how many municipalities MOVA programs have been established, or even how many young people and adults have received literacy training through this process. The broadest estimate, made during the two National MOVAS Meetings (Porto Alegre, RS: 2001; Santo André, SP: 2002) point toward replication of the experience in five states (Acre, Mato Grosso do Sul, Rio de Janeiro, Rio Grande do Sul, and Rondônia) and in a score of municipalities located in the states of Alagoas, Espírito Santo, Goiás, Mato Grosso do Sul, Minas Gerais, Pará, Paraná, Rio de Janeiro, Rio Grande do Sul, Santa Catarina, São Paulo, and Sergipe.

These meetings assess the experience of MOVAs and shape their future activities. Besides the risk of discontinuity and the permanent tension between institutionalization and non-institutionalization inherent in programs of this kind, the major challenges facing the MOVAs are: identification of the causes of participant drop-out and overcoming these causes; development of quality assessments of literacy training programs and of the efficacy of the methodologies employed; raising schooling levels and pedagogical/political training of lay instructors; links with public school systems in order to guarantee literacy training course students adequate opportunities to continue their studies; the daily promotion of democratic relationships between municipal governments and social organizations.

c) The financing of education for young people and adults

During the 1990s, public spending on schooling for young people and adults was reduced, representing less than 1% of total spending on education and culture by the three levels of government. During the years immediately preceding Confintea V, there was a consistent trend in which States paid for approximately 70% of the cost of the education of young people and adults. At the same time, municipalities financed nearly 25%, with a small contribution from the federal government – about 5%. (Di Pierro, 2000). Unfortunately, data do not exist to allow us to analyze the education expenditures of the three levels of government in more recent years. Available information refers merely to the federal level, which, as we have seen, is not the major provider of financing for this kind of education.
Table 10: Brazil: Federal government expenditures for maintenance and development of regular education programs (MDREP) and for the Young People and Adult Education Program (YPAEP) – 1997/2001 (in thousands of R$, at current value)

<table>
<thead>
<tr>
<th>Year</th>
<th>Expenditures for MDREP</th>
<th>Expenditures for YPAEP</th>
<th>% a/b</th>
<th>Annual variation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1997</td>
<td>$6,732,953</td>
<td>$27,128</td>
<td>0.40</td>
<td>-</td>
</tr>
<tr>
<td>1998</td>
<td>$5,480,463</td>
<td>$17,755</td>
<td>0.32</td>
<td>-34.5%</td>
</tr>
<tr>
<td>1999</td>
<td>$5,313,252</td>
<td>$13,204</td>
<td>0.25</td>
<td>-25.6%</td>
</tr>
<tr>
<td>2000</td>
<td>$7,665,872</td>
<td>$43,022</td>
<td>0.56</td>
<td>+225.8%</td>
</tr>
<tr>
<td>2001</td>
<td>48,642,688</td>
<td>$291,857</td>
<td>3.37</td>
<td>+578.4%</td>
</tr>
</tbody>
</table>

Source: Ministry of Finance. STN. SIAF. CCONT

During the 1994/1998 period, the education of young people and adults received a tiny portion – less than 0.5% - of total federal government expenditures on education and culture. To this was added the fact that even this small amount was not totally spent, due to budget cut mechanisms and bureaucratic obstacles. In the 1994/1998 period, for example, the amount actually spent by the federal government was 65% of the funds authorized by Congress for young people and adult education programs.

The year 2000 marked a reversion of the declining trend in federal expenditures in this field. In 2001, with the beginning of the “Recomeço” program, there was a significant growth in the federal budget – on the order of 578%. Although the comparison is inexact, because the values are not corrected for inflation, this was still an important positive change in federal spending for this kind of schooling.

The amount of resources directed at the education of young people and adults within the federal budget continued to grow in 2002, remaining at a level above US$140,000. This increase was due essentially to the funds spent on the “Recomeço” and “Literacy Solidarity” programs, both focused on the North and Northeast regions of the country. The reduced budgetary allocation for Pronera and the low level of execution of spending in this program are testimony to the marginal role of rural-based education in federal policy for education of young people and adults during this period.
Table 11: Brazil: Spending Allocations for Education Program for Young People and Adults in the Federal Budget—2001/2003 (in R$, current values)

<table>
<thead>
<tr>
<th>Activity</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Recomeço” Program</td>
<td>198,751,097</td>
<td>327,642,000</td>
<td>325,505,890</td>
</tr>
<tr>
<td>“Alfabetização Solidária” Program</td>
<td>79,333,638</td>
<td>102,600,000</td>
<td>-</td>
</tr>
<tr>
<td>School Radio</td>
<td>521,700</td>
<td>555,000</td>
<td>555,000</td>
</tr>
<tr>
<td>Support for state and municipal projects</td>
<td>15,800,000</td>
<td>24,108,240</td>
<td>104,370,000</td>
</tr>
<tr>
<td>Teaching material for EJA</td>
<td>10,000,000</td>
<td>10,000,000</td>
<td>10,000,000</td>
</tr>
<tr>
<td>In-service teacher training</td>
<td>15,000</td>
<td>15,000,000</td>
<td>15,200,000</td>
</tr>
<tr>
<td>Agrarian reform education program</td>
<td>24,114</td>
<td>11,441,000</td>
<td>10,000,000</td>
</tr>
<tr>
<td>National Skill Certification Exam</td>
<td>-</td>
<td>-</td>
<td>2,000,000</td>
</tr>
<tr>
<td>Total in R$</td>
<td>343,521</td>
<td>491,346,240</td>
<td>467,630</td>
</tr>
<tr>
<td>Total in US$</td>
<td>146,200</td>
<td>168,200</td>
<td>141,300</td>
</tr>
</tbody>
</table>


d) Teacher training

Profile of primary level teachers of young people and adults

Available statistics on teachers who work with young people and adults are only for those who are employed in public and private schools at the primary and secondary levels. This information does not include the large number of lay teachers – mostly women – who work voluntarily or professionally in projects developed by churches, various movements and social organizations about which available studies are scarce and incomplete in coverage136.

According to official information from the Ministry of Education137, in the year 2000, instruction of adults and young people occupied 189,871 teaching functions138, in both public and private schools. The majority of the teaching posts – 36% – were in the Southeast region, with 31% in the Northeast, 13% in the South, 12.5% in the North, and 7.3% in the West-Central region.

There was a concentration of 42.2% of these posts in the second stage of primary education (5th to 8th grade), during which teaching activities are the divided among various teachers specializing in the subjects that comprise this phase of the curriculum. Slightly more than 30% of teaching activities involve literacy training and the first phase of primary instruction (1st to 4th grade). These are single teacher classrooms. Secondary instruction, in which teachers specialize in a particular subject, makes up 27.3% of teacher activities in young person and adult education programs.

In terms of the training background of instructors, 62.5% of teaching activities were carried out by individuals possessing a higher education, while 35.9% had completed secondary schooling, and 1.6% had only a primary school education. The northern region of the country had the highest concentration of less-qualified people: only 32% had a higher education degree, with most of the teaching functions (65%) being carried out by those with

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136 On this topic, see MACHADO, Maria Margarida. O professor. IN: HADDAD et al. 2002.
138 In Brazil, official statistics on teachers utilize the category “teaching function”, which corresponds to a teaching post; the same teacher may occupy more than one teaching function by working in more than one school system or teaching modality.
a secondary education. At the opposite extreme, the southern and southeast regions had the most well qualified personnel: nearly 86% had concluded higher education, and 14% had only a complete secondary education.

Literacy training was carried out by less-qualified individuals: only 12.2% had a higher education; 78.3% had concluded high school; 7.1% had completed only primary school, and 2.4% had not even completed that initial phase of education.

Secondary education courses for young people and adults have the largest percentages of well-qualified personnel: 90.3% of teaching was carried out by instructors holding a higher education degree, and 9.5% by those with a secondary diploma.

**Gaps in the training of instructors of young people and adults**

Due to the absence of policies that institutionally link the education of young people and adults with public primary and secondary school systems, there is no separate legally defined career path for teachers working in education programs for young people and adults. The most common situation is that teachers in this modality are the same people that work in the regular system, attempting to adapt methodologies to this specific public, or who reproduce with young people and adults the same teaching and learning dynamic that they establish with children and adolescents.

In general, teaching groups of young people and adults is a complementary, evening activity to the regular working period of teachers who work with children and adolescents during the day. Teacher turn-over and the inexistence of teams especially dedicated to the education of young people and adults impedes the development of specialized people and hinders the organization of specific pedagogical projects for this modality, limiting the possibilities and the results of in service training initiatives.

Because the education of young people and adults still does not represent an attractive labor market for teaching professionals, it is rare that initial teacher training courses offer the option of specific training for this modality of education; nor do such courses include in their curriculum content references to this age bracket and its specific learning needs.

According to the Listing of Institutions of Higher Education organized by INEP (www.educacaosuperior.inep.gov.br/funcional/lista_cursos.asp), of the 1,306 Pedagogy courses existing in Brazil in 2003, only 16 (1.22%) offered specific training for the young people and adult education modality. Seven of these (44%) were offered by institutions of higher learning located in the southern region of Brazil. In the northeast region there were six courses (37% of the total); two in the southeast (12%) and one in the central-west (6%). Thus, it is evident that there is an enormous deficit of teachers with adequate initial training to be able to work with young people and adults.

On the other hand, literacy training programs for young people and adults implemented by social movements and organizations often resort to volunteers, activists, or members of the community who do not possess previous technical-professional teacher training, part of whom have very low levels of schooling. Most of the partnerships for literacy training of young people and adults established between government and civil society organizations foresee some modality of training of instructors carried out by universities or by specialized NGOs. The training of these lay instructors represents a challenge that moves NGOs and universities in the search for innovative solutions.139

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139 On this subject, see Alfabetização e Cidadania 13.
e) Curricular references

As we noted above, beginning in 1994, the Ministry of Education assumed a regulatory role for primary and secondary education policy implemented in a decentralized manner by states and municipalities by providing curricular guidelines, teacher training programs, and national assessment systems to which were linked the voluntary transfer of funds from the federal to state and municipal governments.

For literacy and post-literacy training, the Ministry of Education chose to adopt the Curricular Proposal for the 1st Segment for the Education of Young People and Adults (http://www.mec.gov.br/sef/Jovem/procur.shtm), previously developed by the NGO Ação Educativa (Ribeiro et al, 1997). After development of National Curricular Guidelines for all phases of primary education, the ministry organized a team that adapted the curricular guidelines for the 2nd phase of primary schooling to the teaching of young people and adults (MEC. SEF, 2002).\footnote{Available at http://www.mec.gov.br/sef/Jovem/procur2.shtm}

In order to disseminate the curricular guidelines throughout Brazil, in 1999 the Ministry of Education made teaching material\footnote{Em 1999 the Ministry of Education contracted the NGO Ação Educativa to prepare the publication Viver e Aprender for grades 1-4 of primary education. The twelve volumes comprise student texts and teaching guides. As of 2002, 93,720 sets of these books had been distributed. (BRASIL. MEC. SEF, 2002).} available and developed the “Parameters for Action” program, by means of which it created incentives and provided technical support to state and municipal departments of education for on going in-service teacher training.

In the area of the education of young people and adults, the “Parameters for Action” program was first structured around the curricular guidelines – 1st Segment for the Education of Young People and Adults (http://www.mec.gov.br/sef/estrut2/Pcn/materiais.asp). According to information from the Ministry of Education, eight study modules were developed, totaling 104 hours of training. According to the same source, by July, 2002 this activity involved over 30,000 teachers in study groups, 1,757 group coordinators, and 221 centers in 1,569 municipalities (BRASIL. MEC. SEF, 2002).

f) National Skill Certification Exam for Young People and Adults - Enceja

Brazilian law grants to state and municipal education systems the responsibility for carrying out certification examinations of the learning acquired by young people and adults in extra-school processes or through participation in training systems not assessed during the learning process. In 2002, however, the National Council of Education authorized the Ministry of Education to organize a National Skill Certification Exam for Young People and Adults – Enceja in which states and municipalities could voluntarily participate.

The National Institute of Educational Studies and Research – INEP, affiliated with the Ministry of Education, developed a competency measurement instrument and utilized in the preparation of Enceja the same methodology developed to assess the Secondary Education system (ENEM). In the view of INEP, this examination could be used by state and municipal education agencies as an instrument for certifying conclusion of primary and secondary education, and as an assessment instrument of education programs for young people and adults.

A team of specialists, coordinated by INEP, developed during 2002 a collection of printed teaching materials intended to prepare candidates for the Enceja. This, however, was not published and distributed in time for the tests that year.
The exam was administered only once, at the end of 2002, and with a low rate of participation: nearly 14,500 young people and adults from 29 municipalities in 15 Brazilian states, 8,500 being candidates for the primary school certificate and almost 4,000 for the secondary school certificate.

With a new administration in place after the change in government, INEP decided to suspend application of Encceja in 2002 and to undertake a reevaluation. The didactic materials were also revised.

3.1.4. Federal education programs for young people and adults

a) National Professional Training Plan –Planfor

Created in 1995 by the Ministry of Labor, the National Professional Training Plan has been developed through partnerships between government agencies – state departments of education and of labor – and civil society organizations – professional training institutions, NGOs, business organizations and labor unions, private company schools and foundations, universities, and research institutes. Within this model, the federal government assumes the role of moderator of this heterogeneous network of partners.

The goal of Planfor is to progressively increase and diversify the offering of professional education in order to annually train and retrain 20% of the economically active population a proportion totaling approximately 15 million workers.

The program operates through State Training Plans (PEQs) and National and Regional Partnerships. The PEQs comprise professional training activities limited to a State, proposed and executed by a network of government and private actors through agreements with and management of State Departments of Labor or their equivalents, and with the approval and endorsement of the respective National Labor/Employment Commissions, which are responsible for giving expression to and setting priorities for demands defined by Municipal Commissions.

The National and Regional Partnerships correspond to agreements authorized by the Ministry of Labor through its Department of Professional Training and Development (Sefor). These agreements seek to focus activities on groups or sectors of activities considered to be of economic priority – the potential to generate jobs and income – or those that are vulnerable in social or employment terms – rural settlements, personal services, public service, the construction industry, youth, tourism, crafts, fishing, the handicapped, port workers, bank employees, conscripts, prisoners and released prisoners.

The program is financed with resources from the Worker Assistance Fund 142 - FAT, and is supervised by the Administrative Council of the agency, made up of representatives of labor unions and of the federal government. This supervisory model is reproduced on the state and municipal levels, in which Planfor activities are developed.

According to information from the Ministry of Labor and Employment 143, PEQs receive a minimum of 70% of the annual investment of Planfor. This is distributed according to four sets of criteria: a) focus – as indicated by the distribution of the total economically active population (16 years of age and over) weighted by the economically active population with

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142 Created in 1990, the Rural Worker Aid Fund – FAT – is a special fund linked to the Ministry of Labor and Employment – MTE – financed by unemployment insurance, salary bonuses, and financing of economic development programs. The principal sources of FAT come from contributions made by workers into the Social Integration Program –PIS – for the Public Workers Patrimony Program – PASEP. The major employment activities financed with FAT resources are structured around two programs: the Unemployment Insurance Program (using unemployment benefit payments, professional training and re-training, and job counselling) and Employment and Income Generation Programs.

143 Ministry of Labor and Employment : www.trabalho.gov.br
low levels of schooling (up to 3 years of study); b) *efficiency* – measured by the percentage of trained people entering the labor market after conclusion of the course; c) *continuity* – minimum compensation to guarantee levels of execution achieved by the activity; d) *matching funds* – bonuses for those partners who invest additional resources beyond the minimum requirement set by law. In the year 2000, 85% of the resources of the PEQs were distributed according to focus and efficiency criteria.

The allocation of resources between National and Regional Partnerships obeys similar criteria. Distribution has been directed toward favoring labor unions and worker organizations, which absorb nearly 70% of the total budget directed at national partnerships.

According to information from the Ministry of Labor and Employment, since its creation in 1995 until the year 2000, the program had reached 85% of Brazilian municipalities, with the training of 11,600,000 workers and an investment of R$1.8 billion (which corresponds to US$983 million, calculated at the average USD exchange rate during the year 2000), besides matching funds from state government and private parties, especially labor unions and business federations.

**b) National Agrarian Reform Education Program – Pronera**

Created in April, 1998, the National Agrarian Reform Education Program – Pronera – was originally conceived jointly by the National Brazilian Universities Council, CRUB, and the Rural Landless Workers Movement – MST – in order to offer education to young people and adults settled into rural communities through agrarian reform processes. The proposal was negociated with the Ministry of Agrarian Development, with the pedagogical and strategic management of the program organized and based on a tripartate model that included the participation of members of the federal government, universities, and social movements (represented by the MST, unions affiliated with the National Confederation of Agricultural Workers – CONTAG – the Pastoral Land Commission – CPT – and other organizations.

According to the National Agrarian Census, average national illiteracy rates within agrarian reform settlements in 1997 was 39.41%, reaching 66.63% in the Northeast Region. Such low levels of schooling seriously limit the economic viability and development of such settlements. Besides overcoming this situation, the objective of Pronera is to assure that improving the levels of schooling in the settlements involves curricula and teaching methodologies that are adjusted to the social and cultural conditions of rural areas. Such a focus meets the demands of social movements\textsuperscript{144} and is in accordance with official guidelines\textsuperscript{145}.

Among Pronera activities are literacy training for young people and adults\textsuperscript{146} in rural settlements; raising schooling levels – on the primary and secondary levels, training of instructors who work in primary and secondary education of young people and adults in these communities. It also works with technical and professional training for farm production and administration, and the production of teaching materials that are appropriate to the social and cultural contexts of rural life.

\textsuperscript{144} On this subject, see the collection *Por Uma Educação Básica do Campo* (Kolling et al, 1999; Arroyo & Fernandes, s.d.; Benjamin & Caldart, 2001; Kolling et al, 2002).

\textsuperscript{145} In April, 2002, the Basic Education Committee of the National Education Council approved Resolution 1, which instituted Operational Guidelines for Basic Education in Rural Schools (http://www.mec.gov.br/cne/pdf/EducCampo01.pdf).

\textsuperscript{146} Literacy training is developed during 12 months, with a total class load of 400 hours.
The education projects are developed to serve the specific needs of agrarian reform settlements, and are the responsibility of institutions of higher learning. These maintain partnerships with social movements and non-governmental organizations that work in these communities. A typical agreement involves six teachers and five university students who receive financial grants.

Project selection, follow-up, and assessment is carried out by a National Pedagogical Commission which sees to it that the projects are guided by principles of interactivity (partnerships between government agencies, institutions of higher learning, social movements, unions, and settlement communities), multiplication (increasing not only the number of those receiving literacy training, but also the number of monitors and others who can lend continuity to the educational process) and participation (assuring that those who benefit participate in program development, execution, and assessment).

According to a report prepared by the National Institute of Colonization and Agrarian Reform (Nascimento, 2002), that compares the results of the program in 1998, 2000, and 2002, program coverage (the percentage of students as a percentage of the total number of settlers) shows variations, but was always quite small. In 1998, the variation was 0.5%, increased to 3.85% in 2000, and then fell to 2.45% in 2002. In 1998, 5.47% of all settlements were served by the program. This figure grew to 41.69% in 2000 and fell to 29.23% in 2002.

Between 1999 and 2002, Pronera served 105,491 rural settlers enrolled in courses of literacy training, schooling, and technical-professional training, of which 56,776 concluded the level or modality of study sought. In this period, 172 of 906 students successfully concluded technical-professional training courses. Some 5,274 monitors were training to work as settler instructors. Among these, 696 were trained for the secondary school level, and 378 for higher education courses especially organized by public universities in 5 states: Rio Grande do Sul, Pará, Rio Grande do Norte, Mato Grosso, and Espírito Santo.

Among the activities foreseen for these 4 years, 46% were not carried out. This is attributed principally to economic limitations. In the 2000-2002 period, Pronera operated with a budget of approximately R$63 million (US$26.6 million). But only R$48.8 million were in fact directed at the program, since 33.16% of the resources were contingent funds, and 9% were directed to other activities\(^\text{147}\). Constant delays and resource cuts for projects caused tension between Pronera partners, with negative repercussions on fulfillment of program goals, which reached only 46% (Nascimento, 2002).

The year 1999, when the Congress authorized the largest Pronera budget in history (R$21.5 million) was that in which the program attained its greatest coverage, signing 51 agreements with 37 institutions of higher learning which worked in 1,284 settlements in 548 municipalities throughout Brazil’s five geographic regions.

The Northeast region was that which most benefited from the program, receiving 47% of all resources invested between 1998 and 2001. The Northern region received 18.9%, the South 13.7%, the Central-West region received 12.8%, and the Southeast 7.6%. Of the 96,996 students served during this period, 51% were from the Northeast, 21.7% from the North, 10.4% from the South, 10% from the Central-West, and 6.9% from the Southeast.

c) Solidarity Literacy Training Program

The Solidarity Literacy Training Program (PAS) was created in 1996 within the framework of the Solidarity Community Council, an organization affiliated with the Executive Office

\(^{147}\) Average estimated value for the dollar for the 2000/2002 period = US$2.37 (calculation based on the monthly average reported by the Getulio Vargas Foundation. The source is the Central Bank.)
of the President, and which was responsible for coordinating emergency anti-poverty programs.

PAS involved a literacy training campaign developed through the establishment of partnerships between the federal and municipal governments, private companies, civil society organizations, business foundations, and establishments of higher learning.

Directed initially at young people living in municipalities in the North and Northeast that had illiteracy rates well above the national average, during its history, PAS grew continually, also reaching both rural and urban areas of the Central-West and Southeast. In the year 2000, the methodology of the program was taken to East Timor. Beginning in 2002, it had also reached the Portuguese speaking African countries of Angola, Cape Verde, Mozambique, and São Tomé and Príncipe. In the second half of 2002, international participants of the program totalled 14,250.

The PAS module has a six-month duration, with one month dedicated to planning and the training of monitors, and the five remaining months to literacy training activities, totaling 240 class hours distributed into three weekly periods.

Public and private institutions of higher learning coordinate the literacy training activities, carrying out training of local instructors and supervisors who are selected among the inhabitants of the municipalities where the training is offered. The university teachers and students involved in these activities receive grants that are financed by the program.

During the first two years of its operation (1997/1998), management of the PAS program was carried out by the Council of Rectors of Brazilian Universities (CRUB). In November, 1998, the program became a non-profit company and began to be managed by the Solidarity Literacy Training Program Support Association (AAPAS). Even after having been incorporated, PAS continued to maintain strong links with the federal government, which up to the end of 2002 supplied most of the funds for the program (see Table 7)\(^{148}\).

The financing model adopted by PAS involves sharing per-student monthly costs of R$34 (slightly more than US$10.00 calculated using the average dollar exchange rate for the first 5 months of 2003) between the federal government and companies, which could select the municipality or municipalities to be supported. The Ministry of Education contributed 50% of the student costs, supplying teaching material\(^{149}\), support for libraries, as well as grants for teachers and students of the partner universities. The federal government assumed the entire cost in cases of municipalities with Human Development Indices lower than 0.5 and which had not been “adopted by private sponsors.

In the sub-program directed at large urban areas (São Paulo and Rio de Janeiro since 1999; Brasília and its surrounding area beginning in 2000; Goiânia and Fortaleza in 2001; São Luiz and Belo Horizonte in 2002), co-financing is carried out through individual donations. People contribute monthly within the Adopt a Student\(^{150}\) campaign through credit card payments. There have been cases where state governments have used the PAS model, assuming co-financing within their territories (Acre, Ceará, Espírito Santo, Goiás, Maranhão, Roraima, Rondônia and, most recently, Paraíba), which was decisive for increasing the number of municipalities included in the program in 2002. Publically and privately held companies also subsidize the program, covering the costs of printed materials or of events, or granting discounts for products or services. Accountability regarding

\(^{148}\) During 2001, AAPAS accounting records show it received donations of R$ 76,384.061.00 and spent R$ 77 million. The Managerial Information System of the Ministry of Planning shows that in that year, the Ministry contributed R$ 79,155.345.00 to the program.

\(^{149}\) Beginning in 1998, the Ministry of Education and Culture made available for PAS the first volume of the “Live and Learn” Collection, containing an instructor’s manual and 3 modules for students.

\(^{150}\) Donations are requested through advertisements with the participation of well-known Brazilian artists.
resources used is carried out through the annual publication of reports presented by the AAPAS board to its partners.

According to information provided by the association, up until June, 2002, PAS had served nearly 3 million students in 2,010 municipalities with high rates of illiteracy and with the support of 101 companies and partner institutions. Of this total number of students, 5% were served in large urban centers. Within this process, 135 thousand literacy-training instructors were trained in 204 higher education centers involved in the program, with nearly 100 partner companies contributing economic support.

### Table 12: Development of the Alfabetização Solidária program, 1997/2002

<table>
<thead>
<tr>
<th>Year</th>
<th>Semester</th>
<th>Students</th>
<th>Monitors</th>
<th>Municipalities</th>
<th>Universities</th>
<th>Companies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>Urban centers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1997</td>
<td>Module I</td>
<td>9,200</td>
<td>442</td>
<td>38</td>
<td>38</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>Module II</td>
<td>29,450</td>
<td>1,479</td>
<td>120</td>
<td>80</td>
<td>20</td>
</tr>
<tr>
<td>1998</td>
<td>Module III</td>
<td>36,350</td>
<td>1,833</td>
<td>148</td>
<td>105</td>
<td>39</td>
</tr>
<tr>
<td></td>
<td>Module IV</td>
<td>200,800</td>
<td>10,000</td>
<td>581</td>
<td>152</td>
<td>45</td>
</tr>
<tr>
<td>1999</td>
<td>Module V</td>
<td>200,800</td>
<td>10,000</td>
<td>580</td>
<td>153</td>
<td>39</td>
</tr>
<tr>
<td></td>
<td>Module VI</td>
<td>293,850</td>
<td>15,000</td>
<td>866</td>
<td>173</td>
<td>43</td>
</tr>
<tr>
<td>2000</td>
<td>Module VII</td>
<td>348,745</td>
<td>17,000</td>
<td>1,005</td>
<td>174</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td>Module VIII</td>
<td>346,545</td>
<td>18,000</td>
<td>1,016</td>
<td>177</td>
<td>70</td>
</tr>
<tr>
<td>2001</td>
<td>Module IX</td>
<td>391,830</td>
<td>14,952</td>
<td>1,248</td>
<td>177</td>
<td>72</td>
</tr>
<tr>
<td></td>
<td>Module X</td>
<td>511,595</td>
<td>19,285</td>
<td>1.578</td>
<td>204</td>
<td>90</td>
</tr>
<tr>
<td>2002</td>
<td>Module XI</td>
<td>708,344</td>
<td>27,606</td>
<td>2.010</td>
<td>204</td>
<td>101</td>
</tr>
<tr>
<td>total</td>
<td></td>
<td>3,077,509</td>
<td>165,300</td>
<td>135,597</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

**Source:** Programa Alfabetização Solidária: Trajetória 6 anos – 2002.

Although implemented by a variety of institutions, very few are involved in management of the program, which is centered in the Executive Secretariat of AAPAS, which, in turn, is composed predominantly of business partners, and those linked to top decision-makers in the federal government. The Coordinação de Universidades makes up Advisory Council, which created the pedagogical framework of the program (Moura, et.al. 1999). The municipalities, monitors, and students do not have an institutional channel for participating in the program.
Outcomes of the program

PAS adopted a monitoring and assessment system through which coordinators of universities collect data on a set of outcome indicators, which are brought together and analyzed in reports and annual meetings. In addition, program coordinators periodically contracted assessments (Draibe, 1999; Klein et al, 2000; Janeiro et al, 2002) that measure the degree of satisfaction of partners with the processes and outcomes of the program. Besides these assessments there is an operational audit report of the Federal Tax Court to which the program was submitted at the end of 2002, which added an assessment panel to the processes and outcomes of PAS.

The learning of PAS participants is measured on a literacy skills scale on which monitors classify students when they enter and conclude the module. According to program reports, the proportion of students able to read and write small texts at the end of each module varied between 18% and 27%. To these results, one should discount those who already possessed these abilities before beginning the course, since nearly one-half of those enrolled had some previous schooling, and 4%-8% of them already knew how to write before beginning the modules. The dropout rate was between 20%-26% of enrollees.

Among the critical conclusions of the operational audit carried out in 2002 was: “It was thus noted that although reduction in illiteracy rates is the major objective of PAS, the “Alfabetização Solidária” program does not make people literate in the sense that all students at the end of the module (5 months) are able to read and to write a simple text. This objective would be more effectively achieved with an increase in the duration of the literacy training module, which would result in more effective training of the participants, in decreasing re-enrollments, and in a better use of trainers during the modules”. Besides assuring greater literacy levels, the auditors state that increasing the duration of the module and the use of monitors for more than one semester would produce other benefits, such as avoiding waste of teaching material and better use of trained human resources, thus reducing program costs.

Changes of literacy rates in the municipalities covered by the program since its beginnings are an indicator that allows us to judge the results of PAS in attaining its principal objective: literacy training. All of the 38 municipalities in which PAS was implemented originally presented very high illiteracy rates – between 54% and 86%, according to the 1991 census.

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151 In the six PAS modules developed between 1997 and 1999, assessment covers only reading and writing, included together on the following scale: does not know the alphabet; only knows the alphabet; reads, but does not write words; reads and writes words; reads and writes sentences; reads and writes texts. Beginning with Module VII in 2000, the criteria became more complex, distinguishing skills related to orality, to reading and writing. Mathematical abilities were incorporated as well.
Table 13: Brazil: Illiteracy rates of the population 15 years of age and over, by states and municipalities served by PAS - 1991 and 2000

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Brazil</td>
<td></td>
<td>19.7</td>
<td>13.6</td>
<td>6.1</td>
</tr>
<tr>
<td>Alagoas</td>
<td></td>
<td>44.04</td>
<td>33.39</td>
<td>10.6</td>
</tr>
<tr>
<td>Branquinha</td>
<td></td>
<td>72.7</td>
<td>54.6</td>
<td>18.1</td>
</tr>
<tr>
<td>Traipu</td>
<td></td>
<td>66.0</td>
<td>53.1</td>
<td>12.9</td>
</tr>
<tr>
<td>Itamarati</td>
<td></td>
<td>23.85</td>
<td>15.50</td>
<td>8.35</td>
</tr>
<tr>
<td>Marxã</td>
<td></td>
<td>54.2</td>
<td>36.5</td>
<td>17.7</td>
</tr>
<tr>
<td>Amazonas</td>
<td></td>
<td>34.53</td>
<td>23.15</td>
<td>11.39</td>
</tr>
<tr>
<td>Coronel João Sá</td>
<td></td>
<td>79.3</td>
<td>54.9</td>
<td>24.4</td>
</tr>
<tr>
<td>Adustina</td>
<td></td>
<td>65.7</td>
<td>45.5</td>
<td>20.2</td>
</tr>
<tr>
<td>Ceará</td>
<td></td>
<td>36.07</td>
<td>26.54</td>
<td>9.53</td>
</tr>
<tr>
<td>Salitre</td>
<td></td>
<td>67.0</td>
<td>51.6</td>
<td>15.4</td>
</tr>
<tr>
<td>Maranhão</td>
<td></td>
<td>40.68</td>
<td>28.39</td>
<td>12.29</td>
</tr>
<tr>
<td>Araisões</td>
<td></td>
<td>66.6</td>
<td>48.3</td>
<td>18.3</td>
</tr>
<tr>
<td>Pará</td>
<td></td>
<td>23.62</td>
<td>16.77</td>
<td>6.86</td>
</tr>
<tr>
<td>Melgaço</td>
<td></td>
<td>70.7</td>
<td>41.9</td>
<td>28.8</td>
</tr>
<tr>
<td>Paraíba</td>
<td></td>
<td>40.60</td>
<td>29.71</td>
<td>10.88</td>
</tr>
<tr>
<td>Santana de Mangueira</td>
<td></td>
<td>68.8</td>
<td>46.1</td>
<td>22.7</td>
</tr>
<tr>
<td>S. João da Lagoa Tapada</td>
<td></td>
<td>59.2</td>
<td>49.5</td>
<td>9.7</td>
</tr>
<tr>
<td>Pernambuco</td>
<td></td>
<td>32.90</td>
<td>24.50</td>
<td>8.40</td>
</tr>
<tr>
<td>Tupanatinga</td>
<td></td>
<td>69.5</td>
<td>52.1</td>
<td>17.4</td>
</tr>
<tr>
<td>Buique</td>
<td></td>
<td>61.2</td>
<td>52.0</td>
<td>9.2</td>
</tr>
<tr>
<td>Piauí</td>
<td></td>
<td>40.46</td>
<td>30.51</td>
<td>9.95</td>
</tr>
<tr>
<td>Simões</td>
<td></td>
<td>72.6</td>
<td>42.2</td>
<td>30.4</td>
</tr>
<tr>
<td>Jaícos</td>
<td></td>
<td>66.2</td>
<td>46.9</td>
<td>19.3</td>
</tr>
<tr>
<td>Rio Gde. do Norte</td>
<td></td>
<td>34.89</td>
<td>25.43</td>
<td>9.46</td>
</tr>
<tr>
<td>Lagoa das Pedras</td>
<td></td>
<td>68.3</td>
<td>44.2</td>
<td>24.1</td>
</tr>
</tbody>
</table>

* For the purpose of this table, of the 38 municipalities served by PAS since 1997, for each state only the two were selected that presented the lowest and highest illiteracy rates.

At the end of the decade, the year 2000 census reported a drop in illiteracy rates that varied from 7% to 39%. Although part of this is undoubtedly due to a combination of demographic changes and education policies for young people and adults that, during the decade, had positive impacts on schooling rates of young people, the drop in illiteracy in almost all of these municipalities was greater than the state averages, and reflects the efforts of PAS in providing literacy training. However, as can be seen in Table 9, the goal of the program to reduce illiteracy rates in participating municipalities to the national average within two years was not achieved.

A second PAS objective is to influence local governments in order to create municipal education services for young people and adults in localities where such services do not exist. According to an assessment carried out by PAS itself, at the end of 2000, the program was the only literacy training service available to young people and adults in 70% of the 580 municipalities studied. Assessment reports cite as an outcome of the program an increase in young people and adults enrollment between 2000 and 2001 in the 20 states in which PAS was active (January, 2002, pp.8-12). The 114% growth in enrollments in these states, however, was the result of the efforts of various actors, both public and private, and reflects financial incentives created by another federal government program called – “Recomeço”. Therefore, enrollment increases can only be related to PAS partially and indirectly. On this subject, note the following conclusions of the operational audit carried out in 2002: “One of the major findings of the audit was the detached nature of the activities of Alfabetização Solidária from the young people and adult education policy which, in constitutional terms, is under the authority of municipal governments. (…) The Alfabetização Solidária Program is an activity that is carried out in isolation from the national education policy for young people and adults adopted by the Ministry of Education, and does not present the necessary synergy to assure continuity of the educational process of those to whom it provides training. (…) This detachment produces outcomes different from the objective proposed by the program. In spite of offering entry or re-entry into the learning and even the social process of participants, it assures neither that those coming out of the program are literate, nor that those who are literate will continue to learn.”

d) The “Recomeço” Program

The State and Municipal Aid Program for the Education of Young People and Adults, denominated Recomeço, was created in 2001 in order to provide financial support to 14 states of the North and Northeast regions and 389 municipalities and micro-regions with low human development indices (HDI below 0.5) identified by the Human Development Atlas produced by the United Nations Development Program (UNDP) in 1998. The program was part of the Alvorada Project that, during the second term of President Fernando Henrique Cardoso, developed federal government social, infrastructure, and development programs especially aimed at reducing regional inequalities and improving the living conditions of the poorest regions of Brazil.

Financed through resources from the Poverty Fund, the program was designed to operate between 2001-2003. It involved the transfer to states and municipalities of US$85.00 per student per year in order to increase primary school enrollment of young people and adults152.

In 2001, the National Education Development Fund (FNDE) transferred to governments selected by that criterion approximately R$189.7 million (corresponding to over US$80 million). In 2002, the federal budget reserved R$340 million for the Recomeço program. In

2003, the budgetary allocation was R$325 million (nearly US$110 million for each of the years considered), seeking to raise the schooling rates of nearly 1,300,000 young people and adults.

In 2003, with a new administration in Brasilia, the name of the program was changed to “Support to States and Municipalities for the Primary Education of Young People and Adults” without, however, any changes in the municipalities served or in the value of the federal government contribution.

3.1.5. The new government and the “Brazil Literate” program

The inauguration in 2003 of the new president, Luiz Inácio Lula da Silva, created great expectations within civil society in regard to the possibility of social policies receiving priority, being free from the investment restrictions to which they were subject in previous years due to external economic commitments determined by multilateral financial institutions.

In January, the Ministry of Education announced that literacy training of young people and adults would be a priority of the new administration. A new office was created, named the “Special Secretariat for the Eradication of Illiteracy” (SEEA) with the goal of eradicating illiteracy within four years at a faster pace than that established by the National Education Plan. In order to meet this goal, SEEA launched the “Brazil Literate” program, by means of which the Ministry of Education will financially contribute to state and municipal agencies, institutions of higher learning, and non-profit organizations that develop literacy-training activities. The program also includes reading incentives and distribution of books to individuals who have recently received literacy training.

The government defined “Brazil Literate” as a multi-faceted program that brings together all kinds of current initiatives and a diversity of literacy training methodologies. Representatives of various institutions and segments of society will be represented on the National Literacy Council, which will guide future directions of the program.

Although the federal budget for 2003 does not contain allocations for a program the magnitude of “Brazil Literate”, the National Fund for the Development of Education - FNDD, allocated R$271.5 million (nearly US$82 million) for the establishment of agreements within this program. The value of federal funding will be R$15 (about US$4.50) per student per month, and R$80 (US$25) for training each instructor.

Partner organizations will be responsible for providing classroom space, teaching materials, training of instructors, and literacy training of registered young people and adults. Among the organizations that have joined are the Industry Social Service (SESI), the Basic Education Movement (MEB), the National Confederation of Brazilian Bishops (CNBB), and the Landless Rural Workers Movement (MST).

Civil society organizations have taken advantage of the new administration’s willingness to engage in dialogue and its policy decision to grant importance to adult education. However, they have criticized the absence of definitions regarding program financing, calling attention to the risk of lack of articulation between literacy training activities and the education of young people and adults located within different government agencies.

The expectation, although it has not yet taken place, is that restrictions of Fundef in regard to the enrollment of young people and adults in primary education will be removed.
Academic research on the education of young people and adults in Brazil during recent decades was directed at systematic overviews of the state of knowledge in this area (Haddad, 1987; Haddad et al, 2002).

An overview of the production of theses and dissertations from 1986 to 1998 in 34 institutions of higher learning that have post graduation programs in Education identified 222 studies which had as a major theme the education of young people and adults. This figure represented 3% of research on these levels.

Most of the research consists of case studies or research with a limited universe. This restricts the validity or degree of generalization of the conclusions. Consequently, the first statement coming out of this overview was the lack of philosophical or epistemological essays and of more broad-based empirical studies able to provide a national view of the education of young people and adults. In view of these limitations, it is possible to draw some lessons from this research.

The learners – young people and adults – were the objects of the majority of the studies (26.2% of the total). Research revealed that some of the expectations of young people and adults in regard to schooling are frustrated, such as those regarding professional and social mobility. Although a uniform view predominates by which the young people and adults are seen as “students” or “workers”, the subjectivity of the learners and their multiple identities (of gender, ethnicity, age, place of residence) are among the emerging approaches in research on this subject.

Research on history and public policy represent 21.8% of the total. Studies on the history of the education of young people and adults in Brazil look at the recent past, covering campaigns, policies, and practices developed during the second half of the XX century, especially the grass-root education and culture movements at the beginning of the 1960s (such as the Basic Education Movement – MEB) and the policies implemented during the 1970s by the military regime (such as the Brazilian Literacy Training Movement – Mobral). The School Equivalency Study Centers were the most-studied schooling modality, but the conclusions show discrepancies in terms of agreement on the effectiveness of this schooling program for young people and adults. Among less studied public policy aspects are the financing of this education modality, distance education, and learning certification (especially that carried out though examinations).

Pedagogical concepts and practices were treated in 21.3% of the research. The dominant theoretical reference in the studies is the pedagogical thinking of Paulo Freire, to which are sometimes added social-interactions theorists (such as Lev Vygotsky) and constructivists (such as Emília Ferreiro).

Although the overview has also considered extra-school and non-formal education processes, there is a clear predominance of studies of literacy training and basic schooling programs for young people and adults developed by both private and public agencies. A significant part of the research deals with the learning of reading, writing, and math, looking at the relations between literacy training and literacy-based social practices on the one hand, and the relations between literacy and cognitive development on the other. Literacy training drop-out and course repetition were negative results pointed to by most studies. These were often seen as caused by study conditions and teaching methods inadequate for the educational needs of the students.

Research on the instructors, their training and their activities, make up 17.5% of the total. These studies show that technical teams (instructors, directors, and technical staff) are both targets and reproducers of prejudice against the schooling of young people and adults, which is often seen as being second-class. On-going training in the workplace is pointed to as the most efficient instrument available to aid educators in facing the challenge of
considering such students as individuals, detaching themselves from the curricular, methodological, and organizational parameters of child and adolescent education.

Some 13.1% of the studies approached the subject from a “grass-root education” perspective. Very few studies looked at the education of this group from a political, union, or community perspective, with most looking at the potential for such education as a tool for the social participation in public policies developed in partnership between government agencies and social movements, such as the Adult and Young People Literacy Training Movements.

3.1.6. Conclusions and recommendations

In the years following the CONFINTEA V conference, there was a decline in the average illiteracy rate in Brazil. The figure went from 14.7% in 1996 to 12.4% in 2001. This was due primarily to a combination of age group profiles and demographic dynamics and progress achieved in the education of new generations. During this period, the outcomes of young person and adult education programs had little impact on literacy rates. It will be necessary to accelerate the pace of literacy training for young people and adults in order to achieve the goal set by the National Education Plan to overcome illiteracy by the year 2011, or to fulfill the commitment assumed in Dakar to achieve by 2015 a reduction of illiteracy rates of one-half of those recorded in the year 2000.

Table 14: Brazil: Changes in illiteracy rates among the population 14 years of age and over - 1996/2001

<table>
<thead>
<tr>
<th>Category</th>
<th>1996</th>
<th>2001</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Men</td>
<td>14.5%</td>
<td>12.4%</td>
</tr>
<tr>
<td>Women</td>
<td>14.8%</td>
<td>12.3%</td>
</tr>
<tr>
<td>Ethnicity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Negros</td>
<td>20.4%</td>
<td>16.6%</td>
</tr>
<tr>
<td>White</td>
<td>9.3%</td>
<td>7.7%</td>
</tr>
<tr>
<td>Domicile</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Urban</td>
<td>10.7%</td>
<td>9.5%</td>
</tr>
<tr>
<td>Rural</td>
<td>31.2%</td>
<td>28.7%</td>
</tr>
<tr>
<td>Family income</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Up to 1 minimum wage</td>
<td>34.9%</td>
<td>28.8%</td>
</tr>
<tr>
<td>More than 10 minimum wages</td>
<td>2.4%</td>
<td>1.4%</td>
</tr>
<tr>
<td>Age</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15 to 19 years</td>
<td>6.0%</td>
<td>3.2%</td>
</tr>
<tr>
<td>60 years or over</td>
<td>37.4%</td>
<td>34.0%</td>
</tr>
</tbody>
</table>

Gender inequalities in access to literacy training continue to be overcome; there are still serious generational, racial, residence, and income inequalities. The illiteracy rate among those of African origin continues to be twice that of whites. Similarly, illiteracy in rural areas continues to be three times higher than it is in urban areas. Income differences continue to have an impact on access to education. The highest illiteracy rates are found among low-income families. This proves that policies designed to make literacy training available to all and to increase the access of young people and adults to primary education should incorporate affirmative action strategies directed at inclusion and fostering of equity in education. Such strategies have not incorporated into recent education policies, as can be seen in this report. The inclusion of young people and adults who are in literacy training and primary education programs within national programs that provide students with school books, meals, transportation, and health care can help to reduce some of the barriers that impede access to education to underprivileged groups.

Functional illiteracy decreased from 32.6% in 1996 to 27.3% in 2001, but continues to be a widespread phenomenon among all age groups. The average schooling level of young people and adults increased from 5.8 years to 6.4 years during the period, but remained below the minimum mandated by current legislation. Moreover, studies on the performance of young people and adults in everyday tasks of reading, writing, and math reveal that the learning levels attained by the population are below those socially necessary for adults to be able to maintain and develop literacy-related skills. It is obvious that literacy training campaigns or programs must be complemented with incentives to use recently acquired reading, writing, and math skills, assuring opportunities for the continuation of studies at higher levels.

One cannot blame the education profile of the young person and adult population on judicial failings, given that the country is a signatory of international conventions and agreements. Moreover, the right to education is embodied into legislation at various levels of government. The limits may be found, rather, in the area of education policy and in the lack of control that civil society and the judiciary have over such policies.

The lack of importance granted to the training of young people and adults within national education reform resulted in coverage for this age group remaining insufficient during a period in which the social demands for knowledge have increased, creating pressures on the education system as a whole. In order to overcome this situation, it will be necessary to reposition the education of young people and adults within the education policy agenda, raising it to the priority level granted to the education of new generations.

With the age group above 14 years, the schooling coverage rate grew from 13% in 1996 to 21% of the potential demand for primary education in 2000, but most of this growth was due to serving adolescents and young people in regular schools. The school coverage provided by primary education especially directed at young people and adults increased only from 4.68% in 1996 to 5.39% of the potential demand in 2000. Between 1997 (when there were 2.7 million enrollees) and 2002 (a year in which enrollments totaled 3.7 million), the supply of primary and secondary education for young people and adults increased by 37.7% - which represents slightly more than one million students. In order to guarantee the right of all citizens to free public primary education, moving toward the goals of the National Education Plan, it will be necessary to substantially increase schooling coverage, making offerings of educational opportunities directed at young people and adults more flexible and diversified. It will not be possible to secure this right without increasing public financing and training more instructors.

In regard to the latter, available statistics show that there are almost 190,000 teachers working in primary education for young people and adults, to which we may add some thousands of volunteers engaged in community-based literacy training projects. In both
cases, research points to insufficient initial training that is buttressed by in-service training
carried out by institutions of higher learning, specialized NGOs, and specialists from
government agencies. This contingent of nearly 200,000 teachers with prior experience in
the education of young people and adults is insufficient in facing the challenges of
increasing the above-mentioned supply of schooling. On the other hand, 40% of the
teachers who work in the education of young people and adults, and the majority of
volunteers do not have a higher education that the LDB establishes as the minimum training
to be required as of 2006. A very small number of institutions of higher learning maintain
courses to specifically train instructors of young people and adults. We recommend,
therefore, that incentives be established for public colleges and universities to increase their
capacities to train teachers in this area, as well as to provide those already active in this field
opportunities to increase their schooling levels, certification, and professional skills.

In the years after Confintea V, public financing of education was directed to the teaching of
children and adolescents, but federal spending on primary schooling for young people and
adults increased substantially after 1991. Continuity in this area, however, is not assured.
The establishment of adequate bases for public financing of the education of young people
and adults requires its insertion – under equal conditions – within the mechanisms of access
to public funds, beginning with the inclusion of enrollments in this modality of primary
schooling in the calculations of FUNDEF. Overcoming a focused financing pattern for one
based on the principle of universality requires progressive increases in national public
spending on education as a whole. This, in its turn, has an impact on the national economic
model and national economic performance, and ultimately involving greater international
cooperation. In this sense, we recommend that current projects to improve primary and
secondary schooling in the country, supported by international loans from the IBRD and the
IDB, or funds from other levels of the UN (UNESCO, UNICEF, UNDP) incorporate the
education of young people and adults in to their scope and objectives. This, with rare
exceptions, does not occur presently.

The revision of mechanisms for financing education should consider consolidation of trend
toward decentralization of education offerings for young people and adults. Within this
trend, the participation of municipalities in education offerings for young people and adults
grew from 25% in 1997 to 45% of enrollments in 2002. Recognition of the role played by
state and municipal governments in providing primary and secondary education to young
people and adults should be reflected in more active participation of these levels of
government in setting and/or making more flexible curricular guidelines, assessment
criteria, and the design of national teacher training programs.

The dissemination during the last decade of public literacy training and primary school
programs for young people and adults, developed in partnership between government and
the private sector (such as the innovative experiences of MOVA, PRONERA, PLANFOR,
and PAS), for their part, reveal the potential of the contribution of civil society to universal
access to and democratization of literacy training and education programs of young people
and adults in Brazil. This contribution cannot be reduced to an accounting of the economies
obtained by governments through private contributions. It can only be truly assessed with
the opening of channels of participation for social organizations within government
management.

The theme of participation leads to the principle of democratic management of education,
which, although consecrated in legislation, has not been evident in national policy for the
education of young people and adults in the years following CONFINTEA V.

We recommend the institution of shared, democratic management of policy for the
education of young people and adults, with the participation of diverse social and
governmental institutions that are involved in providing these services for this age
group. The creation of a mechanism of this nature can also serve for the Ministry of Education to recuperate its role as national policy coordinator for the education of young people and adults, a role that has weakened recently, due to the dispersion of different programs among different agencies of the federal government.

Annex 3: Bibliography


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Annex 4: Summary of statistical information

In regard to the summary table proposed in Appendix 2 of the research plan, some clarification is necessary in relation to the specifics of the organization of the education of young people and adults within the formal Brazilian education system. Clarification is also needed in regard to practices developed by civil society organizations in this area in general, and in regard to literacy training in particular.

- “Budget for Education of Young People and Adults by government resources” – Information on this topic may be found in item 3.3 of the report, pp. 20-21.
- “Number and category of teachers in the Education of Young People and Adults”– Information on teacher is available in topic 3.4 of the report, pp. 20-23.
- “NGO categories for Education of Young People and Adults teachers” This modality does not exist in Brazil. See the note below.
- “NGOs working in Education of Young People and Adults” In regard to the work of NGOs it should be noted that in national legislation, social organizations are classified as “private, non-profit civil associations”, “foundations” or “civil society organizations in the public interest”. Among these categories are an infinity of institutions – recreation and sport clubs, education and health philanthropic institutions, resident associations, unions, business associations, among many others – about which no official statistics exist.

The term “NGO” acquired, during the recent history of the county of resistance to the military regime (1964-1984) and re-democratization, a political connotation of a private, non-profit entity that has as its mission “overcoming different forms of social inequality through struggle for the conquest and defense of citizen rights for all generations, from individual rights to economic and social rights; to seek recognition of differences so they may not be motives for discrimination, whether of race, ethnicity, gender, age, physical or mental condition, or any other condition that makes one human being different from another; and the defense of life and preservation of nature; for development that does not condemn the existence or diversity of life and of environmental resources of any species for future generations.” (Haddad, 2002).

Studies on the profiles of Brazilian NGOs (Ceregatti, 2002; Landim, 1988; Landim, 1996) do not offer a level of detail that would permit us to characterize the subset of those NGOs that work specifically with the education of young people and adults.

If a search is made on The Third Sector Information Network (RITS) web page (www.rits.org.br) using the word education, the service returns a list of 247 civil society organizations. When the search keywords are literacy service, the result is a list of 326 organizations, not classified according to the age range of the target public – young people, adults, adolescents, or children.

For its part, the Brazilian Association of Non-governmental Organizations – ABONG153, has 27 members. Of these, 104 claim to work in the area of education and, according to a listing prepared for this report, the education of young people and adults is among the activities of at least 20 of these organizations.

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153 ABONG – created in 1991 to represent NGOs before the government and other social actors, has as its objectives to represent and to promote exchange between NGOs working to foster citizenship in the use expansion of social rights and democracy. Web page: http://www.abong.org.br.
In July, 2002, the Literacy Training Support Network of Brazil – RAAAB\(^{154}\) – possesses 340 associates, including researchers, educators, NGOs, social movements, and teaching and research institutes that operate in the area of the education of young people and adults. Of these, 88 (26%) are NGOs.

Due to the characteristics presented above in regard to the nature of information available on NGOs in Brazil, there is no way to estimate the number of educators who work in these institutions. Even in the information obtained from the web pages of RITS and ABONG, there is no way to obtain the number of literacy trainers who work in the listed organizations.

- **“International NGOs”**
  There are no data banks offering systematic information on the number of international NGOs that work directly in support of young person and adult education projects in Brazil. In a study carried out in 1995 (Bailey & Landim) of 37 international development agencies active in Brazil, only five mentioned education among their priorities, without specifying the age group in question.

  There are examples, however, of international development organizations that cooperate with civil entities that work with the education of young people and adults in Brazil. Some examples follow.

  The UNESCO International Literacy Award of 2002, for example, will be given to Círculo Reflect Internacional (http://www.reflect-action.org), a learning method for adults disseminated in more than 60 countries by nearly 350 organizations, many of which are supported by the British organization Action Aid (http://www.actionaid.org). In Brazil, social organizations in the Northeast participate in Círculo Reflect, supported by the Centro de Estudos e Pesquisas Josué de Castro, with headquarters in Recife (PE). Action Aid Brazil (http://www.actionaid.org.br), for its part, supports the literacy training activities of the Women’s Center of Cabo (of Cabo de Santo Agostinho, Pernambuco). Alfalit International, based in the United States, is represented in Brazil by the philanthropic agency Alfalit Brazil (http://www.alfalitbrasil.com.br) and is linked to Protestant churches that maintain agreements with universities, government agencies, and private sector organizations in at least 10 states in Brazil. It works in developing literacy training activities for young people and adults using the Laubach method.

  Grass-roots education networks organized by the Catholic Church, such as the Basic Education Movement of the National Conference of Brazilian Bishops, or the Catholic Education Association (AEC), receive support from international organizations such as Misereor (http://www.misereor.de).

  Other lay organizations linked to the ecumenical movement and European churches support grass-root education activities for young people and adults implemented by Brazilian NGOs.

- **“International agencies supporting the education of young people and adults”**
  Consulting the data bank of ongoing projects of the Brazilian Cooperation Agency (of the Ministry of Foreign Relations (http://www.abc.mre.gov.br)), we find 39 references. Of these, only two mention the education of young people and adults: a project financed by UNESCO, with no value reported, supporting the Comunidade Solidária Council and seeking to foster expansion of the Alfatização Solidária program during 2001; and a

\(^{154}\) RAAAB – was created through the cooperation of non-governmental organizations (NGOs) during the 1980s. Among its objectives is to construct and disseminate a broadened concept of education for young people and adults, that includes the uses of reading and writing in an information society, citizenship education, cultural diversity, and various times and places where learning can take place. www.raaab.org.br
project of the State Council of Women’s Rights developed between 1998 and 1999 with a value of US$ US$145,200, to be used for job training in Rio de Janeiro of low-income young people between 14 and 29 years of age.

This data reflects the fact that the education of young people and adults is not among the priorities of United Nations agencies. In Brazil, the International Bank for Reconstruction and Development (IBRD), better known as the World Bank, focused resources on the regular primary schooling of children and adolescents in regions of the North, Northeast, and Central-West, by means of three consecutive loan operations to the Fundescola Project 155 carried out through the United National Development Program (UNDP). Children and adolescents are also the target public of UNICEF projects. The Inter-American Development Bank (IDB), for its part, grants loans to the Brazilian government for projects to improve secondary schooling and for the reform of professional education, which are administered by UNESCO.

3.2. Case Study Chile

Introduction

The present view of youth and adult education in Chile necessarily goes back to its conceptualization inside the Educational Reform Process which has been implemented since the beginning of the 90s and which shows a vision related to society.

The educational reform of the 90’s responds to a political agenda which tries to make the democratization of society compatible to the administration of a development model which requires the state to assume a subsidiary role concerning society in general and education in particular. This sustains new considerations about the relation between development, citizenship and education from the subsidiary role of the State to the administrative decentralization of public education, delegating it to the Municipalities and individuals. The role of the State is limited to the finance of the services through a subvention per student, to the definition of objectives and minimum curricular contents.

The educational policy of the Concertation governments has recovered a public sense of education, generating a non-resolved tension that alludes to a re-conceptualization of the state role, recovering regulation aspects concerning curriculum norms and evaluation.

On this trend Cepal-Unesco156 coincide as well as the financial organizations such as the World Bank and the Inter-American Development Bank, through which loans for the governments have backed up the initiatives of educational changes in the region2, emphasizing on the necessity that the countries should respond to the globalization challenge, counting on more qualified human resources. It is important to postulate the need

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155 The Fundescola II Project, with a 30 month duration and begun in 2000, involves resources of about US$ 20 million.
156 CEPAL-Unesco Report from 1992 identifies education and knowledge as an axis for productive transformation with equality “the transformation of education, the capacity and the use of scientific-technological potential to achieve two objectives: the instruction of the modern citizenship and the international competition of countries.”CEPAL-UNESCO, “Education y conocimiento: Eje de la transformación productiva con equidad”, Santiago de Chile, 1992, p.125
2 In this context, the program of government loans concerning education has increased, from 85 million dollars in 1987 to 780 millions in 1992, expecting a budget of 1000 million dollars for 1994.
to establish a new kind of relation between production and education that favors competition.³

The National Commission for Modernization of Education in 1995 fixed the orientation lines of the educational policy. Their main postulations assume that there is a narrow relation between the economical growth and the education of the population. “Chile should compete in world markets with countries whose growing economies center around the creation and application of knowledge and count with a well educated and highly motivated population.”⁴

This process of productive transformations imposes the need of redefining citizenship conceptions, in order to relate the challenge of social integration with the competition increase of the economies of the countries⁵. The social cohesion and equity are conceived as a condition for the economic development and it seems that this can be achieved by increasing the quality of education in the most deteriorated sectors. This supposes that the education should sustain a new sense of citizenship so “that democracy works with a solid ethical basis and allows the development of a true civic fraternity, fed by freedom, pluralism and solidarity.”⁶

Education is then conceived, as a basic pillar in the construction of a new citizenship model in which different dimensions are included. It should contribute to assure social cohesion, as well as the development of personal freedom; the social responsibilities as well as the individual rights; assure a common formative nucleus that projects the nation, the interests and personal talents; promotes personal creativity and at the same time teamwork and cooperation.

The educational policies of the Concertation Governments

Education has been a basic pillar in the Concertation government project, as a central element to make the model of economic development compatible pinned to the international markets with a democratization of the society that will reconstruct the national coexistence.

Equity and quality have been the orientation principles of the educational policy. This means the implementation of successive programs for quality improvement of education (MECE)⁷, where the curriculum reform has been one of the biggest concerns, as a form to adapt the instruction of new generations to the present society requirements.⁸

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³ The educational demands that the context changes pose to education refer to the generating abstraction capacity, development of a complex systematic thought, interrelating experimentation ability and collaboration capacity, team work, interaction with partners, a fluent and interactive education that conforms a skeptic, curious and creative mind.” (Reich) Quoted by Hopenhayn, M., Ottone,E.,“El gran eslabón”, FCE, Buenos Aires, 1999, p.77
⁵ The proposal CEPAL-UNESCO relates citizenship to aspects such as social cohesion, equity in the distribution of opportunities and benefits, solidarity in complex and differentiated societies. Because of this, it requires the formation of a social, solidarity and active responsibility conscience that belongs to a common project. In the present societies where information, management and informatization acquire progressive relevance, to practice the citizenship will also imply a wide use of the knowledge, information and communication. Hopenhayn, M., Ottone,E., Op. Cit. 100.
⁷ The MECE in rural and basic education has expanded between 1992 and 1997. In the MECE, basic education included the improvement of pre-school education. The MECE for middle education was expanded between 1994 and 2000.
⁸ These programs involved great quantities of resources have been financed with credit from the World Bank.
3.2.1 Description of Youth and Adult Education.

Adult Education is structured on the basis of three instruction modalities; the essential distinction is the difference in target group that differs because of the instruction requirements and time availability. This determines the nature of the implemented program.

a) The regular modality.

This modality includes the regular programs of basic and middle\textsuperscript{10} education and two special programs: Fundamental Education for Adults (EFA) corresponds to basic education and elementary technical instruction with a maximum duration of 300 hours per year. The Fundamental Technical Education for Adults (ETEA) offers basic education up to the 2\textsuperscript{nd} middle level plus a technical training with duration of 600 hours per year.

The regular modality is offered in two kinds of centers, Centers for Adult Integrated Education (CEIA) and the “Third Shifts” that are offered in the evening and at night.” In this second case the same center offers regular education for children and teenagers during the day and at night it offers adult education.

The CEIAs, are centers that exclusively impart youth and adult education programs and work in two or more shifts. Their target groups are youths who quit school and want to finish their studies, this being the only educational institution centered on the needs of this group.

As a way to respond to the challenges that the Reform faces, a program of dual\textsuperscript{11} professional education has been developed, similar to the one implemented in the massive technical-professional middle school because of the characteristics of the target population that go to it, where a great majority of the enrolled persons are between 18 and 25 years old. The pilot project was initiated at the end of 1999.

b) The Flexible Modality.

There are three flexible modalities, whose objective is the leveling of basic and middle studies; they basically differentiate from the regular modality because their target group\textsuperscript{12} are workers or adults in general. The flexible nature of these programs responds to the adaptation need to the students’ availability of time as well as to the particular education requirements.

The experience obtained shows that this flexible modality has a great social value, because it allows the attendance of workers and householders at their companies, unions or community centers, adjusting the schedules and length of the lessons. At the same time, the results obtained contribute to the efficiency of the program, delegating the responsibility regarding the achievements of their students.

\textsuperscript{10} Middle education is divided into Scientific Humanistic and Technical-professional, as a similarity to the massive educational offer of the school system.

\textsuperscript{11} This means that the educational institution along with a company, offers an associated process of education, both becoming educational agents responsible for the initial technical instruction of youths, which would qualify them to enter a competitive labor market. It has been implemented since 1992, in the framework of the MECE Middle.

\textsuperscript{12} As a difference of the dual instruction program of the CEIAs which is oriented to unemployed youths.
The Up-grading Program of Basic and Middle Studies (PNBM) is part of this modality. The Up-grading Program of Labor Competitions (PNCL) in agreement with Fosis, and the Up-grading Programs of Basic and Middle Studies are financed by Tributary Franchise.

The challenges of the flexible modality are related to the cover extension and the search of work methodologies adequate to the needs and capacities of the beneficiaries.

A program of formal, non-regular studies is used; it is organized in modules in which each learning level per area of knowledge constitutes a pragmatic module. The study plan includes 12 modules for basic education and 11 for middle education.

The areas of study for basic education are Communication and Language, Calculus and space representation and Integrated Sciences. For middle education the areas are Spanish and Communication, English, Mathematics, Social Sciences, Natural Sciences and Philosophy-Psychology.

The evaluations are formative, this determines if the students have achieved the proposed goals and it also gives a final evaluation of the module. This evaluation includes one same national test that measures the achievements of the basic abilities related to the goals and contents of the program.

**The Program of Basic and Middle Up-grading for Adults (PNBM)**

This program has been in existence since 2001\(^{157}\), and it replaced and extended the old Program of Basic Up-grading of Workers (PNBT)\(^{158}\).

The PNBM is created for adults without education or with incomplete schooling and who are looking for the development of new abilities for their jobs as well as for other areas of their daily lives.

The PNBM is carried out by public entities such as Municipalities or private institutions, NGOs, and educational companies, among others. The Secretary of Education administers it in a decentralized way through the Regional Educational Offices, whose duty is to follow up, guide and evaluate the educational process. Regarding the financing issue, the payments are made according to the number of passed modules per student.

The Coordination of Adults of the MINEDUC is participating in this educational offer of the Program “Chile Qualifies”.

**The Up-grading Program of Labor Competitions (PNCL)**

The PNCL arose since 1999\(^{159}\) within the governmental Programs of employment protection and with an agreement between The Secretary of Education, Secretary of Labor, Social Security and FOSIS\(^{160}\). This last one is in charge of carrying out the program and assigns the available quota of the program to the municipalities, preferentially to those with high unemployment and low school levels. The Secretary of Education is responsible for

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\(^{157}\) Decree 683.

\(^{158}\) Decrees 716/1996 and 133/1999

\(^{159}\) When the impact of the Asiatic crisis in Chile’s economy is noticed.

\(^{160}\) Fund of Solidarity and Social Investment.
the evaluation and certification of the basic learning studies. This program combines
general education with the labor training.

**The Up-grading Program of basic and middle studies financed by Tributary Franchise**

Another alternative for the flexible modality of school up-grading is the one that finances
workers, partners, or company owners who wish to complete their basic and middle studies.
This is done through Tributary Franchise. In this way the school up-grading forms part of a
program that has been exclusively for labor training, with the understanding that every
training program requires basic knowledge.

The costs of this educational service are financed by tributary franchise contemplated by
SENCE\(^{161}\), according to the DS 265/2002 of the Secretary of Labor.

c) **Attention to specific populations**

A third type of pedagogical proposal offered by EDJA as of 2000, is focused on satisfying
the most specific requirements of certain social groups. Within these are those who have not
been able to learn how to read or write; adults in prisons who go to school; senior citizens,
and members of native towns.

**Literacy**

Literacy is carried out through specific projects of short duration (5 months) and with
limited funding as well as through EFA programs. There is new pedagogical material
designed by the Adult Coordination that emphasizes the learning process and the
assessment of own knowledge in daily life context.

**Youth and Adult Education in prisons**

Here, education is conceived as a part of a rehabilitation process of the person, because the
challenge consists in having strategies that can contribute to quality improvement and
relevance of the learning process that facilitates the integration of education to the
rehabilitation process. These Centers (with a few exceptions) are in precarious conditions
and lack adequate resources that hinder the learning process.

In this context the proposal of pilot “Microcenters” arises. These are made up of
professional police officers and teachers who work with relatively common educational
units, who voluntarily wish to participate from a different professional culture based on
cooperation, teamwork, and professional autonomy. New strategies for the
teaching/learning process are validated in this proposal, and commitment and results are
emphasized. Diversity is recognized, accepted and valued as a daily phenomenon and as a
part of the process of social insertion; the reflection and evaluation of the same practices are
incorporated and education is valued as a medium to reconstruct the personal life projects of
the students.

**The Senior Citizens**

\(^{161}\)National Service of Training and Employment.
The senior citizens are a segment of the population that is increasing daily. Due to this, an incorporation of older persons into regular educational programs for adults has been started in order for them to begin or complete their schooling. Although there are no educational petitions that respond to the specific needs of this group, it is intended to incorporate them to the regular programs, especially to EFA and ETEA.

The objectives of this proposal are for the senior citizens to continuously practice their intellectual capacities, through reading, writing, mathematical exercises, development of creativity, communication with their partners, participation as persons in the community and who can continue making contributions to the new generations.

This proposal considers the development of four key points as follows: relation with bilingual education, leveling of school and job training, formation of an intercultural educational center and teacher training geared at intercultural education for senior citizens.

In the framework of an inter-educational work group of senior citizens, an action plan has been elaborated; it is integrated in order to systematize the public offer for this target population. In the year 2001 learning guides, especially the ones oriented to senior citizens were elaborated and distributed.

The EPJA Educational Proposal For Native Towns

As of 2002 and in the framework of the project “Origins” for the native ethnic groups, an educational proposal for the native communities has been designed. This proposal considers the development of four action plans that have a relation to bilingual literacy, leveling of studies and job training; formation of a Center for Adult Intercultural Education and teacher training in the perspective of adult intercultural education.

It is intended to advance towards a pertinent formal education that backs up the dynamics of the native cultures, the improvement of self-esteem, value their own culture and that they become persons with more protagonism in society.

3.2.2. Reform of Youth and Adult Education

The implementation of the Reform in the EDJA is a result of the conceptions that sustain the diagnosis of the process of education as a whole. According to these requirements of Chile’s society, within the modernization framework, the advance of globalization and the increase of the competition, conditioned by the equity principle, demand an education that accompanies everybody in the different and complex situations of their daily lives.

There is a general consensus about the need of a basic, solid education that will make “thinking” possible (this means, analyzing, synthesizing, inferring, interpreting and processing adequately a growing quantity of information. On the other hand, be able to adequately process different languages, which are expressed in the oral and written communication, as well as in the mathematic, technological and scientific languages.

From the economic point of view, the workers should respond to higher requirements in terms of adaptation to new technologies and learning. The alternative of different work or

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\(^{162}\) Under this denomination are men and women, older than 60 years. In the year 2000, there were 1,550,000 persons in this category. It is expected that in 2010, 10% of the total population will be senior citizens.
unemployment periods, show the necessity of each person to have a solid foundation, which
develops abilities in multiple dimensions, because it is not known when the person will
need them for his working life. Abilities which make possible the construction of new
knowledge should be developed, not only concentrating in basic abilities, known sometimes
as “minimum”. The emphasis is translated, from a growing specialization towards a general,
solid foundation from which each person can advance in the specialization that he needs.
Instead of instruction for a specific job it should be instruction for a working life.

On this line it is essential to link education to work, as a way to articulate the requirements
of economic development with social equity and to promote social integration, assuring like
this that all persons acquire the necessary abilities for their jobs and social performance.

On the other hand, the practice of citizenship in the present world imposes the need to have
certain knowledge, as a part of the necessary codes for citizen participation and social
performance. Education should make it possible for persons to perform as active and
conscious citizens. This option of educating for a democratic citizenship also recognizes
that there are different ways of living and understanding life, in other words, of
understanding and accepting diversity.

a) Principles and Objectives of the Reform in EDJA

A first theme around which the reform process of the EDJA revolves is to be able to have
the capacity to respond to the different characteristics of the persons that benefit from it.
Also, they must be able to constitute themselves as a component from which, the processes
of educational transformation make the integration of the most needy sectors of society
possible. This also contributes so that the persons can face changes in work and in the social
ambit in a better way. The latter assumes that the EDJA should be sufficiently flexible, as to
be able to consider in its offer the elements that articulate different sectors of the learning
process: personal, family and social development, work, health, rights, and citizenship. This
would make it possible for the different educational trajectories, to be able to come up with
an evaluative system for the different levels.

In other words, EDJA should adapt itself to the characteristics of its target group and be an
efficient tool for social integration. Therefore, it should respond to youths and adults in their
different family, gender and age roles, work conditions, and as actors of the social and
economic processes.

This concentration of multiple dimensions involved in EDJA needs the participation of
different figures from the state as from the civil society, in the education and training of
workers.

Because of this, the EDJA reform needs to advance in the creation of support and
articulation networks of different instances related, in a way, to EDJA. Different state
departments, central and local organizations, public organizations, municipal, non-
governmental organizations, universities, companies, mass communication media and social
organizations as well as unions, neighborhood committees, consumer organizations etc163
are needed for this.

163 The case of the program Chile Qualifies is a clear example of these support network policies.
In the case of EDJA the reform points out to an improvement in the quality of the learning process, but the increase of the cover and the reduction of the high rates of desertion in adult education are also a challenge. During the 90s, big efforts to expand the cover and improve quality were made, but these efforts were insufficient considering the greater requirements that have made the emergence of new demands of adult education in different social sectors.\textsuperscript{164}

On this line, the reform of EDJA implements a new model of pedagogical and administrative management characterized by the pedagogical decentralization. This transfers a group of pedagogical and curricular decisions from the central organizations to the educational institutions and teachers. This implies giving autonomy to the institutions so that they generate pedagogical solutions that are more adequate to the reality and interests of the students and of the communities where they will be inserted.\textsuperscript{165}

- A second central theme of this reform is related to the curriculum area, being the orientation criteria of the new curriculum, for the regular offer, as follows:
  - To recover basic and middle studies for youths and adults, through a school experience with the same quality as that of regular education, for them to acquire elementary and middle school degrees/certificates. Likewise, to make possible, the attainment of certifications equivalent to the middle level technical title of the professional/technical regular education, and to certifications in occupations with programs of less duration.
  - To provide them with an instructional experience relevant to them as persons and citizens, as well as for the continuation of higher studies and job performance.
  - To comply school requirements of youths and adults, as fast as possible, which makes curriculum be concentrated on language, and offer, through optional ways the opportunity to access educational experiences in specific areas (Arts, Philosophy, Sport, etc.).
  - To favor employability of youths and adults emphasizing general instruction in languages and the incorporation of a curricular space with instrumental character that treats the development of abilities to perform in specific ambits of the life of youths and adults. (Social Cohabitation, Consume and Quality of Life, Work Insertion and Technologies of the Information and Telecommunication).\textsuperscript{166}

In agreement with these criteria, the curriculum will be oriented to satisfy the basic needs of learning, these being values, attitudes and abilities that have to be developed in the personal, family, job, and social ambits. This is supposed to include, as a central component of all educational process, the ability to learn, to be ready for the change and permanent learning process, to be linked to the each time more demanding and complex society. This constitutes a basic condition for daily life, for the development of democratic cohabitation and for employability. Under this point of view, EDJA acquires a new dimension, being considered an instrument with great potential to allow access of wide marginal sectors to the knowledge and required abilities in the new social dynamics.

\textsuperscript{164} Be it enough to cite the high rates of desertion (above 26%, facts of 1998), the number of persons with incomplete schooling (according to the 1992 census, around 4 million youths and adults 15 years old have attended 8 years or less of schooling), the reduced cover of the modality, the inorganic diversification of its different plans and study programs. As for the potential working population, according to the 1998 National Survey of Employment, 1.500.000 have not completed basic education (25%) and more or less the same number have not completed middle school.

\textsuperscript{165} It is intended to generate decentralization beyond being merely administrative, as was the municipalization made by the military regime.

\textsuperscript{166} Fundamental objectives and minimum compulsory contents for basic and middle adult education, Document is awaiting consultation, June 2003
This new context requires adult education to be related with the working world in a wide sense, developing curricular experiences that directly point out to the education for qualified work. The programs especially designated for workers open a more flexible way in the focus of the contents and to a higher approach to the needs and to the lives of the target group. Like this, work constitutes a decisive aspect of the relation of the EDJA with the problems and economic transformation demands. Each effort to get closer to the new demands of productive insertion is a guarantee of the pertinence of a curricular proposal and of motivation for the incorporation and/or retention of the persons in the implemented programs.

On the other hand, it is proposed that these educational processes should contribute to educate citizens who can be subjects of their own history, developing values, knowledge and abilities that help to critically understand the reality in which they are living. Likewise they can also participate from it in a conscious way. For this, the curriculum should contribute to self-respect, to the sense of responsibility and solidarity, to the recognition of rights and duties, to the reaffirmation of personal and social identity, and to pertinence and a sense of participation. In this way the community and social insertion of the persons will be qualitatively better.

The importance of ethical education is emphasized, as a way for persons to make responsible decisions in their own lives and in benefit of others. The development of these abilities (supported on basic knowledge), values and attitudes is present in the new curriculum of EDJA.

b) From Adult Education to permanent Education

This latter means that EDJA is not focused only to those that have not finished their basic or middle education, but also towards those persons that are in need of being re-qualified, because of the obsolescence of their work. Because of this, it is intended to advance towards a permanent educational system capable of generating learning opportunities along life, especially through continuous education for the duration of the job life.

EDJA is framed by the concept of Permanent Education, defined as continuous education, designated for all the phases of life and for all the ambits in which this is developed. Capacity, to respond to the requirements of the modernization process and to the increase of the competition in the frame of the globalization\textsuperscript{167}, is required.

The focus on Permanent Education requires a response with educational proposals for the different learning needs of the persons according to the different phases of their lives, schooling or previous knowledge, and the requirements of their family, work and social\textsuperscript{168} lives. This implies that education: contemplates different proposals according to the learning process and requirements; responds to the diversity of work insertion according to different types of work; contemplates gender and geographical location differences, and responds to the different phases of life, that it considers native towns.

c) Pending Challenges

A first difficulty related with one of the main themes of the reform is the heterogeneity of the students, in terms of age, as well as of interests and needs. This heterogeneity is also expressed in the different learning levels of the students.

\textsuperscript{167} From there the sense of the Program Chile Qualifies, to which the National Coordination of Adult Education is incorporated.

\textsuperscript{168} This shows, for example, how the issue of illiteracy has gradually lost importance for the EDJA.
Another weakness is the high desertion rate. A great number of the students have difficulties, especially economic ones, which obligate them to work.

On the other hand, concerning the learning resources, although effort has been made by the State in these last years, they are lacking materials for this type of students.

The working conditions of the teachers and the lack of pertinent improving opportunities constitute another weakness in this kind of education. There is a lack of economic incentives or hour compensations for nocturnal work. Besides, they are not trained to work with the kind of students who show up to the adult education classes. The offers of education and improvement for these teachers are limited, as well as the economic and time possibilities to dedicate to their professional development. The working conditions at the CEIAS are more favorable, at least concerning having more stable teachers and allowing work to be done in partners. The lack of adequate methodologies is reflected in the low motivation and precarious knowledge of the students, constituting this a challenge that the curricular reform attempts to face.

In terms of financing, although this has been increasing throughout the decade, there are still differences in relation to the education of children and youths. 74% of the elementary education per student is subsidized whereas 84% is subsidized for middle school day education. Although the number of hours is inferior in EDJA, absences and desertion are higher, around 30% of the registration, which considerably reduces incomes and maintains fixed costs.

This situation centered on a precarious offer, in quality as much as in cover. The institutions responsible for this education are the municipalities, which undoubtedly lack resources and have a higher population with little schooling. Only in the last years the subsidized individuals, when increasing subsidy costs; have increased the offer, which is inferior to the municipal one. This situation makes it evident that the attention to populations that lack resources and have problems, should count on more resources, that should follow logic public responsibility that the individuals are not in conditions to guarantee.

3.2.3. Statistical Facts.

a) General Facts:

Table 15: Average Schooling of the Total Population and of the economically active Population per sex (Years of Schooling).

<table>
<thead>
<tr>
<th></th>
<th>Total Population</th>
<th>Economically Active Population</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>Men</td>
</tr>
<tr>
<td></td>
<td>9.5</td>
<td>9.6</td>
</tr>
</tbody>
</table>


169 From there, that the teacher training issue has gained importance; having resources invested specifically in that area.
Table 16: Illiteracy Rates

<table>
<thead>
<tr>
<th>Year</th>
<th>Population older than 15 years</th>
<th>Illiterate</th>
<th>Served</th>
<th>Literate</th>
<th>Illiteracy Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1990</td>
<td>9.140.050</td>
<td>572.879</td>
<td>29.907</td>
<td>22.507</td>
<td>6.27</td>
</tr>
<tr>
<td>1996</td>
<td>10.203.815</td>
<td>494.249</td>
<td>3.344</td>
<td>2.437</td>
<td>4.84</td>
</tr>
<tr>
<td>1997</td>
<td>10.378.249</td>
<td>491.812</td>
<td>s/d</td>
<td>2.781</td>
<td>4.74</td>
</tr>
<tr>
<td>1998</td>
<td>10.549.142</td>
<td>489.031</td>
<td>s/d</td>
<td>1.786</td>
<td>4.64</td>
</tr>
<tr>
<td>1999</td>
<td>10.717.193</td>
<td>487.245</td>
<td>s/d</td>
<td>3.012</td>
<td>4.55</td>
</tr>
<tr>
<td>2000</td>
<td>10.960.570</td>
<td>484.233</td>
<td>s/d</td>
<td>2.397</td>
<td>4.42</td>
</tr>
<tr>
<td>2001</td>
<td>11.153.690</td>
<td>422.540</td>
<td>s/d</td>
<td>1.976</td>
<td>3.79</td>
</tr>
</tbody>
</table>

Source: Division of General Education and Division of Planning of the Secretary of Education.

Even though there are still a large number of illiterate persons, illiteracy is relatively a small problem, affecting less than 5% of the economically active population. This has been progressively decreasing (in the last 10 years it has decreased 50%) and because of this it is not a priority topic, but it continues with an educational offer of less magnitude.

An interesting aspect that is observed is how the number of illiterate people decreases, and is concentrated on the population older than 55 years of age.
b) Budget for Adult Education

Table 17: Public Expenses in Education, Years 1990 – 2001 (Millions of pesos and percentage)

<table>
<thead>
<tr>
<th>Year</th>
<th>Public expense in education</th>
<th>Millions of pesos Average in 2001</th>
<th>Percentage of the total social expense</th>
<th>Percentage of the total public expense</th>
<th>Percentage of PIB</th>
</tr>
</thead>
<tbody>
<tr>
<td>1990</td>
<td>633.373</td>
<td>20.9</td>
<td>11.9</td>
<td>2.4</td>
<td></td>
</tr>
<tr>
<td>1991</td>
<td>713.844</td>
<td>21.6</td>
<td>13.1</td>
<td>2.6</td>
<td></td>
</tr>
<tr>
<td>1992</td>
<td>822.692</td>
<td>22.5</td>
<td>13.9</td>
<td>2.7</td>
<td></td>
</tr>
<tr>
<td>1993</td>
<td>896.775</td>
<td>22.3</td>
<td>14.1</td>
<td>2.8</td>
<td></td>
</tr>
<tr>
<td>1994</td>
<td>981.281</td>
<td>23.0</td>
<td>14.8</td>
<td>2.9</td>
<td></td>
</tr>
<tr>
<td>1995</td>
<td>1,092.768</td>
<td>23.9</td>
<td>15.6</td>
<td>2.9</td>
<td></td>
</tr>
<tr>
<td>1996</td>
<td>1,225.230</td>
<td>24.4</td>
<td>16.1</td>
<td>3.2</td>
<td></td>
</tr>
<tr>
<td>1997</td>
<td>1,362.425</td>
<td>25.7</td>
<td>16.9</td>
<td>3.4</td>
<td></td>
</tr>
<tr>
<td>1998</td>
<td>1,490.725</td>
<td>26.2</td>
<td>17.3</td>
<td>3.7</td>
<td></td>
</tr>
<tr>
<td>1999</td>
<td>1,617.696</td>
<td>26.3</td>
<td>17.9</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td>2000</td>
<td>1,724.526</td>
<td>26.5</td>
<td>18.4</td>
<td>4.1</td>
<td></td>
</tr>
<tr>
<td>2001</td>
<td>1,854.309</td>
<td>26.8</td>
<td>18.7</td>
<td>4.4</td>
<td></td>
</tr>
</tbody>
</table>


In general terms this chart shows the constant increase in costs designated for education in the past 11 years in terms of social cost, public cost and the PIB percentage. This shows the importance that is given to education in the Concertation governments.
<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Pre-school</th>
<th>Basic</th>
<th>Special</th>
<th>Middle HC</th>
<th>Middle TP</th>
<th>Adults</th>
<th>Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>pesos</td>
<td>pesos %</td>
<td>pesos %</td>
<td>Pesos %</td>
<td>pesos %</td>
<td>pesos %</td>
<td>Pesos %</td>
<td>pesos %</td>
</tr>
<tr>
<td>1990</td>
<td>556,423</td>
<td>45.560</td>
<td>52.7</td>
<td>5.091</td>
<td>10.1</td>
<td>7.5</td>
<td>7.589</td>
<td>1.4</td>
</tr>
<tr>
<td>1991</td>
<td>605,510</td>
<td>46.100</td>
<td>51.4</td>
<td>4.394</td>
<td>8.7</td>
<td>43.285</td>
<td>7.1</td>
<td>8.642</td>
</tr>
<tr>
<td>1992</td>
<td>685,713</td>
<td>49.819</td>
<td>50.9</td>
<td>12.267</td>
<td>8.7</td>
<td>56.668</td>
<td>8.3</td>
<td>5.485</td>
</tr>
<tr>
<td>1993</td>
<td>766,321</td>
<td>60.773</td>
<td>51.8</td>
<td>11.962</td>
<td>8.1</td>
<td>60.584</td>
<td>7.9</td>
<td>6.375</td>
</tr>
<tr>
<td>1994</td>
<td>831,741</td>
<td>65.742</td>
<td>51.9</td>
<td>13.830</td>
<td>8.3</td>
<td>67.928</td>
<td>8.7</td>
<td>7.182</td>
</tr>
<tr>
<td>1995</td>
<td>959,766</td>
<td>73.472</td>
<td>51.9</td>
<td>20.924</td>
<td>8.5</td>
<td>89.179</td>
<td>9.3</td>
<td>9.717</td>
</tr>
<tr>
<td>1996</td>
<td>1,088,447</td>
<td>83.275</td>
<td>51.8</td>
<td>24.850</td>
<td>9.2</td>
<td>107.376</td>
<td>9.9</td>
<td>11.612</td>
</tr>
<tr>
<td>1997</td>
<td>1,211,952</td>
<td>91.900</td>
<td>51.9</td>
<td>28.215</td>
<td>9.5</td>
<td>121.636</td>
<td>10</td>
<td>13.601</td>
</tr>
<tr>
<td>1998</td>
<td>1,334,324</td>
<td>100.952</td>
<td>51.5</td>
<td>31.645</td>
<td>9.7</td>
<td>139.228</td>
<td>10.4</td>
<td>15.546</td>
</tr>
<tr>
<td>1999</td>
<td>1,445,788</td>
<td>109.800</td>
<td>52.5</td>
<td>37.033</td>
<td>9.5</td>
<td>136.710</td>
<td>9.5</td>
<td>17.820</td>
</tr>
<tr>
<td>2000</td>
<td>1,566,392</td>
<td>110.791</td>
<td>51.5</td>
<td>58.118</td>
<td>10</td>
<td>157.399</td>
<td>10</td>
<td>24.546</td>
</tr>
<tr>
<td>2001</td>
<td>1,687,861</td>
<td>118.703</td>
<td>51.8</td>
<td>68.920</td>
<td>10</td>
<td>167.510</td>
<td>9.9</td>
<td>27.826</td>
</tr>
</tbody>
</table>

**Source:** Budgetary Balance. Department of Financial Resources, Secretary of Education

*This Chart doesn’t include the amounts assigned to the Division of Culture of the Secretary of Education*

A first fact that arises from the chart is that in 1995 there is a growing dynamic within the resources assigned to EDJA, a dynamic that in 2000 had a second important jump. This shows the “delay” in the importance assigned to EDJA in the general frame of public education and at the same time, the growing importance that nowadays is given to it, which coincides with the start of a reform process in this modality.

There is still the evidence of the marginal character that EDJA has in relation to other teaching levels. Its growth for example cannot be compared to the one of special education whose budget in these 10 years was 4 times bigger; instead, EDJA dropped in its educational expenses between 1992 and 1994.
c) Characteristics of the Teachers

Table 19: Title of the teachers according to the program in which they participate (in percentages)

<table>
<thead>
<tr>
<th>Title</th>
<th>Teachers PNBT</th>
<th>Teachers CEIA basic</th>
<th>Teachers third basic shift</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher basic E.</td>
<td>61%</td>
<td>46%</td>
<td>33%</td>
</tr>
<tr>
<td>Primary teacher</td>
<td>12%</td>
<td>3%</td>
<td>5%</td>
</tr>
<tr>
<td>Teachers middle E.</td>
<td>15%</td>
<td>33%</td>
<td>28%</td>
</tr>
<tr>
<td>Professor Specialty</td>
<td>9%</td>
<td>9%</td>
<td>14%</td>
</tr>
<tr>
<td>Others</td>
<td>3%</td>
<td>9%</td>
<td>21%</td>
</tr>
</tbody>
</table>


Table 20: Years of experience of the teachers for adult education (in percentages)

<table>
<thead>
<tr>
<th>Title</th>
<th>Teachers PNBT</th>
<th>Teachers CEIA basic</th>
<th>Teachers third basic shifts</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 years or less</td>
<td>21%</td>
<td>9%</td>
<td>12%</td>
</tr>
<tr>
<td>between 3 and 5 years</td>
<td>31%</td>
<td>15%</td>
<td>14%</td>
</tr>
<tr>
<td>Between 6 and 10 years</td>
<td>12%</td>
<td>18%</td>
<td>28%</td>
</tr>
<tr>
<td>More than 10 years</td>
<td>36%</td>
<td>58%</td>
<td>46%</td>
</tr>
</tbody>
</table>


Table 21: Adult Educational Program as a main activity (in percentages).

<table>
<thead>
<tr>
<th>Title</th>
<th>Teachers PNBT</th>
<th>Teachers CEIA basic</th>
<th>Teachers third basic shift</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is his/her main job</td>
<td>3%</td>
<td>58%</td>
<td>22%</td>
</tr>
<tr>
<td>It is not his/her main job</td>
<td>97%</td>
<td>42%</td>
<td>78%</td>
</tr>
</tbody>
</table>


From the information related to teachers, the professional level and experience accumulated that the teachers have can be noticed, the majority of them have more than 10 years of experience in the adult modality. Except for the teachers of the CEIAS, it is noticed that a great part of the teachers of adult education do not have this job as their main activity. The necessary specialization of the teachers is suffering with this situation that could possibly be faced with an increase in cover; especially in the flexible programs.
d) Characterization of the Students

**Table 22: Adult Registration per kind of program**

<table>
<thead>
<tr>
<th>Program</th>
<th>Total</th>
<th>Regular System</th>
<th>EFA</th>
<th>ETEA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>166.598</td>
<td>117.762</td>
<td>25.626</td>
<td>23.310</td>
</tr>
</tbody>
</table>

**Source:** Division of Planning and Budget. Secretary of Education

A first fact that arises as relevant is the high predominance in the registration of the regular system in relation to the total number of registered persons. On the other hand the equality between EFA and ETEA is verified.

**Table 23: Adult Registration per teaching level**

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Basic</th>
<th>Technical</th>
<th>Middle HC</th>
<th>Middle TP</th>
<th>Decree 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>1994</td>
<td>72.581</td>
<td>16.961</td>
<td>1.095</td>
<td>47.580</td>
<td>6.945</td>
<td>17.784</td>
</tr>
<tr>
<td>2000</td>
<td>111.409</td>
<td>21.726</td>
<td>259</td>
<td>78.165</td>
<td>11.258</td>
<td>0</td>
</tr>
<tr>
<td>2001</td>
<td>117.762</td>
<td>23.223</td>
<td>662</td>
<td>82.420</td>
<td>11.457</td>
<td>0</td>
</tr>
</tbody>
</table>

**Source:** Division of Planning and Budget. Secretary of Education

As of 1996 there is a constant increase in registration. The past years were characterized because of stagnation, even with a registration drop in 1992.

This increasing dynamic is perceived in the basic level, especially in the middle scientific-humanistic teaching; on the other hand, in the technical and middle technical-professional teaching, stagnation as well as recession are perceived. This is important, because it would contradict itself with the idea of developing the technical character (of training) in EDJA. This phenomenon could be explained by the slow development of the programs of flexible modality of EDJA, some of these programs incorporate technical training (PNCL). A similar situation occurs in the education of children and adolescents that has been gradually reduced.
Table 24: Number of Adult Educational Units per Teaching Level according to the administrative dependency

<table>
<thead>
<tr>
<th>Administrative Dependency</th>
<th>Total</th>
<th>Basic</th>
<th>Total Middle</th>
<th>Middle HC</th>
<th>Middle TP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>1,219</td>
<td>430</td>
<td>789</td>
<td>700</td>
<td>89</td>
</tr>
<tr>
<td>Municipal</td>
<td>863</td>
<td>322</td>
<td>541</td>
<td>480</td>
<td>61</td>
</tr>
<tr>
<td>Individual Subsidized</td>
<td>278</td>
<td>98</td>
<td>180</td>
<td>160</td>
<td>20</td>
</tr>
<tr>
<td>Particular Paid Corporations</td>
<td>73</td>
<td>10</td>
<td>63</td>
<td>60</td>
<td>3</td>
</tr>
</tbody>
</table>

**Source:** Division of Planning and Budget, Secretary of Education

There is a clear predominance of the municipal administration in EDJA, which shows that EDJA has a public character and that the role of the private ones (in terms of educational institutions) is less. On this line, the presence of the corporations is not representative. This implies what can be understood as “civil society” without importance for EDJA, and that the only important institutional actor is the State via Municipalities.

Table 25: Adult Registration per administrative dependency according to the period, Years 1990 – 2001

<table>
<thead>
<tr>
<th>Year</th>
<th>Administrative Dependency</th>
<th>Total</th>
<th>Municipal</th>
<th>Individual Subsidized</th>
<th>Individual Paid</th>
<th>Corporation</th>
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<td>1991</td>
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<td>5.138</td>
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<td>1997</td>
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<td>67.254</td>
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<td>1998</td>
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<td>84.568</td>
<td>26.214</td>
<td>6.328</td>
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**Source:** Division of Planning and Budget, Secretary of Education

There is a strong increase of the total registration in ’96, followed by a dynamic of slower but constant growth different from the period ’90-’95 which is characterized because of its ups and downs. The subsidized individual registration grows more than 100% between 1996 and 2001, however the municipal registration is three times higher than the subsidized individual one.

As a difference, the paid individual registration initiates a decrease as of 1999 of about 35%. The registration of the Corporations has decreased and maintains itself stagnant.

Other considerations related to registration are:
When considering registration per gender in the regular educational offer, it is proven that in 2001 from a total of 117,762 registered persons, 67,826 correspond to men and 49,936 to women. In general, the statistics do not sufficiently reveal the distinction per gender, proving that it does not constitute an important variable at the moment of designing policies and systematizing results.

As for the age, almost 50% of regular education is concentrated between the ages of 19 and 24 years. Within these ages, a great number of the persons are registered for middle school, especially for the scientific-humanistic modality.

In relation to the registration of the flexible modality of basic and middle leveling, 22,110 students entered between 1996 and 2001. This middle educational offer just started this past year with a quota of 2,725 places.

### 3.2.4. New Curriculum of the EDJA: Areas of Training

The curricular framework is organized in three areas of training according to the nature of the contents: general training, Instrumental training and Differentiated training. In basic teaching only the general instruction and optionally differentiated instruction are developed; in the middle education the three aspects are contemplated.

**General Training:** responds to the needs of integral training in the contemporary socioeconomic conditions. It provides the base abilities for personal development, work or study trajectory and for the practice of citizenship and social participation.

**Instrumental Training:** constitutes a curricular space with practical character, whose contents provide tools to cope with situations typical of the adult life.

**Differentiated Training:** groups the objectives and contents corresponding to the different specialization plans which middle school will offer, in the scientific-humanistic modality as well as in the technical-professional. This last one offers two specialization channels: instructional for trades and middle level in technical training.

### Curricular Structure

In basic education, three educational levels can be differentiated: first level corresponds to the 1st through 4th years of regular basic education, second level to the 5th and 6th years and third level to the 7th and 8th years.

There are two levels in the scientific-humanistic middle education. The first level corresponds to the 1st and 2nd years of the regular middle school and the second level to the 3rd and 4th years.

There are three levels in the technical-professional middle school. The first level contains knowledge of general training corresponding to the 1st and 2nd years of regular middle school, and technical-professional differentiated training is started. The second level corresponds to the third year of regular middle school in general training and it continues with the technical differentiated training. The third level corresponds to the 4th year of general training in regular middle school and completes the technical differentiated training.

For basic education, 10 hours per week and 6 optional (occupation) ones are contemplated.
In the scientific-humanistic middle education, 20 hours per week are needed for the general training and 4 hours for instrumental training. There are 3 hours of electives for differentiated training.

In the technical-professional middle school there are 20 hours of general basic training needed for the first level and 4 for differentiated training. For the 2nd and 3rd levels 8 hours of general training are needed as well as 4 for instrumental training and 12 for differentiated training.

**Sectors of learning**

**Basic Education**
First Level: Language and Communication and Mathematics
Second and third Levels: Language and Communication, Mathematics, Natural and Social Sciences

**Middle school**
Technical-Professional Differentiated Training has 14 occupational sectors and 46 specializations that make up the sector.

**Transversal Fundamental Objectives**
They refer to the abilities, attitudes, values and behaviors that the students should develop in the personal, intellectual, moral and social ambit. These objectives are related to the learning sectors as well as to the group culture of the school and can be carried out through different actions. It is intended to be transversal, in the sense that they should include classroom activities as well as other school spaces.

The areas are as follows:
- Growth and self-esteem
- Thinking Development
- Ethical Training
- The person and his environment

**Curriculum of Flexible Programs**
The special Program of Basic and Middle Up-grading for Adults in its different versions is ruled by the Decree 683 of November 2000. The curriculum is organized in areas, three for the basic and six for middle.

**Basic Education:**
Language and Communication, Calculus, Space Representation, and Integrated Sciences
Middle Education:
Language and Communication, English, Mathematics, Social and Natural Sciences, Philosophy and Psychology

Each area of the basic education has levels, there is a learning module for each level and area, which add up to 12 modules.

Middle School is divided into first and second cycles; there is a learning module per area and cycle, adding up to 11 modules. (Philosophy is only in the 2nd cycle).

Methodology

The teaching methodology is oriented to promote the proximity of curricular contents to daily life and active learning, which motivates student participation. This methodology is supported by recent study texts that are highly valued by students and teachers.

There are isolated innovating teacher practices that do not constitute the habitual practice of education. There is in general, a traditional practice with little support from pedagogical resources other than texts. In the context of curricular reform, an advance in teaching improvement has been made, with the purpose of backing up teacher practices that can be adapted to the heterogeneity of the students and to the new curricular challenges.

There are practically no studies or evaluations about teacher practices or curricular contents in the different modalities of the educational offer, which means a lack to design more pertinent methodological support.

3.2.5. An Innovating Experience: the Program of Permanent Education and Training “Chile Qualifies”

a) Principles and objectives of the Program

The Program of Permanent Education and Training “Chile Qualifies” is an initiative in which the Ministry of Economy, Secretary of Education and Ministry of Work and Social Security participate; it is financed by the Government of Chile and the World Bank with a cost of 150 million dollars.

The program arose as a diagnosis of the educational reality which shows the low levels of literacy and training in many sectors of the population; a deficient quality of the middle and higher technical education, and therefore an insufficient cover of the technical and higher level education. It also shows a curricular disarticulation of different levels of education and training. This reflects the weak connection of education with the productive world requirements and the regional development, which assumes an insufficient preparation of the technical instructors.

Its general objective is to contribute to the productive development of the country and the improvement of the progress opportunities of the persons, through the creation of a System of Permanent Education and Training. Its execution was initiated in 2002, the program is supposed to operate during six years, after this time the installation of a permanent educational and training system is expected.

As a public policy, it is essentially intended to favor the poorest sectors of the active population, who work or want to work and require an improvement of their working abilities and levels of formal education.
This line pretends to help an important number of youths and workers with middle and higher technical training through the development of mechanisms that will make the evaluation and certification of their working abilities and progress in a flexible manner in technical training. This would follow different trajectories of training, according to the demands of the development, aspirations and vocations of the persons.

At the same time, the private companies represent an important type of beneficiaries, especially the small and middle-sized company, for which the program “Chile Qualifies” constitutes an important support for educating human resources. From there, they will be actively participating in the development of the program, in the consultation councils, as well as in the establishment of competition and employability criteria.

The above is an adaptation coherent to the challenges that were established at the beginning of “Chile Qualifies” and that are related to the satisfaction of the requirements of work abilities instruction that the country needs in order to strengthen its development. It is also needed to diversify its production, increase literacy, schooling and training levels of the population.

Chile Qualifies intends to cover: quality problems of the middle and higher technical training, the insufficient cover of education for the technicians of higher level, the weak connection with the requirements of the productive world and the regional development and the curricular disarticulation of the different education levels.

The need to set up a national frame of working competences and technical training schedules as well as an information system for permanent education and training is identified as another challenge.

b) Cover Goals of the Program

Background

4.5 million Chileans have less than 8 years of schooling.
70% of the population older than 15 years has not completed basic and middle studies.
The registration offered by the Centers of Technical Formation (CFT) has been in constant decrease. It dropped from 61,400 students to 32,582 students between 1996-2000.
Teachers in Chile have not been given technical instruction since the 70s.
The annual training rates reach 11.9% of the employed labour force and 14.8% of the dependent labour force.
Only 14.9% of the companies used the system of tributary exemption to train in 2000.
The Tributary Exemption is being used in 29% of its potential.
The cover goals according to the requirements established in the framework of the agreement with the World Bank for the six years of the program’s execution are:
It is attempted to level 71,322 persons in basic education and 48,557 in middle education.
The evaluation and certification system of basic and middle studies attempts to benefit at least 119,879 persons.
It is attempted to improve and articulate adult education as well as job training, benefiting 2,349 persons, through demonstrative experiences.

171 Idem Pages 21 and 22.
Through tributary exemption the education of adults and job training of the MYPES will be promoted, benefiting 12,000 persons in an illustrative manner in 6,000 MYPES. New Technologies of Information and Communication (NTIC) will be applied to education and training of adults. 250,000 persons will be trained through distance courses.

Quality improvement and education articulation as well as technical training will benefit 64,800 students in 40 regional nets, trying to adapt technical instruction, in a territory, to the demands of the productive sector. Instruction and updating of 4,951 technician/teachers, setting up facilities in the universities related to pedagogy of the professional instruction. The work abilities of 12,909 persons will be certified, in a demonstrative manner, and a certification system of permanent abilities will be set up. Through a follow-up of the quality of the institutions and technical training offers, 141,820 students in 662 schools of EMTP will be benefited.

Through the services of work mediation and vocational counselling, the services of 1,399 middle schools will be benefited. 873,469 persons in 118 agencies with strengthened mediation will be benefited. With the services of the program of education and permanent training, at least 460,868 persons will start using the systems of information and web.

c) Chile Qualifies and Adult Education

Chile Qualifies is an innovating program more because of its synthesis in character from previous experiences, than because of setting up new concepts.

In relation to EDJA, it is a clear result of the experiences with previous programs, in which since 1990, experimentation with the flexible and training modality, with the modular methodology, and also with the subvention system by results and not by registration or assistance was started.

The merit of Chile Qualifies is that under the concept of “Permanent Education”, experiences from EDJA as well as from the work training via SENCE (Ministry of Labor) are articulated in a more coherent way and with clearer objectives that facilitate the use of financial and human resources.

Because of this, Chile Qualifies cannot be understood as a counterpart of EDJA, nor of overcoming it. It is a way of inserting it into another logic and not as a “remedial instance” of the basic and middle education that responds as a priority of permanent education, with an own logic, to the problem of school desertion.

This “System of Permanent Education and Training” is conceived as a qualitative jump typical of the Reform, and is defined as continuous education destined to all the phases of life and to all the ambits where it is developed. It points out to allowing the leveling of studies to those who did not complete a good education. It will also expand the opportunities of education, and professional instruction at middle and superior levels, in the educational system as well as in job training, generating tools that will allow continuous learning of the persons.

Among these kinds of programs is the Basic Leveling Program for (PNBT), which already had incorporated a great part of these conceptions. It helped as a base for the present Basic and Middle Leveling Program (PNBM). See Chapter I.
Another characteristic of the program, which is a reflection of the principles of the educational reform, is the decentralized character of the administration of the educational projects, being of centered at a regional level. The decentralization is especially manifested in the correlation requirement between the economic characteristic of the region and the kind of training offered in it, which is defined by the regions.

Structure of the Program

From the organizational perspective of the program, Chile Qualifies has two important characteristics. First, it is formed by different sectors; the Secretary of Education, Labor and Social Security (through the SENCE) and Economy participate in it. Because of the complexity of the issue it is pretended to unite efforts from different departments of the State, which from their own experiences contribute to the configuration of the program, which requires flexibility and adaptability from these institutions that make the articulation among them possible.

The second characteristic is the administrative decentralization, which seeks to match the permanent education with the socioeconomic realities of each zone. The search for decentralization means that the program will work on a basis of national and regional structure.

Chile Qualifies is organized in two national levels; the first one is the strategic-political one that will establish the outlines to guide the Program and orientations designated to maintain the established course, caring for its systematic coherence and sustainability. Another level of “coordination and execution.” is responsible for organizing the development of the Program.

The strategic-political level is made up of three organisms: a board of directors of the program constituted by the major authorities of the three executor departments. It has a Council integrated by persons of the productive and instruction sectors and the representatives of the plaintiffs of the services of the program that will contribute information about their demands and will give social and political legitimacy to the actions. It also has an Executive Committee constituted by trustworthy representatives of the members of the Board of directors who will assume the coordination between the Board and the execution structure of the program.

The level of coordination and execution is made up of an Executive Board and three units. A first one is management, planning, administration and finances; the second one is development and studies and the third one is a unit of service production which is classified in three ambits: leveling of studies, instruction and job certification and an information and work mediation service.

At the regional level the national structure is reproduced to the scale of the political strategic one, leaving the executive aspect at the regional offices of the three departments; this is coordinated through the Regional Coordinator of Education and permanent Training.

173 It is in this economic characterization of the regions, where especially it is located especially the contribution of the Department of Economics. Like this for example, in the second region (deserted and of mining activity) no training is offered related to forestry.
Description of the services

The services constitute the most operative and visible aspect of the program and until now have been the most productive one.

Up-grading of Studies

Its purpose is to broaden up-grading opportunities in basic and middle studies to adults. This is done through the development of: (1) flexible modality of basic and middle school up-grading; (2) evaluation and certification of basic and middle school.

This educational service is the responsibility of the National Coordination of Adult Education:

Flexible Modality and Up-grading of Basic and Middle School

With the resources of the program this modality\(^{174}\) has been in the process of implementation since 2002. A facilitator of its beginning was the previous experience accumulated on this line of adult education.

During 2002 around 38.000 available places were offered at a national level for the implementation of this kind of education, which constituted a 100% increase compared to the period between 1996-2001.

Evaluation and Certification of Basic and Middle School

This system will fulfill three purposes: a) diagnostic to identify the abilities acquired by the persons and see which ones are still missing to complete schooling; b) examinative with the purpose of accrediting school abilities for the certification requirements of studies for the persons in the flexible modality of up-grading and c) will gradually replace the present modality of “free exams”. (oral/written)

Training and Certification for Work.

This is constituted by three services: (1) improvement of technical instruction; (2) improvement of job training; (3) national system of working abilities.

- Improvement of Technical Instruction.

This responds to the need of constructing a “technological way” of instruction that will include the initial job formation and spaces of permanent training along the working life, that will be able to respond to the demands of the productive development and labor world in a modern economy. It will also improve access conditions to the learning process, managing situations, environments and learning resources.

The above assumes the development of itineraries of technical instruction in economic sectors and occupational areas of higher relevance for the country, which establish progression routes between different modalities and levels of technical formation, with different entrance and exit points with connections toward the National System of ability certifications.

\(^{174}\) See chapter related to the description of the EDJA.
• Improvement of Labor Training.

Five lines of action are proposed. The first one is related to the improvement and articulation of adult education and job training, that responds to the needs of developing and facilitating possibilities of up-grading studies and of training workers, with the purpose of increasing the use of the tributary exemption. It would also promote the opening of new business lines or the association between the technical Organizations of Training (OTEC) and operators of the system of formal education; and making the information about upgrading of studies and training more accessible.

The second line implies an incentive to adult education and training of micro and small companies (MYPES), exploiting the demands of these services through the encouragement of using the existing instruments, such as tributary exemption.

In the third place the application of new technologies of information and communication of adult education and job training is required, for example, education and distance training, through the use of the Internet, multimedia in CDs, educational TV, and other.

The improvement of the training offer, as a fourth line, has as a purpose improving the quality and pertinence of job training taking as a reference the working abilities and employability. This training offer adds value in terms of abilities demanded by the productive world, which demands an important updating of the contents, especially of learning methods.

A fifth line of work consists in being sure of the quality of the training offers, developing processes that improve the management, pedagogical and technical requirements for the approval, supervision and evaluation of the training activities.

National System of Work Abilities.

This system makes it possible to lay out a set of norms of work abilities and employability which gather new demands of knowledge, abilities and attitudes of the working world and which constitute the common reference to improve the quality and pertinence of education.

This makes it possible to design a certification system of working abilities that has mechanisms, procedures and tools to evaluate and certify working abilities and employability, without worrying about how they were acquired.

Information and work mediation

The information about different services offered by the program constitutes a central aspect in its implementation and success. In the case of the instruction and training offer, the system will inform about new opportunities to level studies, access flexible modalities of instruction and training and certification of abilities. Concerning the labor market it should strengthen the present work mediation mechanisms and create better capacities of vocational orientation starting from the middle technical instruction.

3.2.6. Education for Work and Citizenship

The education of youths and adults has the challenge of facing complex themes such as working capacities and the practice of citizenship for a group of beneficiaries who belong to the poorest and most excluded groups of society.
a) Education and Work

Historically in Chile, as in other countries of Latin America, formal education has constituted a decisive instance for social mobility. Ever since the decade of the 40s and until the 70s, the expansion in the creation of major productivity and an increase of income was combined with an increase in the educational level in considerable groups of the population. This allowed an ascending occupational mobility of children in relation to the parents. During this period, a confluence between the demands of the economic development and increase of educational levels was produced, which resulted in better work expectancies for the new generations. The result was that the middle and high social strataums increased from 17% to 35% in the economically active population between 1940 and 1980. 175

As of the decade of the 80s this situation had variations, the growth of the professional sectors came to a halt and increased the growth of the labor market (occupations such as manual workers, office personnel, vendors and workers of personal services) in the middle and middle-low strata. During the decade of the 90s, the population in poverty conditions had decreased from 45% to 23% (CEPAL, 1997). However, the inequality in the distribution of wealth is higher than in the decade of the 60s.

The challenge of increasing the economic growth and creating conditions to compete in international markets has been faced, but this is not enough to improve the equity in the labor market. The better jobs with high qualifications do not increase and the gaps of income are maintained or increased. What role does education have in this context, specifically in youth and adult education?

A condition in order for this education to have a significant role is the quality of the educational offer and pertinence in relation to the needs of the persons, especially, in the work and citizenship areas.

The diffuse and difficult relation that exists between work insertion and educational level has been faced in an innovative way by the permanent educational program “Chile Qualifies”. The proximity between education and training goes beyond traditional technical training; it is oriented to respond to the new work requirements subject to change from an accelerated and permanent change. The teamwork of the Departments of Labor, Education, and Economy in the frame of this program constitutes a significant change in the way of facing these challenges.

In a recent PNBT176 evaluation it was proven that the incidence of studies was limited in relation to the access to new jobs. The greatest incidence in aspects such as conscience of rights is high-lightened as well as the capacity to communicate better, personal satisfaction, and more security in different performances. These aspects, linked to personal development, are without a doubt easier to achieve and are not mediated by contexts of economic development. However, they constitute conditions that facilitate and exploit better work performance and/or the seeking of better opportunities for development.

To identify those basic abilities in order to facilitate pedagogical work constitutes a hard task. Likewise is the evaluation and certification of these, in a way that allows a progressive flow that permits the access of complex and deep levels of the learning processes. In this

176 “Estudio Evaluación del Programa de Nivelación Básica de Trabajadores”, DESUC, Marzo, 2002
ambit the role of research is relevant for it gives updated results of the needs of the users and the changing socioeconomic context.

b) Education and Citizenship

Another important aspect that is stated in youth and adult education that undoubtfully complements the preparation for the working life is the practice of democratic citizenship. At the beginning of this document, it was expressed that the educational policies of the Concertation governments had as orientation axes the economical growth in the present globalization context, and in the consolidation and strengthening of democracy after the military dictatorship. The development of basic abilities for job performance, in an economic context that presents substantive changes, is clearly linked to the practice of democratic citizenship. One of the substantial components of citizenship is the capacity of the persons to generate income that will allow them to support themselves and the basic needs of their families. The access to basic and middle education is progressively constituted as the indispensable support to sustain the economic needs as well as to allow their participation in different ambiats of the social life.

The incidence of up-grading basic studies, as an improvement of abilities in the area of personal development and following the evaluation mentioned above, constitutes an important aspect of the citizen’s instruction. When persons increase their self-esteem and personal security, they can communicate with fluency, know and defend their rights, and integrate themselves in a better way to society. The challenge of persons with fewer resources who have not completed their education is to develop a participative capacity, feel part of the social collective where their needs and expectancies can be heard and where their capacities and initiatives can be valued. In the context of an unequal and segmented society such as Chile, education can make contributions in order to develop comprehension and analytic capacities of reality. It can also help value their own capacities, the creativity to solve problems, and to have confidence in possible changes, among others, in the perspective of educating to advance towards a more democratic society.

If there are no clear outlines and renewed methodological proposals, it is hard for teachers to deal with these aspects.

This difficulty of the teachers and the department ministerial team to assume this aspect in the different levels of the system has a special dimension if we look at the cultural and social changes of our society.

Education has difficulties facing citizenship instruction, this is evident because the social environment does not value or promote it. It is also evident that the formal educational spheres constitute privileged spaces to express and debate this theme.

The urgency to deal with this subject matter in EDJA is especially related to the number of youths that it looks after. The deserters of the basic and middle educational system are trying more and more to up-grade their studies, and they constitute the most affected segment because of social exclusion. These persons are between frustration and impotence, because they are immersed in a consumer society to which they have no access and are exposed to messages of the media that talk about an attractive life style that they cannot have. Diverse studies have proven this situation; there is a growing concern for the topic of citizenship security, being the base of this problem violence, exclusion, and the lack of a future to thousands of youths.
At the basis of the social and political involvement that defines a citizen is the need to advance in the formation of competences that allow understanding of the ongoing social and economical processes. This as well as the changes in political dynamics that generate confidence in their own abilities along with valuing collective actions as a means to produce changes.

c) Curriculum and Evaluation

Presently the curricular reform of EPJA is in its final process. This reform has been preceded by the curricular changes in basic and middle school education for children and youths of the regular educational system and in general lines follows its same parameters. The need to respond to the requirements of the economic development and to the accelerated changes in knowledge and technology demand adequate strategies for the beneficiaries. A difficulty that EPJA is confronting in order to provide pertinent educational offers is the heterogeneity of its beneficiaries in age groups as well as in life experiences. This situation is being confronted through flexible modalities that will allow the use of time and spaces according to the characteristics of the groups being helped.

This possibility of up-grading basic and middle studies in the regular modality by means of CEIAS and the 3rd shift flexible modality implies the accreditation equivalence to the educational system of children and youths.

Until the present curricular reform, EPJA has operated through Decrees that fixed the study plans, constituting these a precarious and limited version of the present basic and middle school education curriculum. The new curricular frame constitutes a considerable advance in terms of actualization and modernization of the curricular net as well as the coherence between the different levels of the massive offer of the school system. However, the different time availability of youths and adults and the gaps in basic cognitive abilities that the majority of them present are evident. It is also a reality that work experiences and life that adults accumulate constitute a rich foundation of knowledge that often is not used.

How should the new curriculum be implemented in a creative manner without confrontation with the remedial and limited educational offer that the traditional EPJA constituted?

One of the problems is related to the role of the teachers and the new curricular proposals. The appropriation of the teachers to the new curriculum constitutes a fundamental element that conditions its real implementation. The change in teacher practices is a complex and slow process and it is necessary to create conditions in order for this to happen. Diverse studies have proven the effectiveness of a participative strategy in the educational change. 177

It is important to emphasize the new role given to the evaluation of learning that has an effect on the new curricular framework as well as on a deeper restructuring of EDJA in the mid term.

This evaluative process centers around the concept of abilities, “Each ability is understood as the integration of three kinds of knowledge: conceptual (to know), procedural (to know how to do something) and one of attitudes (to be) as part of knowledge (...). In the

educational process the acquisition of complex capacities is made up of at least three components: information, knowledge and ability.\textsuperscript{178}

Some characteristics of this evaluative approach refer to every day situations. It integrates areas of knowledge and abilities, seeks to measure significant knowledge linked to the development of abilities and situated in real contexts, promotes problem solving and applications of contents and abilities.

The coordination of EPJA is designing a variety of instruments for the different teaching levels with the purpose of diagnosing at the beginning and evaluating at the end of the educational period. This evaluation modality will assume the role of certifying studies replacing the present free written/oral exams.

There is no doubt that an evaluation system gives outlines to curricular implementation and to the quality levels of the knowledge to be achieved. It is possible to think that this evaluation modality is the most adequate to be implemented in the group of the EDJA in a middle term, serving as a requirement and orientation for the other levels.

As a last consideration with respect to the basic and middle education curricula and its articulation to higher studies: The educational offer of EDJA or the middle level study certification, can be continued in Centers of Technical education or Professional Studies, that do not require the tests of academic aptitude. That serve as pre-requisite for University studies. The reformulation that is being designed has a closer relation to the middle education curriculum; it measures contents and abilities associated to this. The alternative for the new curriculum of adult education is to incorporate the necessary contents that allow the continuation of higher studies adequate to the age and heterogeneity of the students. The solution seems to be flexibility. This has been decided by organizations that impart this kind of education: Municipalities, Private Institutions, companies and others.

### 3.2.7. Conclusions

As a result of this case study from EPJA in Chile, some questions arise and emphasize some important aspects.

1. The first one is related to the diversity of beneficiaries who have access to this education or who could potentially have it and who should be identified and motivated with these educational offers that respond to their needs and interests.

On one hand, there are youths, deserters of the regular educational system. Among these, the recent deserters of middle and basic education can be distinguished. They constitute a smaller group of students. These students present major difficulties, because of their low learning levels as well as the time they have been out of the educational system. In the majority of the cases they belong to poor and marginal family groups.

Most of the time these youth access to the educational offers of CEIAS and third shifts which follow the logic of the traditional education. It seems to be evident that a more systematic and regular modality is the adequate one to discipline and orient this group, but it is also clear, that the traditional logic of teaching, organization of times and methodology is not adequate for them. It is indispensable to develop an educational offer oriented to this

\textsuperscript{178} Letelier, M. Eugenia, “La Evaluación de aprendizajes en el contexto de los Programas Flexibles de Nivelación de estudios”, Chile Califica, MINEDUC, Septiembre, 2002, p.10
group, adapting it and making more flexible methodologies within the regular educational offer. The new curriculum offers possibilities to make the educational process more pertinent to the interests of youths, bearing in mind, that the personal and familiar realities have many problems that make the educational labor difficult.

The other group that is progressively accessing to EDJA is a heterogeneous adult population with ethnic, work and gender specifications. The flexible modality, in its different programs, constitutes an adequate response for this population. The present articulation of the educational policy is especially favorable and the challenge is to extend the offers in an articulated way, maintaining the quality of the educational process.

In this context, the institutions that impart these educational modalities recover a special relevance. The experimentation and innovation capacities constitute a condition to efficiently operate these flexible programs. A special mention in this program is the role of the NGOs. Historically, these institutions experimented and accumulated knowledge as part of their educational practices for popular education. During the decade of the 90s, and because of financial problems these organizations have acquired the role of executers of public policies competing within the market for different resources. The frame of the permanent political policy of education could be the opportunity to recover an accumulated number of persons with little education who would be enriched with these programs. This would mean recognizing and qualifying the participants of the flexible modalities of upgrading study in a better way favoring and promoting the participation of institutions which have a compromise with education and the life quality of the underprivileged sectors. This would also help giving adequate attention to citizens; this has been weakened considering the urgency of knowledge and instrumental abilities.

An aspect that requires special attention in the flexible modality is the adequate balance between the curricular flexibility and the decentralization of execution with the necessary orientations and supervisions of the Secretary of Education. It is indispensable to strengthen the regional teams of adult education and the work coordinated by the National Coordination. The best initiatives can turn out wrong if the executions do not have the necessary support and supervision. The textbooks and the evaluation instruments constitute valuable support, but success will be precarious if they are not used in an adequate way.

2. The program Chile Qualifies, which lasts six years constitutes a very valuable space for the strengthening of EPJA, because of the possibility of experimenting and validating innovative educational offers as well as reflection and evaluation around the institutionalization of adult education. Working along with the Departments of Labor and Economy.

3. The teachers of EDJA constitute a matter of concern because of the precarious situation in which they are, because of the lack of recognition of their work, as well as the precarious support with which they count in order to professionally develop their task. The heterogeneity of the population that is helped and the quantity of problems in their daily lives add up to the accumulated deterioration of their learning capacities. This modality has been forgotten even from the institutions that train teachers and there are no offers for training and/or specialization.
Annex 4: Bibliography


Coordinación Nacional de Educación de Adultos, Mineduc, División General de Educación


Durston John y Ernesto Espíndola. “¿Equidad por movilidad individual o por reducción de distancias?”, Documento Interno, CEPAL. Santiago, 1999.


3.3. Case Study Ecuador

Introduction

The educational policies adapted by the country during the decade of the 90s, are oriented to solve structural and articulation problems that affect the Ecuadorian educational system; reflection spaces, several consulting conventions, seminars, workshops and debates were opened. However, the educational reality has not changed; the problems tend to get deeper; existing critical knots are hard to overcome. Because of the complex and difficult reality in which it is developed the gravity of the situation deepens to the level of Hispanic and bilingual youth and adult education.

Under this framework of reference the study pretends to make the quantitative and qualitative situation of youth and adult education public. The analysis is developed in four chapters. In the first part, the statistical situation of EPJA is mentioned; in the second, a balance of the policies focused on the limitations and advances achieved during the decade are made. The recent reforms in the areas of youth and adult education in relation to the seven priority subject matter areas, proposed in the follow-up meetings of CONFITEA are: Human Rights and Participation, Indians and Peasants, Education for Youths and new Challenges, Gender Equity, Sustainable and Local Development.

In the third part, a case study about an innovating project is presented within the framework of the Fourth World Conference of Women (Beijing, China, 1995) which was granted the “King Sejong” award: “Education and Training of Rural Women, For the improvement of their life Quality”. An experience of adult education focused on gender and oriented towards women with less access opportunities to education is systematized. The most important achievements and knowledge obtained by the project are identified.

Finally, conclusions and recommendations are developed in the fourth part of the document.

Methodology

The research about the Situation of Youth and Adult Education was made in four stages:

First Stage:

Preparation Of The Methodological Instruments

The technical team proceeded to elaborate, improve and validate research tools, in order to collect pertinent information. Additionally, contacts with technicians in the ambit of youth and adult education of international organizations (GOs, NGOs) were made.
Second Stage:

*Field Work*

During the fieldwork, the consulting team proceeded to collect information from primary sources through focal groups and interviews with qualified informers. After this, a wide revision of all the contributions generated during the decade in relation to youth and adult education was made in Ecuador as well as in other places.

Third Stage:

*Analysis of the Information*

After this, the analysis and systematization of the information were made as well as the proving of the hypothesis.

Hypothesis:

1. The Hispanic and bilingual EPJA, presents weaknesses in the insertion of priority topics recommended in the follow-up meetings of CONFITEA V, especially in gender subject matter because of its complexity.

2. The intervention of the PROCALMUC project has generated access to women to an education with gender focus, which makes it possible to solve their problems and put them in an equity and equality situation with men. These Hypotheses were proven throughout the study.

Fourth Stage:

A preliminary report was made, which was reviewed by technicians specialized in the subject matter. Afterwards the final report was elaborated.

3.3.1. Situation of Youth and Adult Education 179  -EPJA-

*a) Structural and articulation Problems*

Ecuador is a country, with 12.156.608 inhabitants, out of which 6.138.255 are women and 6.018.353180 are men. It is considered one of the countries of Latin America with higher levels of social inequality. “Factors related with the historical development of the country, as well as the high concentration of the field and development of intensive export products in the employment of cheap and abundant workers, have consolidated an asymmetric social structure with large social sectors at the subsistence level. The petroleum culmination in the

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179 Youth and adult education (EPJA), is oriented towards those groups “(...) because of the effect of a vicious poverty circle, do not access sufficient educational levels to overcome the absolute or functional illiteracy (...) The basic principles, which sustain youth and adult education promoted by UNESCO in the region are the recognition that all the persons have the right to be educated along life and to educational equity. This means, the creation of conditions for a quality basic education, reducing the effects of social and economic inequality, ethnic, cultural and gender diversity (...) participation in the educational process, and making educational services professional.” UNESCO, 1997:39

180 INEC, 2001 Census.
70s, the urbanization and industrial diversification have not contributed to reduce the levels of inequity. (..) Poverty, understood as the structural incapacity of the homes to satisfy the basic needs of its members, has been constituted as a massive problem of the country. In 1995 this affected 56% of the national population, being particularly high in the rural areas (76%) and among the native population (73%).

“Ecuador is one of the countries with highest sub-utilization of its labor force or structural unemployment. Traditionally, the existence of an extended peasant population of low productivity, subsistence conditions and the progressive extension of the urban informal sector, have turned sub-employment in the expression of a wide work exceeding with respect to the demand derived from the insufficient entrepreneur investments in the public sector (...) In 1995, only a third of the urban work force were employed in the modern sector and almost half of the workers were surviving with inadequate jobs.”

The serious structural problems, as well as the recent crisis (1998), which deepened unemployment and poverty levels in the country even more with the dramatic consequences in the popular sectors. This has accelerated impoverishing of the population and deterioration of the employment indicators.

During the last few years, the political problems related to the government became worse, swayed by an institutional crisis, which made the democracy unstable. As a consequence several Constitutional Governments were in power, Rodrigo Borja (1988-1992), Sixto Durán Ballén-Alberto Dahik\textsuperscript{181} (1992-1996), Abdalá Bucaram\textsuperscript{182}-Rosalía Arteaga (1996-1997); Jamil Mahuad\textsuperscript{183} and Gustavo Noboa (1998-1999).

In education there are infinite problems. Some of them are related to the stratification generated from ethnic, regional and socioeconomic differences. Others are reflected as articulation matters such as: low remunerations, contents and study plans not adapted to reality, reduction of work hours because of the frequent teacher strikes, the centralized and not efficient structure, lack of follow-up and evaluation mechanisms of the educational management, the cultural diversity, gender inequality among others.

The efforts made by the country to improve education during the last few years are innumerable: workshops, seminars, several consultations, meetings, seeking of consensus; they have not generated the expected results. The development of projects with high costs for the country such as: PROMETT 1, 2, PROMECEB, EB PRODEC, PREDAFOR, EBI, that pointed out towards an improvement of education, did not foresee significant results.

The country has also counted on the support provided by international organizations such as OREALC-UNESCO-PNUD, UNICEF and with bilateral cooperation from some countries. However, the problems, in all the educational levels are still there, but particularly in the ambit of youth and adult education (EPJA), because of its complex reality.

The study is centered around EPJA and focuses its activities in the populations with less opportunities to access the regular system.

\textsuperscript{181} Abandoned the country accused of corruption.
\textsuperscript{182} Defenestrated because of corruption problems and incapacity.
\textsuperscript{183} Was dethroned a few months after assuming power, accused of corruption.
b) Institutional Mechanisms of Provision

Youth and adult education in Ecuador are divided (according to actors involved in the process); the policies have been articulated, the impulse of determined projects and programs obeys personal interests. The National Office of Permanent Popular Education -DINEPP- and the Bilingual Intercultural Office -DINEIB-(see attachments), are two instances within the Secretary of Education and Culture\(^\text{184}\), which intervene independently without coordination. These institutions have the responsibility of assisting a growing population, which because of different causes, was excluded from the regular educational system.

**THE NATIONAL OFFICE OF PERMANENT POPULAR EDUCATION -DINEPP-**

The purpose of DINEPP is to offer an educational service through educational provision of integral character for children and youths who are incorporated early to the labor market, and to adults who have not had education opportunities and/or want to extend their knowledge in their occupational field. Throughout the years this instance has developed several projects and literacy programs such as: PROCALMUC, Plan 50, Senior Citizens and Strengthening of Distance Education. Its active participation in the literacy campaigns such as “Monsignor Leonidas Proaño”, “Ecuador Studies.” “New Cultural Direction”, among others\(^\text{185}\), deserve recognition.

Offers: “480 centers for popular primary, 60 centers for the basic cycle, 15 centers for post popular basic cycle, 36 centers for the popular diversified cycle, and 2256 for occupational training; 1800 centers for instruction of arts and crafts and 12 productive educational projects. The educational activities are on campus and distant”.\(^\text{186}\) These facts are relative, because they do not have official statistics.

DINEPP reports an enrollment of 115,449 persons, out of which, 9,586 correspond to popular primary education, 1754 to the popular basic cycle, 420 participants in post popular basic cycle and 720 in popular diversified cycle. There are 34,712 registered persons for instruction for arts and crafts, 67,790 in occupational training and 467 persons\(^\text{187}\) for productive projects.

Up to recent times the plans and study programs of popular high schools, were adapted from the formal system and to each study center with institutional criteria. There are no central norms or curricular alignments that orient teachers in planning, arrangement and curricular development on campus as well as in the distant modality. These aspects could influence the quality, because they do not strengthen the work or intellectual abilities of students for their insertion in the world of work.

As of 1990 the Centers for Instruction, post basic cycle and post high school according to Departmental Agreement No 3840 dated June 28, 1996 were incorporated to this sub-system. Finally, the structure of the sub-system of Distant Education is integrated through the Secretary of Education Agreement No 4156 dated September 2, 1997.

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\(^{184}\) major institution in educational policies.

\(^{185}\) Internal Diagnosis, DINEPP, 1999.

\(^{186}\) DINEPP, 2000.

\(^{187}\) Ibid.
THE NATIONAL OFFICE OF BILINGUAL INTERCULTURAL EDUCATION

The National Office of Bilingual Intercultural Education (DINEIB), maintains (see attachments) the “Unit of Adult Bilingual Intercultural Education” in its structure, which is oriented to assist the educational demands of the bilingual native population188, marginalized from the school system.

The principles which sustain the model of bilingual intercultural education are: “the main axis of the educational process is the person, to whom the educational service should be available, family represents an instruction process of the person and is responsible for their education, the community and the community organizations are co-responsible, with the state in educating its members, the native language constitutes the main language of education and Spanish has the role of second language and is the intercultural relation language. The curriculum should consider these socio-cultural characteristics of the culture and the scientific advances achieved in this field in diverse experiences made in the country (…)”.189


These groups of experiences have been useful as a reference to design the Model of Bilingual Intercultural Education in all its levels. Being important in the native vision, the maintaining of the native language as one of the identity factors and cultural revaluation.

DINEIB, through the Unit of Adult Bilingual Intercultural Education, offers the following to the bilingual native population: Primary, Basic Cycle and Occupational Training. The number of educational centers and students are not registered.

c) Budget

For 2002, the National Office of Bilingual Intercultural Education -DINEIB-, received $2,250,080 from the General State Budget, $500,000,00 correspond to investments (Strengthening Project for the Education of children, youths and adults) and $1,750,080 for current expenses (1823 teacher remunerations). From the General State Budget, estimated for 2002 in $.5,846,000.00, the participation of DINEIB was 0.04%.

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188 Ecuador is a multilingual and multicultural country conformed by native towns, black and mestizo population. The native towns are located in three regions of the country: in the Coast, the Awas, Chachis, Tsachila, and Eperas; in the Mountains the Quichuas; in the Amazon the Ais (Cofanes), Sionas, Secoyas, Záparos, Huaos, Quichuas and the Shuaras-Achuaras. They keep their own language and culture, which constitute one of the cultural riches of the nation. (DINEIB report, 2003).


190 Ibid.
In the case of the National Office for Permanent Popular Education -DINEPP- for the same year received from the General State Budget (PGE), a total of $8.295,970, from which $7,902,720 are current expenses (8232 teacher remunerations\textsuperscript{191}) and $356,250 investment expenses (Project Plan 50, Distant Education, Senior Citizens, Eradication of Illiteracy-PROCALMUC). In the case of external resources for investments (Project of Occupational Training for Handicapped Persons), $37,000 are reported as coming in from OAS. From the General State Budget, estimated in $5,846,000.000 for 2002, the participation of DINEPP is 0.14%.

The limited number of resources with which the country counts on to assist a significant segment of the population (without access to regular education), proposes the need of alternatives to increase the assignments from the State and the international cooperation, because of the needs of the sub-system for youths and Hispanic-Bilingual Adults.

d) Certified Teachers\textsuperscript{192}

According to DINEPP, there are 8232\textsuperscript{193} teachers at a national level, out of which 513 have primary education certificates and 178 from the basic cycle. There are 155 primary education teachers, 2448 arts and crafts teachers, 4345 high school teachers and 576 are certified. There are also teachers for adult education, a total of 17 for Hispanic\textsuperscript{194} popular education.

In percentages, the highest value of 52.7% corresponds to teachers with high school degrees. Following it in importance is the category of arts and crafts teachers that represent 29.7%. 63% of the teachers have a higher degree and 6.3% want to have a degree in elementary education. 2.2% have a certificate of the basic cycle and 2.0% are elementary teachers. The teachers of adult education represent 0.2%. The analyzed facts make it possible to infer that the professional profile of the teachers has improved; at the present, a great part of them have high school degrees. Part time and volunteer teachers are not reported.

44.6% of the teachers are located in the Mountains, 46.0% in the Coast and 8.3% in the East, leaving 0.1% to the Insular Region. It is estimated that 80% of the popular teachers are women.

In the case of DINEIB, 1823 teachers of adult bilingual intercultural education, at the national level, are registered. 273 have a primary education certificate, 1458 are graduated from high school, 92 have a higher level of education. To access a teacher position, high school or higher education levels\textsuperscript{195} are required. The concern for the academic level of the teacher is seen as a key to improve the quality of youth and adult education, but it has presented weaknesses. The teachers with better professional profiles prefer regular education. The number of part time teachers, volunteers and NGOs are not registered.

The absence of official statistics in EPIA, proposes the necessity of implementing an indicator system of popular education; which will make it possible not only to count with up-dated facts about education, but also to generate process indicators, results and impact,

\textsuperscript{191} Each teacher receives a monthly bonus of $80.00 (eighty tax free US dollars). This value does not cover basic expenses, which for 2003 was $368.72 (including: food, clothes and shoes, rent, furniture, health, transportation, recreation and culture, education, others). (INEC, 2003).

\textsuperscript{192} DINEPP, 2003. The facts are approximate, there are no official statistics.

\textsuperscript{193} DINEPP Records, 2003

\textsuperscript{194} DINEPP Records, 2003

\textsuperscript{195} Ibíd.
to make a permanent follow-up of the programs, projects and activities and know their impacts.

e) Non Governmental Organizations (NGOs) and Governmental Organizations (GOs) working for EPJA

DINEPP presently maintains agreements with a significant number of NGOs and GOs in order to assist the growing demand of education of the popular sectors, among which are:

**Municipality of Cantón Alausí.** The purpose of this agreement is to develop the Program of Permanent Popular Education in order to eradicate illiteracy in the Region of San Pedro de Alausí. Among the actions arranged for 2001-2006 are the coordination and evaluation of the Program of Permanent Popular Education, conformation of a technical team, 2 teachers in commission of services with a salary.

**Study Center for the Community of the National Polytechnic School.** This agreement was signed with the objective of assisting the population with physical incapacities, through closed or opened courses according to the needs and interests of youths and adults.

**IRFEYAL.** The agreement wants to apply programs of distant and on campus basic education in order to reduce the illiteracy rate and assist youths in the high school program, with specialties of social promotion, arts and crafts technicians, computers, accounting and children community educator. For the 2000-2004 articulation, it is foreseen to sponsor and strengthen the programs of popular basic education and popular high school in the distant and on campus modalities.

**UNESCO-MEC.** This agreement wants to strengthen the development of Project Plan 50, by means of UNESCO-MEC cooperation in technical, administrative, financial, and management aspects. For the years 2001 to 2004, it is foreseen to consider project Plan 50 as one of the priorities of the MEC.

**Agreement with SINAB and DINEPP.** The purpose is to improve the quality of education, through libraries and popular lecture centers. Grant 157 bonuses to the account of DINEPP’s budget during 2002 to 2003.

**MEC-UTE.** This agreement was signed with the purpose of developing programs of education, training and professional zing of teachers of regular and popular education in the distant modality in specializations that the needs of the country demand with a system accumulating university academic credits. Degrees of Bachelors in Sciences and in Education are granted. In the articulation 1996-2006, the main activities through DINAMEP and DINEPP are considered to promote the program for teachers and popular educators, authorize the associated centers to work in the installations of DINEPP or DINAMEP.

**CREFAL-MEC.** This agreement is in process, its purpose is to cooperate and counsel in ambits of popular education; it is directed to the education, training and professionalization of youths and adults. The organization of up-dating courses for technician-teachers of DINEPP and the development of programs and educational projects for the education of youths and adults are foreseen as the main activities.

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UTEPA-MEC. In order to reduce illiteracy rates at the frontier areas and to develop activities oriented to improve the life quality of the population, to create a distant education school, assign the budget and make the follow-up and evaluation. This agreement was signed in 1997 for an undefined period.

EVANGELIC NOVEMBER 15. The objective of this agreement is to develop educational processes for the frontier area of the providence of Pastaza. Among the main activities to be developed are the assignment of 20 bonuses, technical counseling, coordination and evaluation of the educational activities. It has an undefined character. It was signed in 1997.

DINEPP-DINEIB. The purpose of this agreement is to reduce illiteracy rates and improve the quality of education and life of the native population. Among the main activities are the promotion and motivation, training of educators, elaboration of a bilingual modular system, work and productive development proposals, follow-up, evaluation and finances. The character of the program is undefined.

MEC-CONFEDEC. The objective is to institutionalize distant education as an alternative to open and permanent education. The foreseen actions are: to offer legal and administrative facilities for the development of activities planned by the educational Unit Monsignor Leonidas Proaño. It has undefined character.

Additionally, agreements to prompt the distant education have been signed with Radio Voice Upano, the System of the Bicultural Radiophone Education Shuar, Educational Unit Yamaran Tswaa (SERBISH) and finally with the Radiophone Station with headquarters in Sucúa.

The participation of the national NGOs in the Hispanic EPJA has divergent positions. On one side, the executors find the incursion of the NGOs favorable, because this has made an extension in the cover and the improvement of the educational offer possible. But, on the other side, its participation is disputed, because it is not oriented towards the objectives of popular education and because of the inadequate and non-critical curriculums; the incursion of NGOs is only looking for economic credits. Evaluations about the results of their objectives obtained by the NGOs and GOs are not registered, because of this, an analysis cannot be done. It is necessary to deeply investigate each of these entities. This is a weakness of the institution, which could easily be overcome by strengthening it with specialized charts for planning.

f) International Support Agencies for the projects of Youth and Adult Education

The Popular Hispanic Education counts on the technical and financial assistance of UNESCO, PMA, and PNUD. On the other hand, support from OAS is also received.

Presently the Bilingual Intercultural Office counts on the support of the GTZ, but it is necessary that this be only oriented towards regular bilingual education.

The following chart graphically shows the situation of EPJA in Ecuador:

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197 Group Interview, DINEPP, 2003
198 DINEIB technicians
Table 26: Ecuador: Situation of Youth and Adult Education in Numbers 2002

<table>
<thead>
<tr>
<th>CATEGORIE S-ITEMS</th>
<th>State Budget Assignations for EPJA US$</th>
<th>State Budget (%)</th>
<th>External Resources US$</th>
<th>Total</th>
<th>Total Time</th>
<th>Middle Time</th>
<th>Volunteers</th>
<th>Agencies</th>
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<tr>
<td>Budget designated for EPJA by Government Resources</td>
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<td>Office of Bilingual Intercultural Education (DINEIB)</td>
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<td>Current Expenses (1823 remunerations)</td>
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<td>Investment expenses (projects)</td>
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<td>Current Expenses (8232 donations)</td>
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<td>CATEGORIE S-ITEMS</td>
<td>State Budget Assignations for EPJA US$</td>
<td>State Budget (%)</td>
<td>External Resources US$</td>
<td>Total US$</td>
<td>Total Time</td>
<td>Middle Time</td>
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<td>Teachers with primary level certifications</td>
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<td>Teachers with basic cycle certifications</td>
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<td>Category of Teachers of EPJA in NGOs</td>
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<td>CATEGORÍAS-ITEMS</td>
<td>State Budget Assignations for EPJA US$</td>
<td>State Budget (%)</td>
<td>External Resources US$</td>
<td>Total</td>
<td>Total Time</td>
<td>Middle Time</td>
<td>Volunteers</td>
<td>Agencies</td>
</tr>
<tr>
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<tr>
<td>EPJA</td>
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<tr>
<td>International NGOs</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Local NGOs</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>International Support Agencies for the projects of EPJA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>UNESCO OEA PMA PNUD</td>
</tr>
<tr>
<td>DINEPP</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>10.509.050</td>
<td></td>
<td>37.000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


3.3.2. Policies and Strategies for Youth and Adult Education

a) General Balance of the Educational Policies and Strategies. Decade of the 90s

A general balance of the educational sector, makes it possible to infer that in the framework of agreements and international recommendations, (Jomtien, Thailand, 1990; “Education for Everyone”¹⁹⁹, Fourth World Conference of the Woman (China, Beijing, 1995); CONFITEA V, (Hamburg, Germany, 1997; World Forum (Dakar, 2000); PROMEDLAC VII (Bolivia, Cochabamba, 2001),); General Assembly of the United Nation, Resolution A/RES/54/122/17/12/99; which proposes the “Decade of Literacy” in order to eradicate illiteracy, among others, have been useful as a reference of framework so that Ecuador prompts national policies oriented towards the improvement of the quality of education. However, the results have not been the expected ones.

The efforts made were concentrated in the execution of several educational projects in all levels and with high costs for the country: PROMETT 1, 2, PROMECB, EB PRODEC, PREDAFOR, EBI, besides, there was also support provided by international organizations such as OREALC-UNESCO-PNUD, PMA, and UNICEF. In spite of all efforts, the

¹⁹⁹ In 1990, 155 countries and 150 organizations, met in Jomtien; they were committed to provide education for everyone (…) Education for everyone is identified as the right of all persons to receive basic education, an education adapted to the needs and responsibilities of all the people (…) Some of the commitments are: to try before 2015, that all children, which are in difficult situations and who belong to ethnic minorities, to have access to free and compulsory primary education of good quality and that they finish it, keeping an eye so that all the learning needs of all youths and adults are assisted, by means of a fair access and programs of preparation for active life; increase from now until 2015 the number of illiterate adults by 50% (…), end the inequalities between sexes in primary and secondary education from now until 2005 and achieve before 2015 the equality between genders in relation to education (…)”. (IZZ-DVV, Educación para Todos, 2000:21-35)

Another important fact, which influenced the decision making in the country, was the Century XXI Consultation; “it tried to achieve agreements about education and work, relations between the State and Civil Society, how to educate in a country with different cultures, about quality and efficiency of education and about the basic learning needs, all these agreements, which pretended that the interests of the country would be put before of the political articulation of the governments in turn” Paladines, C., 1995).
educational problems persist and tend to get worse because of the difficult economic, social and political situations of the country during these last few years “characterized because of the worsening of poverty and a massive migration phenomenon; factors which have contributed to the deterioration of education. This situation is particularly serious, at a moment in which information and knowledge are recognized as the key of the “learning society and the lifelong learning process”, it is installed as a paradigm and an orientation principle to reform the educational and learning systems in all the world”. (MEC, 2003:2)

b) Youth and Adult Education. Advances and Limitations

In the area of youth and adult education (EPJA), as recognized by the implementation agencies, the policies did not have continuity, nor economic sustain for their consolidation.

“The lack of an Integral Plan of Educational Development, which orients, states extension and reform goals considering the social demands; foresees horizontal and vertical articulations within schooling and non-schooling sub-systems in order to decentralize and diffuse a flexible educational management for school organization and curricular instrumentation. This has determined EPJA to become under its real capacities, and low covers, without articulation of its structure to the educational system” (Ramírez, F., 1999)

However, youth and adult education had an interesting advance, it reduced illiteracy to 10.5\%\textsuperscript{200} in 1995. These figures practically result impressing if we compared with the records of 1950, when illiteracy was 45%.

From the perspective of the actors involved in the literacy process, this achievement was related to good coordination in the face of illiteracy\textsuperscript{201}, and to influence the recommendations and agreements adopted in summits in favor of education, held through the years.

The Secretary of Education and Culture, through the National Office of Permanent Education (DINEPP) and the Bilingual Intercultural National Office had an important participation in this achievement in charge of bilingual and Hispanic youth and adult education.

In this improvement achieved by the country, the reduction of illiteracy is sustained “(...) The results of the extension policy of the educational system, have been measured in the reduction of illiteracy rates (from 45\% in 1950 to 10.5\% in 1995), in the improvement of the general level of instruction of adult population expressed in an increase of the middle school level (from 3.6 years in 1974 to 7.1 years in 1995) and in the increase of the population older than 24 years with university instruction (from 3\% in 1974 to 15\% in 1995). However, Ecuador has stabilized an exhaustion of the extension of the cover of the educational system. While the general rate of enrollment increased in the three levels during 1970 and continued growing in 1980 (although not at the same rhythm), it drastically declined in 1990, reaching a reduction in university registrations (...) It has been pointed out that the improvements in the extension of the quantitative character had started to present symptoms of “inversion-reversion”, which oriented the educational system to processes of higher inequality and inefficiency and which are manifested, especially in the alarming levels of school desertion, repetition and absences of children to school in rural areas. The present tendencies of the educational system make evident its deterioration in quality and equity, related to the widening of the gap between well-being and poverty”.

\textsuperscript{200} INEC-ECV, 1995.
\textsuperscript{201} Meetings, Workshops, Debates, MEC, 2003
This position explains the achieved goals with the reduction of illiteracy and shows the weaknesses of the process that is reflected by continuous inequalities that still persist.

**Table 27: Ecuador: Absolute* and Functional** Illiteracy: per Region and Gender, Population with 15 Years and Older 2001**

<table>
<thead>
<tr>
<th>Region</th>
<th>Gender</th>
<th>Population 15 years and older</th>
<th>Absolute Illiteracy</th>
<th>Functional Illiteracy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Percentage</td>
<td>Number</td>
<td>Percentage</td>
</tr>
<tr>
<td>Sierra</td>
<td>Female</td>
<td>1.922.811</td>
<td>11.7</td>
<td>224.860</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>1.722.974</td>
<td>6.7</td>
<td>114.758</td>
</tr>
<tr>
<td>Costa</td>
<td>Female</td>
<td>2.044.781</td>
<td>8.9</td>
<td>181.600</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>2.045.804</td>
<td>8.5</td>
<td>174.889</td>
</tr>
<tr>
<td>Amazonía</td>
<td>Female</td>
<td>150.373</td>
<td>11.9</td>
<td>17.942</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>171.599</td>
<td>7.1</td>
<td>12.121</td>
</tr>
<tr>
<td>Insular</td>
<td>Female</td>
<td>5.998</td>
<td>3.1</td>
<td>189</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>7.479</td>
<td>2.5</td>
<td>187</td>
</tr>
<tr>
<td>Non</td>
<td>Female</td>
<td>21.244</td>
<td>12.5</td>
<td>2.662</td>
</tr>
<tr>
<td>delimited</td>
<td>Male</td>
<td>23.527</td>
<td>12.2</td>
<td>2.881</td>
</tr>
<tr>
<td>zones</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Absolute Illiterates are considered persons 15 years or older, who cannot read or write. SIIE, 2003.

**Persons who do not understand what they read, cannot write clearly and cannot solve basic mathematic exercises, are considered functional illiterates. SIIE

**Source:** INEC, 2001 Census

**Elaboration:** SIIE, 2003

In 2001, the regional inequalities and the preeminence of women illiteracy can be noticed. For the non-delimitated zones, higher illiteracy is noticed, and its influence in women 12.5% in relation 12.2% in men, the Amazon follows it, and registers 11.9% for women and 7.1% for men. La Sierra represents 11.7% for women and 6.7% for men. But, it tends to reduce at the Coast, registering 8.9% for women and 8.5% for men. In the Insular region it drastically reduces with 3.1% for women and 2.5% for men.

Functional illiteracy almost duplicates with the percentage values of registered absolute literacy, the same one that affects the female population with a higher magnitude, although in certain regions, it tends to be balanced. The higher rate corresponds to the non-delimitated zones that reach 31.7% in females and 31.9% in males. The Amazon also registers concerning facts, 28.3% for women and 21.8% for men. In the Mountains, functional illiteracy is registered at 23.6% for women and 17.6% for men. It significantly reduces at the Insular Region, being 10.8% for women and 10.6% for men.

This means that women continue being the most affected group because of the absolute and functional illiteracy problem. The persistence of the high functional illiteracy levels for men and women in all the regions of the country, in a way, are indicators of a lack of the educational system, “inequality, inefficient and exclusion”.
In the following chart, the reality of the country in relation to poverty and indigence of the population with less education opportunities can be observed.

**Table 28: Ecuador: Schooling According to Poverty Condition 1995**

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>INDIGENCE</th>
<th>POOR</th>
<th>NOT POORS</th>
<th>ALL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Percentage</td>
<td>Percentage</td>
<td>Percentage</td>
<td>Percentage</td>
</tr>
<tr>
<td>Illiteracy</td>
<td>22.2</td>
<td>12.0</td>
<td>5.2</td>
<td>10.4</td>
</tr>
<tr>
<td>(population 15 years or older)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Functional Illiteracy</td>
<td>38.7</td>
<td>23.5</td>
<td>11.5</td>
<td>20.2</td>
</tr>
<tr>
<td>(population 15 years or older)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Middle level Schooling</td>
<td>3.9</td>
<td>5.8</td>
<td>9.0</td>
<td>7.1</td>
</tr>
<tr>
<td>(population 24 years or older)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Higher Instruction</td>
<td>2.7</td>
<td>6.5</td>
<td>25.1</td>
<td>15.3</td>
</tr>
<tr>
<td>(population with 24 years or older)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Persons who in average have achieved seven years of studies.

**Source:** INEC, ECV, 1995

**Elaboration:** SIISE, 2003

In 1995, the most dramatic indicators correspond to poverty that consolidates the functional and absolute illiterate population, 15 years or older, with 38.7%, 22.2%, and 23.5% and 12.0%, respectively. But, the phenomenon decreases in the population 24 years or older with partial schooling, 39% represented by indigents and even more in the same age groups, in the population with university instruction that reaches 2.7%. There is no doubt, that education has become the main instrument to overcome the vicious circle of poverty, exclusion and social ignorance.

In the case of the non-poor, the highest percentage corresponds to 25.1% of the population 24 years or older with higher education, functional illiterates with 11.5% follows it in order of importance. With partial schooling 9.0% and 5% are absolute illiterates, these being the lowest. These aspects confirm that the fact of counting with a higher educational level reduces the vulnerability to enter a poverty condition.
Table 29: Ecuador: Schooling According to the Ethnic and Sex Condition 1999

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>Population which speaks a native language</th>
<th>Population which speaks other languages</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Men</td>
<td>Women</td>
</tr>
<tr>
<td>Illiteracy</td>
<td>31.0</td>
<td>53.2</td>
</tr>
<tr>
<td>Population 15 years or older</td>
<td>199.116</td>
<td>214.815</td>
</tr>
<tr>
<td>Functional Illiteracy</td>
<td>45.7</td>
<td>64.9</td>
</tr>
<tr>
<td>Population 15 years or older</td>
<td>199.116</td>
<td>214.815</td>
</tr>
<tr>
<td>Middle level Schooling</td>
<td>3.3</td>
<td>1.3</td>
</tr>
<tr>
<td>Population 24 years or older</td>
<td>138.827</td>
<td>152.701</td>
</tr>
<tr>
<td>Higher Instruction</td>
<td>2.3</td>
<td>1.9</td>
</tr>
</tbody>
</table>

Source: INEC, ECV, 1999
Elaboration: SIISE, 2003

As for schooling according to ethnic and gender condition, it is observed that the higher percentage representations of functional and absolute illiterates correspond to 64.9% and 53.2%, for women with a native language (Kichwa) and 45.7% and 31.0% for men with the same language, who are 15 years or older. For both groups, in these same categories are registered 55.7% and 42.5%, respectively. These facts spread out from the ones of the population that speaks other languages (Hispanic), whose more representative values are 18.0% and 10.1% for women and 14.8% and 7.3% for men in the categories of functional and absolute illiteracy, corresponding 6.4% and 8.8% to both, under analysis parameters.

From this it can be inferred, that the maintaining of the gaps within gender of the native population, women continue to face higher illiteracy indicators in relation to men. This fact deepens when analyzing the gender inequalities in the category of middle level of schooling and higher education, in ages of 24 years or older. For men there is 3.3% and 2.3%, decreasing in women to 1.3% and 1.9%. For both it represents 2.4% and 2.1%. Obviously, native women are the ones with fewer opportunities to access basic education.

In the case of the population which speaks other languages (white-mestizo) a percentage basis obtained the most representative value of 18.0% and 10.1% for women; 14.8% and 7.3% for men which group functional and absolute illiterates of 15 years and older. For both the representation is 16.4% and 8.8% for the same categories and ages. Analogous to what occurs with the native population, gender gaps are maintained, which limited women to achieve equity in education. This situation is also seen in the middle level of schooling and in higher education that reach 8.1% and 19.0% for men and 7.7% and 16.9 for women. For both it is estimated in 7.9% and 17.9%, in the mentioned categories. These conditions, which persist in the educational area, are susceptible to overcome with the implementation of educational policies with a focus on gender. This, to extend the opportunities for women to access education to all levels.

If we compare facts of the native population with the white-mestizo in terms of ethnic aspects, we will also see that there are gaps, illiteracy is higher in the female native
population. At the same time, as the level of education increases it tends to reduce the participation of the native population, mainly women. The discrimination because of ethnic and gender conditions is a stagnant problem in the country.

New Reforms in Youth and Adult Education

EPJA, immersed in the processes of educational reform, prompted the following new policies: “Quality Improvement and Cover Extension of Education for Vulnerable Groups”, excluded from the Formal System and to entail Work, by means of productive educational programs of preparation for the working life as well as the Administrative, Pedagogical and Financial Decentralization”. To fall upon these policies, innovative strategies have been generated, which go from the recent elaboration of an Extension Plan of the cover of the centers, especially high school youths and adults, until the elaboration of a new curricular proposal, as well as the strengthening of teacher training. The strategies for decentralization are not defined.

The policies of EPJA have been materialized through the execution and co-execution of programs and projects. Among the most relevant are: “Eradication of Illiteracy”; “Distant Education”, “Occupational Training for Handicapped Persons”, “Plan 50”, Senior Citizens; DINEPP is in charge of this. The project “Strengthening of Education for children, youths and adults” is under the responsibility of DINEIB. A short reference of these programs makes it possible to determine the following:

ERADICATION PROJECT OF ILLITERACY (PROCALMUC)

The “Eradication of Illiteracy Project” (PROCALMUC), is oriented to the education and training of peasant women, in order to improve their quality of life was started in 1993 and has continued until now. It is considered as one of the most successful and integral programs in the eradication of illiteracy. During 10 years, it has kept a narrow coordination with NGO, GOs, as well as technical and financial assistance from international organizations: UNESCO, UNICEF, PMA, and PNUD. It is executed with assignations from the General State Budget and with external cooperation. Between 2001 and 2003 it received US $173,250,00 from the General State Budget.

During the pilot and consolidation phases, the project overcame the goals, factor among others, which has positively contributed for the continuity of the activities; the project extends its present cover to 5 provinces and 51 communities.

PROJECT PLAN 50

Plan 50 started its pilot phase in 1999, it has a micro-bussiness project of educational character, tending to improve the quality of education offered in the popular schools and centers of arts and crafts, in order to offer students an integral education, which will make it possible continuation to higher education and train them for job placements. In the educational component, a new curricular design has been elaborated, adapted to the present learning needs of the students and with flexible and open character that facilitates its application (according to its managers) to the needs of the local environment. Its execution will continue up to 2004. Between 1999 and 2002 it received as its budget an assignation of

202 Decentralization is a process, which has been initiated in the country, but still cannot be consolidated in the frame of the Modernization of the State.
203 The information about the projects was taken from the records of DIPEPP-DINEIB, 2003.
It is denominated Plan 50 because it has a net of 50 educational institutions distributed in the Coast, Mountain and in the East of the country. Its cover is national.

**PROJECT OF DISTANCE EDUCATION**

This project was started in 2001 and is foreseen to end in 2008. Its purpose is to assist “the levels of: Basic Education (literacy, post literacy, culmination of primary and popular basic cycle); Popular Diversified; Non-Schooling Education (occupational training, professional improvement, educational up-dating and extra school activities).

The strengthening of technical coordination, extension and updating of the self-instructional material, training and professional zing of teachers, follow-up, monitoring and explaining the bills. Its cover is national, and is executed with a state budget. Between 2001 and 2002 it received $ 39,200.00 from the General State Budget.

**OCCUPATIONAL TRAINING PROJECT FOR HANDICAPPED PERSONS**

This project started in 2002, it is foreseen to end in 2005; the cover is regional (Quito/Pichincha). It has been executed with resources from OAS, its first registered assignations was of $ 37,000.00.

**SENIOR CITIZEN PROJECT**

The project of the Senior Citizens was started in 2002; its objective is to assist the elder population, by means of occupational workshops. This project has a national cover. Its budget assignation is US $5,800.

**STRENGTHENING PROJECT FOR THE EDUCATION OF CHILDREN, YOUTHS AND ADULTS**

This project is executed by DINEIB, is oriented to develop cultural literacy of children, youths and adults; it is based on a bilingual educational model, implemented in the country, in order to reduce illiteracy rates and promote occupational training. In 2002, DINEIB received $500,000 from the General State Budget for its execution. The cover is national.

In spite of the gamma of projects which are executed, the educational panorama of the Hispanic and Bilingual EPJA is not encouraging, there is a fragmentation of ideas/activities, the disagreement, the little motivation of its actors, but especially the reduction and inopportune delivery of resources from the State. This problem worsened during the last few years because of the country’s deep crisis.

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204 The information was taken from the records of DINEIB, 2003.
Table 30: Ecuador: Participation of the Education in the PIB 1992-2001

<table>
<thead>
<tr>
<th>Sectors</th>
<th>PIB Participation 1992</th>
<th>PIB Participation 2001</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Services</td>
<td>3.8</td>
<td>5.9</td>
</tr>
<tr>
<td>Education and Culture</td>
<td>3.1</td>
<td>2.0</td>
</tr>
<tr>
<td>Health and Commonalty</td>
<td>1.0</td>
<td>0.7</td>
</tr>
<tr>
<td>Development</td>
<td>0.5</td>
<td>0.6</td>
</tr>
<tr>
<td>Agricultural Development</td>
<td>0.6</td>
<td>1.3</td>
</tr>
<tr>
<td>Transportation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Source:** Central Bank of Ecuador, 2003

**Elaboration:** authors

In relation to other sectors, in 1992 the participation of Education in the PIB was 3.1%, significantly reducing in 2001 to 2.6%. The lack of economic resources has become a weakness of the educational sector, and this has been reflected in the popular and bilingual education: inadequate and insufficient education of teachers, lack of pedagogical material, especially for the centers of bilingual education and lack of curricular reform, among others.

**Advances and limitations in the incorporation of the regional recommendations about priority topics**

In this part of the study, the achievements and limitations of the country were analyzed in relation to the priority topics recommended in the framework of the regional meetings about youth and adult education, favoring the analysis in three lines of basic activities: curriculum and evaluation, teacher training and research.

**Curriculum and Evaluation**

The curriculum for youth and adult education, during the decade of the 90s, was based on the EBA Modular System, which contemplates the following: Module 1: Our Rights, it comprises teaching and learning of reading and writing and is complemented with a workbook “Our Education”, which starts calculus. With Modules 2, 3, and 4, “Our Work” and “Our Health and Environment Where We Live” and “Our Culture”, post literacy and culmination of primary education for adults is made. The purpose is to educate persons with a critical, reflexive social conscience and especially link education to work.

The “gender equity”, priority topic, is somewhat incorporated in the EBA curricular content. From the teacher perspective, a few advances are registered. At the curriculum level, using texts and workbooks does not sufficiently sustain the focus.

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205 In the regional meetings of CONFITEA V, seven priority topics for Latin America were defined in the ambit of youth and adult education: literacy as an access to the written culture, adult education and information; education for youths and adults in the work perspective; education for citizenship, human rights and participation; education for natives and peasants; education for youths and new challenges; gender equality; education, sustainable development and local development. (UNESCO, 2003)

206 The notion of curriculum is referred “…not only to the contents but also to the objectives, strategies, and evaluation methods of such education. This means a wide conception of curriculum looking at an inseparable whole that is taught and learned (contents, how to teach and learn relations, methods, procedures, practices), which is taught and learned (objectives) and how to measure that learned (evaluation). Torres, R.M. 1996

207 Philosophical Foundations of Paulo Freire “Educación Liberadora” “A Liberating Education”.

208 Focal Group Interview DINEPP, 2003.
Another priority topic which the Hispanic EPJA deals with, is the link to work, which in the praxis is weakened, it has not given the expected results, the students from the popular educational centers, are working in occupations different to their instruction\(^{209}\).

In the case of the bilingual intercultural EPJA, the Bilingual Educational Model of Adults, has as curricular content: native language (kichwa), Spanish as a second language, mathematics, history with inclusion of geography, applied sciences and arts, production project and production practice. The linking of education to work and to other cultures is a transversal axis. For the basic cycle, the same curricular contents are conceived.\(^{210}\) The priority topic of gender is absent from the curriculum, teacher training, school texts, and notebooks, contribute to reinforce discriminatory practices in the Bilingual Community Educational Centers of Adults.

**The curricular reform in the framework of Plan 50**

During the last few years, DINEPP has been prompting the curricular reform for EPJA, in the framework of project Plan 50, which will be referential for the popular educational centers if a consensus for the bilingual schools is achieved. The curricular\(^{211}\) net is as follows:

**Table 31: Ecuador: Referential Curricular Net proposed by DINEPP in the Framework of Project Plan 50**

<table>
<thead>
<tr>
<th>CYCLE</th>
<th>FIELDS/AREAS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy</td>
<td>Language and Communication</td>
</tr>
<tr>
<td>Post literacy</td>
<td>Language and Communication</td>
</tr>
<tr>
<td>Culmination of primary education</td>
<td>Language and Communication</td>
</tr>
<tr>
<td>Culmination of basic education</td>
<td>Language and Communication</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>Computer</td>
</tr>
<tr>
<td>Technology and Practice</td>
<td>Production Administration</td>
</tr>
<tr>
<td>Human Rights and Values</td>
<td>Environmental Education</td>
</tr>
<tr>
<td>Education for Savings and Consumption</td>
<td>Gender</td>
</tr>
</tbody>
</table>

**Source and Elaboration:** DINEPP, Basic Curriculum for Popular Education, 2003

\(^{209}\) Project Plan 50.
\(^{210}\) Diagnosis of Bilingual Intercultural Education, 2003
\(^{211}\) Group Interviews DINEPP-DINEIB, 2003
There are two conceptions about the Plan 50 curricular model. For some, it constitutes an integral proposal, the more instrumental material about humanistic topics with gender focus, links education more to work and production. For others it is an adaptation of the regular education curriculum; in this way, it has lost the reflexive and critical sense, which characterizes popular education\textsuperscript{212}.

It can be inferred that the curricular model elaborated by Plan 50, is inscribed in the educational policies of improvement of the quality of education and incorporates priority topics recommended in the follow-up regional meetings of CONFINTEA V: literacy, gender, rights and especially the link to work and production. But, the focus is diluted in the texts and workbook level. This suggests the management of innovative strategies for the concretion of classroom topics, as well as the commitment of its actors.

The application of the curricular reform expects to contribute to the improvement of quality and equity in the education of youths and adults, to form better educators, which will possibly influence the levels of employment and poverty in wide sectors, especially of youths, affected during 1990.

About this topic, recent investigations stated that during the last few years “juvenile unemployment duplicated the general rate (...) the one from women 20 to 24 years tripled. But besides, the growing demand of places for work, including youths (15, 24 years of age) contrasts with the regressive and precarious tendencies of the labor market, which has transformed unemployment, sub-employment and unstable work problems in an embarrassing conflict of the daily life of thousands of Ecuadorians”. (CORDES-BID, 1995:237).

\textbf{Evaluation}

In relation to evaluation, there are diverse positions, some see it pejoratively and others who perceive it as a permanent process, susceptible to changes.

Some researchers sustain that “Never has the system or even less the teachers been examined in order to see if they are capable of practicing education and manage the judgment of their criteria and the future of their students: there are not even (...) statistics of the results of the evaluations. The levels of desertions and repetitions are known, but the rates are never compared, they do not determine the causes of the results” (Vera, Arrata, Alfredo\textsuperscript{213}, 1990).

For others, the evaluations of students’ efficiency have been sustained in tests. In the CEPs, the curricular contents are evaluated through written and oral tests starting from the second module. Productive training, which in most of the institutions is made with volunteer personnel, is qualitatively evaluated. For the bilingual community teachers, the priority is to know what was learned about the culture, native language and the link to work. According to them, the most concerning thing is to evaluate if learning needs were satisfied in relation to production\textsuperscript{214}.

\textsuperscript{212} Interviews with DINEPP technicians, PROCALMUC, 2003.
\textsuperscript{213} Former Secretary of Education
\textsuperscript{214} Interview to bilingual and Hispanic community teachers, 2003.
Bilingual teachers consider that they are evaluated by the community and the IPEI (Pedagogical Institute of Intercultural Education). They must explain student achievements to the community. This is a strategy that has been used in bilingual education, with positive results.

The Hispanic teachers consider that they are not evaluated (the opposite of what happens to the bilingual ones), they only refer to the follow-up of the activities made by the supervisors in the classroom as the evaluation mode.

It is estimated that in the next few years, evaluation processes will change with the implementation of Plan 50 to the curricular reform. In this sense, each educational center will have autonomy to establish its own evaluation system, but it should contemplate the norms established in the General Regulations of Education.

The last criteria which has been used from DINEPP for evaluations are: discriminate the most substantial progress of the students to evaluate them and consider the limitations of the context in which teaching is imparted; as well as the educational efforts made by the students and value individual performance.

This evaluation proposal, involves community participation in order to generate spaces in the educational centers and incorporate mechanisms to present the facts.

**Teacher Training**

The changes made in the professional profile of the teachers is widely recognized by all the implementers. Years before, popular educators could only read, write and make mathematic calculations, some of them had hardly finished primary education. The present situation is different, because many have accessed secondary education and some even have higher education. This aspect is important and can help support qualitative changes in EPJA.

There is concern from the teacher training technicians, that topics like gender, work curriculum, rights and culture should be included. However, the popular teachers ignore the mentioned topics, especially gender. Aspects, which confirm the hypothesis about the weaknesses of EPJA in relation to some recommended priority topics.

The absence of training in complex topics such as “gender equity”, inhibits popular teachers from an integral instruction, which reduces the quality of education they teach. To this is added the lack of didactic materials for the teaching/learning process, the lack of student economic resources and the inadequate infrastructure where the activities are developed. The lack of physical space and rigid teaching is another concerning problem.

It cannot be denied, that if positive changes in teacher training are desireable, there should be conscience that “the pedagogical activity is one of the social activities with more significance for the development of humanity (...) it is influenced by multiple factors, which require the teacher to do more creative tasks each time, as requirements stated by society (...) It is also necessary to emphasize the humanistic character (...) It is an activity, which requires infinite love for the students, which means deep respect, understanding and dedication in establishing communication with the student” (García, R. et. al. 1996, 12-13)

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215 Interview to bilingual community teacher, 2003
216 Teacher Interview Literacy Center, 2003.
217 For more details, see EPJA’s statistics chart in the first part of the study.
If these principles could be internalized in the levels of decision, planning, and teacher training, we would have a new conception of teachers for the education of youths and adults.

**Research**

The is little research at the level of implementation and planning 218 institutions, the one made by the research institutes of EPJA, are not set nor are the studies made in the ambit of education. In research centers and NGOs, some contributions 219 are not recognized.

There is concern, in the agencies, to develop research areas. However, the lack of economic resources for these purposes is a concern as well as the lack of interest of the authorities to open an institutional space, strengthened by specialized technicians who can work in this task. Nevertheless, it is foreseen to consider these weaknesses in the future.

It is possible for the centers or institutes of private research to get motivated to develop topics, which are interesting from the EPJA perspective. A strategy to be considered, is to have state resources and international organizations as a priority for the development of this field, which presently is a weakness of the sector, that fogs the knowledge of the reality of youth and adult education in Ecuador.

### 3.3.3. Innovating Experiences about Youth and Adult Education

**Case Study: PROCALMUC:** “Education and Training for the Improvement of Life Quality of Peasant Women in Ecuador”

**Origins of the Project**

PROCALMUC arises as a proposal of UNESCO for literacy, post literacy and training, for three countries in Latin America, among which Ecuador was chosen. This proposal is sustained in “(...) the acknowledgement to the right of education to all persons throughout life (...) the creation of conditions for all population groups to access quality basic education, reducing the effects of social and economic inequality, ethnic, cultural and gender diversity”. (UNESCO, 1997:39)

This program is registered in the policies of Education implemented by DINEPP (National Office for Permanent Popular Education) through the program of Rural Education addressed to the adult population as well as in the policies of “Equality of Opportunities” formulated by the National Office of Women CONAMU (National Council of Women220, implemented through the project “Women in Social Development”. (Páez, G. 1998)

218 During the last few years, DINEPP has made internal and external diagnoses, by means of hiring consultants. The last one made was in the framework of the elaboration of project Plan 50. DINEIB, also counts on internal diagnoses about bilingual intercultural education, in which some specific aspects of EPJA are incorporated.

219 FESO, ABYA YALA

220 The public policies of opportunity equalities start by recognizing that social equality is expressed in problems of inefficiency and inequity in the access to education and in the educational process, which affect girls and women, especially those living in the countryside. (...)The policy of equality opportunity conceives education as a basic human right to assure women and men a non-discriminatory education, which prepares
From its conception, the transversal axis “gender” was considered as its main strategy to improve the access of women to the written culture, achieve their economic and political empowerment expecting to impact their life quality.

**Brief retrospective of the educational reality in which the project intervenes**

A retrospective vision about Ecuador’s education highlights its elitist and discriminatory character. During the colonial period, only the children of Spaniards and Creoles had access to the written culture; schools and universities were built for them. Women, because of their gender could not have access to education, even if they belonged to privileged groups. The Indians, blacks and mestizos were excluded because of social and ethnic matters.” (Segarra, E. 2002).

This discriminatory reality of education changed through the centuries. The important changes occurred with the irruption of Liberalism that established public schools, teacher schools and gave the popular stratum and especially women (Ibid) access to the educational system.

In the rural ambit, education had its origins in the property schools of long ago: At the beginning of the century during the period of liberalism, property schools were in the farms for the use of the children of the workers. In the decade of 1930 these schools became part of the rural primary schools. (...) They found continuity in the experiences of the “fundamental education”, used in Latin America, according to the tendency, which had the same name “basic education” and which associated the “community development” in the countries of the so denominated first world; they acquired vigor during the post-war” (Páez, G. 1998)

These relevant aspects of the history of education are reflected in some way until the present. Rural education in particular, has been kept at a margin, being social gender, ethnic and geographical inequities their main references. Peasant rural women and Indians are the groups with less access to the written culture.

It is stated, “the opportunities that women have to be educated, depend on their place of residence, the inequalities of Ecuadorians who live in the country and cities are manifested in all aspects of education, this disparity is even greater in the case of women (...) The great poverty of the country increases the obstacles more for women to have an access to education. (...) Their ethnic condition: The Indian population is without a doubt the one who presently suffers most disadvantages in our country. The women are the group that has most educational restrictions (...) In spite of the development that the country has had in terms of literacy, Indian women maintain a great historical deficit in relation to their minimum acquirement in reading and writing abilities (...)” (SIIE, 1998:34)

This latent reality of exclusion of rural women from education, helped focus a rural project to help the most impoverished female and Indian population.
The case study foresees the systematization of the experience, identification of quantitative and qualitative results, achievements and limitations; examine the efficacy of the project, in order to satisfy the practical and strategic gender needs.

The hypothesis stated in the framework of PROCALMUC, is that the access of women to an education with gender focus, has made possible to transcend its immediate and mediate problems and place them in a situation of equity and equality with men. This hypothesis will be proven along the way.

**Implementation Phases**

**Initial Phase of Consolidation and Extension**

This project has been operating for ten years and various developments have taken place, which correspond to three operational phases. The first one, lasted 18 months, it was qualified as “pilot or experimental”\(^{223}\). It was focused on 21 rural communities from three provinces. Later on, a second phase was implemented and was denominated “bridge or consolidation”, it was a transition to complete the extension of the cover. In the third phase, “extension”, there is an extension of the cover from 21 to 51 communities and from 3 to 5 provinces\(^{224}\).

Because of the deepening of the economic crisis in the rural area and because of the requirements of the communities, a sub-project was generated: “Support to the productive training for economic and social empowerment of peasant women in Ecuador” -CAPEM-, implemented between 1998-2000 (...). The main purpose from project CAPEM, was the growth of the productive and management capacity of rural women from the 51 communities focused by PROCALMUC. The latter wants Ecuadorian women to obtain their economic and political empowerment through the strengthening of feminine leadership.

PROCALMUC also intervenes in high-risk natural disaster zones (flooding, volcanic eruptions, earthquakes), the sub-project “Economic and social re-activation of the communities that are around the Tungurahua Volcano” -RESFAT- was carried out during 2000-2001, with funds from PNUD. The purpose of this project is to link women and their families to training processes so that they are prepared in case of natural disasters.

This means, that PROCALMUC, tries to grasp the social problem in its totality, achieving efficacy in its interventions when managing strategies from many sectors. It assumes poverty as a multi-cause phenomenon, which unavoidably should be intervened in its different ambits.

**Objectives**

**General:**

“To reduce the poverty situation in rural areas, in an integral way improving the quality of life of peasant women, their families and communities, increasing their educational, food

\(^{223}\) At the end of this, PROCALMUC was awarded the “King Sejong” Prize of Literacy, receiving international recognition (Tokyo, Japan, 1995).

\(^{224}\) Records from 2003 project

\(^{225}\) Final report of project CAPEM, 2000
and nutrition levels as well as their economic-productive management capacity, which points out to change their condition and gender situation.

**Specific:**

To improve the local education offer to adults the program must be flexible and have permanent character with gender perspective, offering diverse programs of basic education, occupational training, productive training, health, nutrition education and infantile development.

To make the management of the local community services of health and nutrition, infantile attention, production and socio-organization development dynamic, in order to achieve better satisfaction of the basic needs of the population, taking gender into account.

To stimulate the preferential participation of peasant women in educational activities and local development, facilitating their access, reducing work overloads and elevating their position within the family and community.

To support national policies in the areas concerning the project, promoting a communication and information system, which systematizes and diffuses the qualitative and quantitative results of the plans that were carried out\(^2\)\(^2\)\(^6\)\(^2\).

**Components**

To attend to the complex reality in which the project intervenes, the following components were necessary: education and training, health, nutrition and food safety, gender and production. Each one would have specifications and maintain gender as transversal axes linked to work and production. This strategic combination has maintained the project along the decade, constituting this its main strength. The fact of coordinating plans with different institutional and inter-agency actors facilitated the accomplishment of the objectives.

**Components of Education:**

*Priority topics that contemplate curricular contents*

During the initial phase of the project, the educational components were emphasized. The productive training did not receive the same treatment because of the lack of economic resources, but it was left as a seed to motivate the population from the communities, which were initially focused. However, in the second and third phases, they were able to motivate community participation for the conformation of micro-enterprises.

The initial curriculum of the project is methodologically based on the EBA modular system, which is applied in popular primary education through an interactive learning circle with four moments:

- Experience (characteristics of EBA participants)
- Reflection (popular and educational promotion)
- Conceptualization (educational conception)
- Application (basic primary education curriculum)

\(^2\)\(^2\)\(^6\)\(^2\) The objectives of PROCALMUC were taken from Páez G. 1998.

The modular system (EBA) compiles: Module 1 “Our Rights”, oriented towards the teaching/learning of reading, writing, and calculus. It is complemented with the workbook “Our Education”. With modules 2, 3 and 4 “Our Work”, “Our Health”, “The Environment Where We Live” and “Our Culture”, the adult primary education is completed. Binding to work is a transversal axis in the EBA curriculum.

The curricular content is flexible and open. Gender is highlighted in the curriculum. Topic was reinforced with the support of specialized NGOs. The purpose is to impart a nonsexist education.

The topics that students remember most are the ones related to gender topics. The first one, has made it possible for them to be inserted in the work market as dependent or independently and the second one to achieve levels of empowerment as well as economic and political leadership.

As for school texts and workbooks, the project modified the teacher guide and workbook for literacy, in which the gender focus was incorporated and where “Our Rights and Education” overlap.

As for evaluation, it is about the development of knowledge and skills at the end of each unit when the participants have achieved the Language and Mathematic activities; it is qualitative and has as a base three individual instruction indicators: participation, organization and solidarity. The emphasis is given to the demonstration of cultural, reading, writing and calculation skills. When there are difficulties, they are reinforced and a new evaluation is made. The popular teachers are evaluated by the PROCALMUC-CAPEM team and by the community.

Teacher Training:

During the development of the project, teacher training has been maintained as one of the main activities, “(...) as for reference to curricular content, emphasis is given to the transversal axes. With the pedagogical strategies, the level of popular teachers has been improved. The specialized GOs and NGOs are in charge of productive and micro-company training.

Presently, there are 21 supervisors, 14 men and 7 women, 123 popular teachers, 51 are men and 72 are women. A particularity that characterizes teachers is the recognition they have in the community and the educational leadership they practice. There are also popular teachers with high school and higher education.

For popular teachers, PROCALMUC has been an important support to their instruction and effective management in the way that it has strengthened their leadership capacities, as well as their knowledge to complex topics such as gender.

From this it can be inferred that the improvement of the professional teacher profile, the reinforced capacity in complex topics such as gender, constitute a key to prompt youth and adult education exempt of sexual bias, being this an important achievement to propitiate changes or impacts in the condition and position of women.

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228 Ibid.
229 Focal group Interview, San José Grande community, 2003
230 Ibid.
231 Interview with popular teacher, San José Grande community, 2003.
**Health Component; Nutrition and Food Safety:**

The project develops a health component with the purpose of assuring well-being especially to women and their families. As a strategy, preventive community medicine is used, giving most attention to: prevention of transmittable and chronic degenerative diseases. There is an educational health team, instructed to answer to contents related with family health in the community.

Another basic aspect within preventive health is the improvement of nutrition. It gives advice to the community about the consumption and combination of key foods for good nutrition. Additionally, food rations are foreseen as a support mechanism for the nutritional diet, because of the poverty levels that exist in the zones of intervention. The rations (rice, soy, and oil) come from the World Food Program (PMA). Additionally a minimum nutritional plan of "vigilance and impacts" is implemented. The central team of the project is in charge of following up.

About the delivery of food rations, there are divergent criteria. For some it is technical, this fact constitutes a mechanism of nutritional improvement, because of the precarious subsistence conditions of the participants, but it is questioned by others because of its assistance connotation.

In the praxis, beneficial results have been obtained as a retention mechanism of the participants as well as a nutritional complement for the communities affected by poverty.

**Gender Component:**

As it was explained before, gender is a transversal axis, however, with the purpose of prompting it, it was also considered pertinent to insert it in the project as a specific component.

Gender that constitutes an analytical category, is referred “to the kind of social relation between women and men, assigned roles, limits and behaviors in public and private ambits; it is a social construction product of thousands of years in the transmission of knowledge, beliefs, attitudes, etc about being men or women. Gender relations are socially constructed and specific to cultural instructions, changeable in view of cultural and economic alterations.”

These criteria are present in all the activities carried out by PROCALMUC, seeking to satisfy practical needs of women and their strategic interests, which emerge to the access of the written culture exempt of sexual stereotypes; their level of empowerment, relief in their reproductive and productive tasks, access and control over resources, prevention of violence, community and work leadership achieved, modify the position of subordination, among others.

According to the operative level, the benefited women of the project, have been empowered, have reduced distrust, insecurity and have been able to strengthen their leadership in the community and especially, to start economic initiatives or be inserted in the work market as salaried workers. These aspects, are visualized in the empowerment achieved by women, beneficiaries of the project, to manage their micro-companies, their

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232 Ibid.
233 Taken from “Municipal Policy for Gender Equity”, San Salvador, 1999.
active participation in the development processes, access and control of productive resources, having a space to improve their personal relations with the community, etc. (...)

**Production Component:**

This component is developed with more emphasis as of its third phase of execution through the sub-project PROCALMUC/CAPEM, whose purpose is centered in the exploitation of the productive capacities of rural women, on the basis of the methodology “learning-doing”, so that the participants develop skills, which facilitate them an adequate management of their family production units, productive projects and/or micro-companies, providing them with basic techniques of micro-entrepreneurial management from the gender perspective.

In the framework of the struggle to overcome poverty and in the perspective to achieve economic and social empowerment of peasant women for the operation of micro-companies, productive projects and/or familiar undertakings the projects grants micro-credits of $300 to $15,500.

The credits are conceded under an agreement with the communities in which their contribution of the community as a counterpart is evident. The recuperation is obtained after one calendar year.

In this way, work sources with sustainable character have been created, in which “education-work” trying to improve productivity and basic knowledge of administration and management, have been articulated, as well as the strengthening of group organizations. This process is endorsed by NGOs and GOs.

It is important to emphasize that before the insertion of the economic initiative, the project foresees the realization of a socioeconomic diagnosis in the zone of intervention, which probably contributed to reduce error margins in the conformation of micro-companies. Socio-economic impact evaluations have not been made.

**Methodology**

The methodology of intervention is systematized in the following steps:

**Step 1.** To strategically manage the inter-institutional coordination and strengthen it in the level of co-executors and international endorsement agencies.

**Step 2.** Negotiation of the project’s economic resources with national and international co-executers and financial entities.

**Step 3.** Focusing of human consent for the intervention of the project.

**Step 4.** Diagnosis of the zone through the hiring of specialized technicians; the zone to be intervened is diagnosed in order to find out the learning needs of the population, especially women.
Step 5. Conformation of Popular Education Center: After finding the communities, the center of popular education is installed. This constitutes “the matrix” for the development of the activities of the project.

Step 6. Teacher selection and training: popular teachers are chosen by the community and after that, they are trained. The training of supervisors and popular teachers is based on an interdisciplinary training and on occupational instruction. During this process gender conscience is contemplated.

Step 7. Work days and schedule: The technical personnel of the project, and supervisors along with the community arrange the schedules of attendance to the popular educational center.

Step 8. Follow-up and evaluation: the coordinating team foresees the national follow-up in coordination with the supervisors, who do it in the local communities. This methodology has made it possible to receive continuous feedback from the project, as well as guide its activities.

The visits to the communities and inter-institutional and interagency meetings with organizations are habitual; this backs up the different components of the project.

During the three phases of development, four external evaluations have been made; the internal ones are made once a year. The objective of externally evaluating the project was the need to identify its weaknesses and strengths and analyze the quantitative and qualitative achievements\(^{237}\). However, no evaluation of gender impact has been made.

Coverage

The project extended its cover through the years. During the initial phase, it intervened in three provinces (Azuay, Loja, Pichincha), 7 regions and 21 communities. In the second phase, it maintained the same cover; but in the third phase it was extended to five provinces (Azuay, Loja, Pichincha, Chimborazo, Manabí), 14 regions and 51 communities. In this way, it was possible to get to peasant population (mestizo and Indians), settled in small farmstead zones (Agrarian Reform, 1962), where poverty and female populations are the common denominators.\(^{238}\)

From the point of view of the technicians, the extension in great part is a consequence, of the achieved goals, to the demand of the population and strengthening of the inter-institutional and inter-agency strategies, which PROCALMUC manages, among others.

Table 32: PROCALMUC. COVER 1993-2002

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\(^{237}\) Páez, G., 1998.
\(^{238}\) Further details, see SIISE, Retrato de Mujeres (Women Portraits), 1998.
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<tr>
<td>Chimborazo</td>
<td>Guano</td>
<td>Calshi</td>
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<td>Paquibug</td>
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<td>La Silveria</td>
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<td>Sanjapamba</td>
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<td>Santa Lucúa</td>
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<td>Culluctus</td>
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<td>El Lirio</td>
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<td>CebollarAlto</td>
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<td></td>
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<td>Alausí</td>
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<td>Busilchi</td>
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<td>Chunchi</td>
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<td></td>
<td></td>
<td>Launag</td>
<td></td>
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<td></td>
<td></td>
<td>Gonzol</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Manabí</td>
<td>Jipijapa</td>
<td>Albajacal</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Pisloy</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>San Eloy</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Colón Alfaro</td>
<td></td>
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<td>Las Peñas</td>
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<td>Las Piñas</td>
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<td>Sancán</td>
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<tr>
<td></td>
<td></td>
<td>Anegado</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Las Palmitas</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Beneficiaries

**Table 33: PROCALMUC: DIRECT AND INDIRECT BENEFICIARIES BY PROVINCES 1993-2002**

<table>
<thead>
<tr>
<th>PROVINCE</th>
<th>FAMILIES</th>
<th>DIRECT POPULATION</th>
<th>INDIRECT POPULATION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>FEMALE</td>
<td>MALE</td>
</tr>
<tr>
<td>AZUAY</td>
<td>503</td>
<td>227</td>
<td>34</td>
</tr>
<tr>
<td>CHIMBORAZO</td>
<td>1.647</td>
<td>657</td>
<td>198</td>
</tr>
<tr>
<td>MANABÍ</td>
<td>3.526</td>
<td>1.364</td>
<td>466</td>
</tr>
<tr>
<td>PICHINCHA</td>
<td>424</td>
<td>157</td>
<td>63</td>
</tr>
<tr>
<td>LOJA</td>
<td>468</td>
<td>224</td>
<td>19</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>6.568</strong></td>
<td><strong>2.629</strong></td>
<td><strong>780</strong></td>
</tr>
</tbody>
</table>

**Source:** Vicioso Ch. 1997. PROCALMUC Project, 2003.

In the 1993-2002 articulation, the direct beneficiaries were a total of 3,409 persons. The predominant presence of women (2,629) is highlighted. This represented 77.1% compared to the 22.8% of male participation. This means that the “positive discrimination for women” initially considered in the project is maintained.

In the providences, Manabí has the most representative participation, women reach 1,364 (74.5) in relation to 466 men (25.5%). The providence of Chimborazo follows with 657 women which on a percentage basis represents 77%. The 198 men make up 23%.
There is an estimate of 32,844 beneficiaries, out of which 18,064 (55%) are women and 14,780 (45%) men. Manabí and Chimborazo are, the providences with the highest representations 9,697, Manabí has (55%) women and 7,934 (45%) men; Chimborazo has 4,530 (55%) women, and 3,707 (45%) men.

From this data it can be inferred that the project has had a significant feminine participation, but curiously, also a masculine one. Fact, which is probably associated to the mechanisms and strategies used to maintain the interest and motivation of women and men and to accomplish the objective of contributing to the reduction of illiteracy in order to improve life conditions in the rural area population.

From the perspective of the beneficiaries, PROCALMUC, has made it possible for them to extend their life options, have access to the written culture, reinforce knowledge, be employed, have an income and in other cases, generate their own occupations.
Goals

Table 34: PROCALMUC. ACHIEVED GOALS 1993-2002

<table>
<thead>
<tr>
<th>QUALITATIVES</th>
<th>QUANTITATIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Educational Level.</strong></td>
<td><strong>Illiteracy:</strong></td>
</tr>
<tr>
<td>Access to the written culture and information to women and men.</td>
<td>3,409 literate persons.</td>
</tr>
<tr>
<td>Increase of the educational level of women in the intervention ambits of the project.</td>
<td>The 90% retention rate of children whose parents are CEP participants.</td>
</tr>
<tr>
<td>Conformed net of educational agents.</td>
<td>1,707 certificates of primary education.</td>
</tr>
<tr>
<td><strong>Community Level:</strong></td>
<td><strong>Interdisciplinary Training for educational agents trained:</strong></td>
</tr>
<tr>
<td>Promote female leaderships at the community level.</td>
<td>☐ educators</td>
</tr>
<tr>
<td>Improvement of the personal relations.</td>
<td>☐ supervisors</td>
</tr>
<tr>
<td>Strengthening of women organization.</td>
<td>29 educators, health teachers.</td>
</tr>
<tr>
<td><strong>Empowerment:</strong></td>
<td><strong>Occupational Training</strong></td>
</tr>
<tr>
<td>Strengthening work leadership.</td>
<td>5,694 persons trained in health, nutrition, with a focus of on.</td>
</tr>
<tr>
<td>Overcome the subordination situation.</td>
<td><strong>Community productive Training</strong></td>
</tr>
<tr>
<td>Access and control to economic resources (credit, training, technology).</td>
<td>16,855 women and men were trained in different areas of the production.</td>
</tr>
<tr>
<td>Knowledge about their sexual and reproductive rights.</td>
<td><strong>Implemented economic initiatives:</strong></td>
</tr>
<tr>
<td><strong>Interagency and institutional support</strong></td>
<td>10 micro-companies</td>
</tr>
<tr>
<td>PNUD-UNESCO</td>
<td>5 productive projects</td>
</tr>
<tr>
<td>UNICEF</td>
<td>284 family fruit/vegetable gardens</td>
</tr>
<tr>
<td>PMA</td>
<td>100 family farms</td>
</tr>
<tr>
<td>Secretary of Social Welfare, DINAMU</td>
<td>100 family undertakings</td>
</tr>
<tr>
<td>Secretary of Education</td>
<td><strong>Generated Sources of employment:</strong></td>
</tr>
<tr>
<td>Secretary of Public Health</td>
<td>2545 direct and indirect jobs were created.</td>
</tr>
<tr>
<td>NGOs</td>
<td></td>
</tr>
</tbody>
</table>

SOURCE: PROCALMUC Project, 2003

Among the qualitative goals of the 1993-2003 project articulation the access achieved is highlighted, especially of the female population, to the written culture and information; the improvement of the educational level of women in the intervention ambits of the project,
achieving significant retention levels with which the majority of the participants finished their primary education. On the other hand female leadership was developed and strengthened and they were able to impulse their economic empowerment by means of initiating the development of a micro-company.

Among their goals, the reduction of intra-family, gender and social violence are highlighted, as well as the improvement of nutritional diets for the participants and their families.

The support of international agencies, the inter-institutional coordination and the participation of NGOs are the most important endorsements that the project has had.

The overcoming of the planned goals, among the quantitative goals is an important achievement of the project. 90% of the CEP participants became literate. The fact that women had access to education generated a virtuous effect, because they were concerned about the education of their children. 98% retention level was reported.

On the other hand, it was possible to instruct 116 educational agents with a multidisciplinary perspective as well as 5694 community participants with instruction in health, nutrition and food safety.

In relation to the productive capacity, ambitious goals were achieved, for example: 16.855 women and men were trained in different areas of production: farming, livestock, arts and crafts, administration, trade, and entrepreneur management. 30 workshops were held and 18 centers for adult education were equipped with pedagogical and technological material for occupational training. The implemented economic initiatives reached 499, generating 2545 sources of employment.

Nevertheless, there were some limitations during the execution of the project such as insufficient economic resources of the State as well as of the cooperating organizations. There has been a weak follow up of the activities of the project; training has been insufficient. To this is added the discontinuity in the conformation of economic undertakings.

**Involved Personnel**

**Table 35: PROCALMUC. PERSONNEL INVOLVED 1993-2002**

<table>
<thead>
<tr>
<th>INSTITUTIONS</th>
<th>TECHNICAL PERSONNEL</th>
<th>ADMINISTRATIVE PERSONNEL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CENTRAL</td>
<td>PROVINCIAL</td>
</tr>
<tr>
<td>MEC/DINEPP</td>
<td>3</td>
<td>110</td>
</tr>
<tr>
<td>CONAMU</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>MSP</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>UNESCO</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>UNICEF</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>DMA</td>
<td>4</td>
<td>-</td>
</tr>
<tr>
<td>PNUD</td>
<td>5</td>
<td>-</td>
</tr>
</tbody>
</table>
DINEPP has made a most significant contribution by providing human resources to the project; it assigned 121 technicians and administrative workers at provincial and local levels. The participation of CONAMU (National Council for Women) is also foreseen though with a smaller magnitude (9 technicians and 5 administrative workers). The Department of Public Health incorporates 11 professionals; UNESCO and PMA 5 workers each, and finally PNUD contributes 7 persons for technical assistance and UNICEF 1.

Source: Records, Proclmuc Project, 2003

Institutional Framework

Table 36: PROCALMUC. INSTITUTIONAL FRAMEWORK 1993-2002

<table>
<thead>
<tr>
<th>Pilot Phase</th>
<th>Consolidation Phase</th>
<th>Extension Phase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technical and financial assistance</td>
<td>Execution</td>
<td>Co-execution</td>
</tr>
<tr>
<td>UNESCO</td>
<td>MEC DINEPP PROCALMUC</td>
<td>CONADE</td>
</tr>
<tr>
<td>PMA</td>
<td>MBS CONAMU</td>
<td>MSP</td>
</tr>
<tr>
<td>UNICEF</td>
<td>MAG</td>
<td></td>
</tr>
<tr>
<td>UNIFEM</td>
<td>PREDESUR</td>
<td>PNUD</td>
</tr>
<tr>
<td>PNUD</td>
<td>CREA</td>
<td>MBS</td>
</tr>
<tr>
<td>NGOS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CATER</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Records & material Project PROCALMUC, 2002

During the two execution phases of the 1993-2002 project, a narrow coordination between DINAMU and DINEPP has been maintained, through its operative structures (popular supervisors/educators). In the third execution phase, the former DINAMU, presently CONAMU is absent, in a way this obeys to the new institutional structure which this organization adopted since 1997 and whose fundamental role was oriented to strengthen the policies of Equality of Opportunities for Women at the level of the central structure of the State and in the decentralized entities.

During the co-execution the participation of governmental organizations such as the National Council of Development CONADE, Ministry of Public Health, MSP, Ministry of Agriculture, MAG, Program of Development of the South, PREDESUR and among the non-governmental, the CATER, FUDEC, CEAS is highlighted, they have given technical support to the different components of the project, as well as to the treatment of the transversal axes. In the third phase, the absence of CONAMU is notorious, which probably has forced to recur to the support of NGOs specialized in gender focus.

Not only is the multi-sector character of the project foreseen, but the inter-agency one as well; this last one is important in finding technical and financial assistance. During the execution decade, the link with international organizations (UNESCO, PMA, UNIFEM, PNUD, UNICEF), has been strategy managed with optimum results.
Financial Sources

Table 37: PROCALMUC. FINANCIAL SOURCES 1993-2000

<table>
<thead>
<tr>
<th></th>
<th>Pilot Phase</th>
<th>Consolidation Phase</th>
<th>Extension Phase</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Institution</td>
<td>Financing US$</td>
<td>%</td>
</tr>
<tr>
<td>DINEPP</td>
<td>121.631</td>
<td>33.0</td>
<td>DINEPP 121.631</td>
</tr>
<tr>
<td>DINAMU</td>
<td>76.503</td>
<td>20.8</td>
<td>DINAMU 76.503</td>
</tr>
<tr>
<td>MSP</td>
<td>90.000</td>
<td>24.5</td>
<td>MSP 90.000</td>
</tr>
<tr>
<td>PMA</td>
<td>50.000</td>
<td>13.6</td>
<td>PMA 182.454</td>
</tr>
<tr>
<td>UNESCO</td>
<td>30.000</td>
<td>8.1</td>
<td>UNESCO 32.000</td>
</tr>
<tr>
<td></td>
<td>PNUD</td>
<td>25.000</td>
<td>4.7</td>
</tr>
<tr>
<td>TOTAL</td>
<td>368.134</td>
<td>100.0</td>
<td>527.588</td>
</tr>
</tbody>
</table>

Source: Vicioso, Ch. 1997 and records of PROCALMUC, 2002.

The economic resources received by the project during the first phase, came from diverse sources as is shown in chart 11. The most important contributions, 78.3%, correspond to State Budget assignments, DINEPP, DINAMU (MBS), MSP; 21.7% is a contribution from international organizations, PMA and UNESCO.

During the second phase, the state contribution for the same institutions was reduced to 54.7%, but the contribution from external economic resources increased to 45.3%.

For the third phase of the project, the resources of the State Budget are reduced to 24.2%, concomitantly the participation of international organizations is increased to 75.8%.

The reduction of the State budget resources to support education has become a critical knot, because of the economic, political and social problems of the country. This fact has not impacted PROCALMUC, probably because of the initiatives generated by its executors to accomplish the expected goals, conjugating inter-sector, inter-institutional and inter-agency strategies.

Socio-economic Impact

In the 1993-2002 articulation, the productive training needs had been identified, through a socioeconomic diagnosis made in the 51 intervened communities.

The participation and interest of 16,855 women and men to community GOs and NGOs workshops in the area of production was achieved. These were also hired to impart administration, commercialization, market and entrepreneurial management. This established an opening for new job perspectives (...) 284 familiar, 100 demonstrative, familiar and/or community farms were generated from the community productive trainings,”239 which improved family incomes and increased jobs.

239 Report of the activities of the project CAPEM, 2002
Presently, 10 breeding, feeding and commercialization of chicken micro-companies have been organized; cheese production; arts and crafts using straw from barren plateaus; an agricultural center for corn growing was created, porcine micro-companies; coffee nurseries and marmalade. Rice, corn and pepper growing has been promoted, 5 productive farming projects and 100 family undertakings, with which 2545 sources of employment were generated; with this unemployment which had worsened because of the economic crisis as were migration levels were reduced.

From the perspective of the beneficiaries, the generated changes are perceived with the participation of the project in the improvement of their self-esteem and economic and political empowerment. The first one has strengthened their autonomy, allowing them to be inserted in the work ambit as salaried workers or generating their self-employment and incomes. This aspect, has socially promoted them, in the measure that their opinions are taken into account and respected by the community.

This means, that the methodological strategy of linking education with gender perspective to work and production has promoted political and female work leaderships, economic empowerment of women, modification of their life conditions and positions in the social environment. These aspects confirm the work hypothesis stated in the framework of PROCALMUC.

Lessons learned from PROCALMUC

Positive:

The obstacles presented during the execution of the project and which mainly have relation to the limited assigned economic resources, as because of the lack of continuity in the reinforcement of teacher training, especially in central themes such as gender. The presence of compelling needs (poverty of the communities in which it intervenes) difficulties presented for the monitoring and follow-up of the activities, among others, have not prevented obtaining important quantitative and qualitative achievements, that could be replicated.

The project has responded to practical needs and gender strategies, when facilitating the access of women to the written culture and when being an important promoter of female leadership women pro-active in the economic development of the country as well as a generators of work sources within the critical conditions of unemployment in the country.

It has been an important agent of community cohesion and motivation, to promote the equal participation of men and women in the activities of the project and especially to value the female role in the community.

The multi-sector activities of the project, have made the intervention of various actors in the process (inter-institutional and inter-agencies) possible.

There is much to be done, nevertheless, PROCALMUC, will continue its silent task, giving options to illiterate, excluded and marginalized women.

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240 Focal group interview, 2003
Negative:

The need to develop innovative strategies to solve the problems of discontinuity in the follow-up and monitoring of the project by the central team. To this is also added the lack of training for the agents in transversal themes; lack of training instruction.

The lack of technical assistance or monitoring of the economic initiatives is a problem that can weaken the achieved goals. If the technical support is implemented, the micro-enterprises will have better probabilities of insertion in the market.

Reviewing communication strategies, to allow a better diffusion of the project and feedback of the experience within PROCALMUC.

When PROCALMUC intervenes in the zones with high native populations, in which the "kitchwa" language predominates, it should complete strategies and tighten the coordination with DINEIB, so that the purposes reach the expected levels. The multiethnic and multicultural aspects are rich ingredients that should be highlighted in the framework of the project.

There is a need to make evaluations about the impact of gender in the project in order to know the changes that are operating with its implementation.

To review indicators of the process, results and impact in order to make a permanent follow-up of the project, with which more objective evaluations about the development of the educational process from a gender perspective and linked to work and production, will be obtained.

3.3.4. Conclusions and Recommendations

Ecuador is a country with serious problems in the educational sector that needs sustained and integral interventions that need to work in favor of regional, socioeconomic and ethnic differences. It also needs innovative interventions to solve articulation problems, which are expressed in the low remunerations of teachers, inadequate study plans, the reduction of class loads because of frequent teachers strikes, the inefficient centralized structure, the non-implementation of follow-up mechanisms of the educational management, among others, have been critical knots to overcome.

Nevertheless efforts made by the country during the last few years: the invested resources to improve the quality of education in all its levels, the support obtained from international organizations and bilateral cooperation. High levels of school desertion, repetition, and functional illiteracy persist. It is of priority to consider and develop a new paradigm of an education which has quality, is fair and has solidarity.”

Youth and Adult Education inserted in the educational panorama, is full of weaknesses and deficiencies of the system. They are reflected in the lack of continuity of the policies and the limited economic resources assigned to the sector for the instrumentation of programs. The present projects are insufficient to assist a growing demand.
The lack of inter and intra-institutional coordination is a latent weakness which generates divisions in DINEPP and DINEIB (Unit of Adult Bilingual Intercultural Education) and does not allow to achieve a consensus in their main proposal such as the curricular reform in the framework of Plan 50. To this is added, the absence of planning. There is not a strategic plan in the sector, nor mechanisms and evaluation of the programs and projects executed, nor a follow-up of agreements with NGOs and Gos that support EPJA.

DINEPP as well as DINEIB –Unit of Adult Education-, should reinforce their situations and obtain specialized technical assistance in order to coordinate their policies, programs and projects. Constant review of curricular contents; look ahead towards the reality in which the services are offered and adapt them to the circumstances and specifications of the claimants. For this purpose creative strategies should be established which help to propitiate changes and deep transformations in the ambit of EPJA.

In the new curricular proposal of Plan 50, gender focus is explicit, one of the recommended priority themes in the follow-up meetings of CONFITEA V. There should be more strategies developed for initial and continuous teacher training, because presently the greatest weaknesses are registered at classrooms at the level of teacher practice. Besides gender, other priority topics such as literacy, inter-culture, binding education to work, local development and citizenship should be reinforced.

The need, oriented towards an intercultural bilingual education is due in a great part to the demands of the Indian organizations and to the support given by the United Nations about human rights and the fight against racism and discrimination as acknowledged by the state of Ecuador.

One of the strengths of bilingual intercultural education is the priority given to youth and adult education to intercultural aspects, native languages and links of education to work. Nevertheless, among its weaknesses is the absence of gender in the curricular content, teacher training, and school texts. Because of this, it is a priority to narrow the inter-institutional coordination to develop alternatives which permit the overcoming of these deficiencies in the bilingual intercultural system.

DINEIB, should seek mechanisms to strengthen the pedagogical issue, supply youth and adult bilingual educational centers with the necessary materials. They are in need of these resources, which significantly affect the quality of education. Provide the intercultural pedagogical institutes with libraries and indispensable equipment.

In the framework of the literacy decade, where the United Nations, DINEPP and DINEIB are the leaders, they should have a protagonist, role, forums, and workshops in order to get consensus and proposals that would improve EPJA quality.

Both governmental instances in charge of youth and adult education, should develop the implementation of an EPJA macro indicator system. There should also be micro management indicators (process, result, impact), for the follow-up of activities, programs and projects.

The vertiginous technological changes oblige the educational offer to be adapted to the new scientific parameters, in this way, it is necessary for EPJA to consider the possibility of updating teachers in new technologies and develop computational programs, television programs, and interactive modules of learning in Internet.
The teacher is the key to propitiate transformation, for this it is necessary to reinforce the levels of training and give independency and creativity to the development of their activities and/or teacher practices.

**Annex 5: Bibliography**

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3.4. Case Study Honduras

Introduction

This report compiles bibliographical and documental facts about different and important aspects related to the state of youth and adult education in Honduras.

Although research has been made, there were some limitations to access the information sources; that is one of the reasons why this document does not cover all the actions and activities that most of the institutions have carried out in this matter. The obstacle when soliciting for bibliographical, documental and systematized information was that either it was not available or there were restrictions that limited access to the information sources (Reports, data files, written information, etc.)

At the same time, we are conscious that most of the actions related to Youth and Adult Education in Honduras have not been systematized; in a way this limits the elaboration of memories, monographies or documents that have as a basic requirement to consult information and other documental and bibliographical sources. Although verbal information from professionals and specialists in the area was obtained, this was not considered valid for the present report, because it could not be quoted.

Even though we can say that this report gives a general view of the state of the art of youth and adult education, because it includes the main actions that in the present time are developed and have been socialized and systematized.

3.4.1. Contextual Framework of Honduras

a) Socioeconomic Situation in Honduras
Honduras has a 112,492 km² territory extension and an estimated population of more than six millions inhabitants. The population growth rate is 2.8%, which is one of the highest in Latin America and the Caribbean region, in which the average is 2.1%.

According to the report of the United Nations Program for development (PNUD), the average rate of fertility (key factor for the demographic dynamic) in the same region is 2.8 children per woman; while that in Honduras is 4.9 children per woman.

47% of the Honduran population is urban with more or less 20% of it living in Tegucigalpa, capital of the country, and in San Pedro Sula, the main industry center. These two cities are located in the so called “Central Hall” area of major development and which is extended to the states of Atlántida, Cortés, Comayagua, Francisco Morazán, El Paraíso and Choluteca, in which more than half of the population lives.

According to a study made in April 1999 and prepared for the Confederation of autochthonous Towns of Honduras (CONPAH), there are nine ethnic towns that add up to about 500,000 persons; this is equivalent to 8% of the total population of the country. The biggest ethnic groups are the Lenca (110,000 persons) and the Garífuna (200,000 persons). There are other non-autochthonous ethnic groups (Arab, Palestine, Chinese, etc...) but a great part of the population is mestizo.

The Honduran economy depends on the farming sector, which includes agriculture, forestry and fishing. According to facts of the Central Bank (BCH), in 1996 the farming sector contributed with 27.4% to the generation of the gross national product (GNP), followed by the manufacturer industry, which made a contribution of 15.3% of the (GNP). In the generation of PIB are also important, the trade (10.8%), financial (9.9%) and transportation sector (8.6%).

The farming sector is also the source of the main exports of the country: coffee, banana and shrimps. According to facts in 1996, coffee generated 21.6% of the exports of the country, banana 19.7% and shrimp 11.1%. According to facts of the same year, the farming sector generated 34.9% of the working places that the economically active population occupies (PEA).

In 2002 Honduras registered a human development rate of 0.638 which is slightly higher than the one presented in 1998 (0.631), but lower than the one reported in 2000 (0.651). In 2002 the country occupied the 116th position among 173 countries in the world classification of human development made by PNUD; Central America was located below Costa Rica, Belize, Panama and El Salvador and somewhat above Nicaragua and Guatemala.

The basic differences that separate Honduras from the other leading countries in the area of human development in Latin America are a low income level per inhabitant measured by the rate called Parity of purchasing power and the life expectancy of the Honduran population; according to new calculations the life expectancy on average is 65.7 years.

In education, laps are of higher magnitude compared to the leading countries in Central America, the illiteracy rate registered is lower than the ones in Costa Rica and Panama. The delay in years of schooling is also registered, where Honduras just approaches an average of 5 year schooling per inhabitant. (Secretary of Education, 2001)
As a illustration, it can be quoted that Honduras is 13.7% in relation to the literacy rate of its population and 13.0% in relation to the raw rate of registration distant from the Latin-American average.

Poverty appears as a phenomenon in which the public policies hardly have influence. According to the National Institute of Statistics and through its EPHPM (2001), 64.4% of the homes live in poverty, in other words almost two thirds of the national population are excluded from the capacities and basic opportunities to be integrated to the society.

The human poverty rate reflects the percentage of the population that live with external deficiencies in aspects that are essential for the development of human life. The IPH for the whole country is 23.1%. This means that almost one and a half million people are under human poverty, been in need of basic elements that are essentials to achieve the development of their human capacities.

The reduction of poverty and the opening of opportunities for people, especially for minority groups, are challenges for the Honduran society that cannot be postponed. In a particular way the answers to these problems should favor the attention and participation of women, persons that live in country areas, minority ethnic groups and children.

According to the report concerning Human Development in Honduras, in 1999 poverty embraced 66.1% of the population and 57% lived in extremely poor conditions. Honduras is mainly rural and 76% of the rural inhabitants are poor. On the other hand, poverty is higher in the western part of the country, which shows the narrow correlation between poverty and the level of education.

The external debt among other reasons has been a limitation for the effective growth of the Honduran economy in the 1990s. On the other hand an elevated fiscal deficit (11%) is registered, and as well as a deterioration of the balance of trade and the unbalanced payments scale. The service of the external debt (amortization and taxes) has been over 30% of the value of the exportation of the country.

Honduras is also characterized by its high levels of social insecurity. 40% of the poorest homes receive less than 10% of national income; while 10% of the richest homes receive around 50% of national income.

Poverty proportionally affects more women than men, especially when the woman has the obligation to take care of the house without the presence of a partner. The survey from March 1999 shows that homes with masculine heads have average incomes 4.6% higher in relation to those with feminine heads, which could be related to a higher poverty percentage in the last years (58% compared to 66%). The tendency to poverty is slightly higher when the home with children is leaded by a woman than when it is leaded by a man (57% vs. 54%). This difference would be higher in the rural area.

The country registered an improvement of the development rate related to gender, going from 0.600 in 1998 to 0.633 in 2002; however a two positions setback in the world classification of development rate was observed. Honduras was located in the position No 98 from a total of 146 countries, only above Guatemala in the Central American area. The progress made in gender equity in the country as well as in their different states is associated to an increase of the schooling of the women, an increase of its participation in the labor force and an increase of the work incomes, among others.
The largest unbalances are related to the income received by women in relation to the ones received by men. The parity income of purchasing power of the women is 37.6%.

On the other hand women have a poor participation at the National Congress, where they only have a representation of 8.6%.

One of the goals of the strategy of poverty reduction is increase by 20% the rate of human development related to women going from 0.644 (present) to 0.773 in 2015. To achieve this, any inequality in the different levels of education will be eliminated; women’s access to the labor market and the remuneration will be equalized; and a bigger participation rate of women in election duties will be promoted, among others.

It is a necessity of the country to obtain dynamic development, such that allows the overcoming of the hard social, economical and cultural conditions; such necessity goes beyond the area of education. This consensus is reflected in the documentation produced in the last years and it shows the deep worry of the Honduran nation about the issue of education.

At the international level, new educational demands as a result of the scientific and technological advance, especially informatics and communication have been proposed. Science has a great value because it constitutes the capital for the development of new abilities and attitudes; it makes possible a system of social values that permits an approach to solve complex problems of the globalized world that requires competitivity with success possibilities.

The advance of science and technology creates a framework of opportunities without precedent, it modifies in a substantial way the school epistemology; it generates new forms of production and validation of the knowledge; and it presents a challenge not only to the selection but also to the curricular and didactic pedagogical models.

There are also demands for education (originated because of the development of culture and the socioeconomic relation) to comply a dopple dialectic function. On one hand it should preserve and stabilize the culture, and on the other hand it should promote the cultural change.

For the educational system and for the curriculum in particular, this points out the permanent tension between the efforts to cultivate and preserve national identity and at the same time to be incorporated to the international stream, which constantly develops and requires new references to establish better relations among the culture of the minorities within the national culture.

The demands originated as a result of the growing internationalization and globalization of the economy, of the politics, and of the culture are manifested in the necessity to develop competitive capacities, quality in the products, innovation and creativity. This demand affects upon the curriculum.

**b) Situation of the educational policy**

With the purpose of finding harmony among the sectors of the society and generating integral development of the Honduran population, especially of the minority groups, actions that permit, integrate and harmonize the social policy with the economic policy; in order to
improve the expectancies of the social policy has resulted in the creation of a Social Cabinet.

The process of integration and fortification of the social sectors have been revitalized with the definition of the strategy of poverty reduction, with the purpose that the country can aspire better levels of life conditions of the poorest population of the country. It has not been easy, because of the globalization forces, but at the same time makes the educational change difficult, considering this as the essential vehicle for the development.

To generate consensus among the different sectors, different strategies have been used such as the consultations made to the society to recognize the necessities, wishes, alternative solutions, trying that the national authorities take a right and quick decision.

When studying the environment, The National Forum of Convergence (FONAC) recognized two major phenomena that control the life of the contemporary society: the first one is the globalization and the other is the revolution of knowledge. The first one is a growing tendency that has contributed to stress the inequalities of the nations and at the same time forces the seeking of mechanisms that can reach social equity and human solidarity. The second one is related to the issue of the transformation of education, which is needed although there has been an agricultural and industrial revolution, which other countries already experienced.

It is evident that the revolution of knowledge has an effect on the social behavior, especially the behavior of the economy, since it already has generated important changes in the aspect of production.

To face the impact of globalization and revolution of knowledge, most of the countries, especially from Latin America, have started transformation processes in their educational systems, recognizing that the present outlines do not respond to the order of things.

In this way, Honduras has been making efforts to restructure education and assume the compromise of participation, contribution and competition in the world.

Under this focus, the proposal of the Honduran society to transform the national education, presented by FONAC, defines education as an essential vehicle of development and emphasizes that the importance of education arises from the economic, political, social and cultural objectives that the society has projected in its national plan.

In the framework of the economic objectives, the market of national work receives each year 40,000 persons coming from the National Educational System, including the professional instruction. In most of these cases, persons have qualifications typical from a traditional sector of the economy. In this sense, the society is demanding readjustments of the National Educational System, in order to respond to the process of economic modernization.

**Statistical Facts in relation to the educational situation of the country:**

The cover of secondary education is around 35%, which means that more than a half million youths do not have access to this educational level. In the formal education of the middle level, 85% of the registration is concentrated in traditional modalities like commercial education and secretariat; only 15% of the careers are related to farming and industrial education.
The vocational-technical instruction is in need of technological bases that are required by the labor force in order to be included in the labor market. Although the offer in this area has been diversified, this has not been accompanied by an adequate curriculum and has not achieved its coherent and organized articulation inside the same, neither with the rest of the educational levels.

In the basic education, repetition, desertion and over age are factors that influence the level of schooling and the efficiency of the students. Most of the children that do not complete the primary education are repeating. Among the most important causes for this behavior are: the level of qualification and absence of the students associated to the poverty conditions of the families; lack of pedagogical materials; unactualized study plans, prevalence of the multilevel schools; shortage of qualified teachers; lack of preschool education.

Some of the indicators reflect that the public sector is less efficient than the private: the rate of repetition in the primary level is 9.7% in the public schools versus 2.9% in the private. In the secondary level it is 10.3% in the public schools and 8.7% in the private; and in the higher education it is 17% in the public sector (UNAH), almost two times higher than the private 8.8%.

In the last two centuries, the country reached important achievements in the increase of school cover, in the literacy rate and in the gross enrolment rate. However, it is noticed in the last three years that these indicators of access to education have been stemmed. This situation is of concern, because the aspects of access are getting complicated at the moment in which the topic of quality of education in the public sector is being considered.

A critical way to promote the human development to middle and long term is improving the quality of education that children receive during the preschool and basic education. In other words the quality of education would try to enable the students to achieve the learning of dispositions for complex thinking, for networking and for the citizen discernment.

In the countries with high rates of illiteracy like Honduras, the factors most outstanding in the diagnoses and that contribute significantly to the improvement of the quality of it are: opportunity to access it, to stay and graduate from school obtaining the certificate of study level; presence of qualified teachers; use of didactic materials and technologies of information, orientation of the teaching processes with standard programs pertinent for the learning; modernization of the educational management through a scheme of decentralization.

c) National Educational Situation

When recognizing the present overdemand that education and the human and productive development have, some diagnostical elements that reveal the deficits of the reality of the national education recover importance. In the proposal of transformation of the national education presented by the Secretary of Education (1999), it was expressed that “there is the necessity to integrally instruct the citizens in order for them to respond with efficiency and efficacy to the demands of a society that requires human resources apt to be incorporated into the competitive”.

The graduated students of the educational centres are not instructed to deal with new technologies related to the productive processes of the country.
The disarticulation of the curriculum in practice created difficulties for the graduated students to be inserted in the labor world and in the higher education.

This curriculum does not respond to the necessities of the students, of the family, of the community and of the country. It does not form with the future in mind. It is evident that there is absence of norms of institutional performance and teacher’s performance; also evident is an absence of an adequate evaluation system for the efficiency of the students and the rest of the elements that constitute a base of the education and learning process.

The educational system does not prepare in response of a sustainable development. The different productive activities of the country are made by personnel, that in its majority, have low qualifications, which makes it impossible to develop quality works.

In the sector of services, the country does not have qualified resources that elevate the exploitation of productive areas that can increase the gross national product (GNP).

The evaluation (as a fundamental element of the pedagogical process), has not been reviewed and re-established as a system that allows for the feedback of all the factors that intervene in the education, seen this as an element of permanent transformation in the society.

The educational system has not allowed substantial changes which promote the construction of fair relations between women and men. The implicit and explicit messages in the educational practices reaffirm the stereotypical roles of men and women, limiting the integral development of their capacities, especially the one of the women.

There is a limited application of the principle of inclusion and diversity in the present educational practice.

The inadequate initial formation and the deficient permanent formation of the teachers in service constitute fragile weaknesses of the national educational system.

Besides these structural deficiencies in the instruction, it is necessary to point out great deficiencies in the dominion of the scientific, pedagogical and technological contents, which makes the quality of the educational services more problematic.

The deficient educational quality is the essential problem of the system. This is reflected in the poor relevance and pertinence of the learning process; the high rates of repetition, desertion and reprobation (especially in the first three levels) and in the low performance and academic achievement of the students in all the educational levels.

The absence of teachers in the classrooms is significant. In the traditional primary education, from the 200 workable days per year, they only work 110 days, this being a bigger problem in the rural areas. Because of this it is necessary to apply the articles referred to teacher performance according to the law of the statute of the Honduran teacher and its regulation.

62% of the teachers of primary education teach in multilevel schools, which make supposedly a deficient quality in the attention and dedication given to the students.
Higher Education has not established an instruction system aimed at teachers for their own development.

These last qualitative facts are completed with the following quantitative information: in prebasic education 38.85% of the children with ages from 4 to 6 years are assisted, considering formal and non-formal education (Secretary of Education, 1999).

Primary Education (in which the State has been making its better effort), has a cover of 86%; the gross enrollment which includes children younger than 7 years and older than 13 years is 99.25%. An important part of the population (approximately 170,000 children) does not have access to primary education; 62% (approximately 100,000 children form this group) live in the rural area.

According to this report on Human Development in Honduras (2002), the literacy rate of adults is 74.6%, from which it can be deduced, that there is a 25.4% rate of illiteracy in Honduras.

However according to the facts of the BID in 1999, the country had an illiteracy rate of 27.3%, from which according to CNB, 84,088 youths and adults attended a total of 3,999 centres of illiteracy and basic education. 88% of the registration corresponded to the governmental sector and 12% to NGOs.

The cover of Special Education is only 0.1%, in spite of approximately 10% of the Honduran population having some kind of incapacity. The number of public institutions that assist special education is less than that compared to the number in the private sector. A great part of the institutions are located in Tegucigalpa and San Pedro Sula, leaving the rest of persons with special educational requirements without access.

The gross enrollment in middle education reaches 35%; however, the net enrollment (population between 13 and 18 years of age) is only 21.89%.

The Higher Education, which is directed and supervised by Universidad National Autónoma of Honduras (UNAH), and which produces professionals of high level, has a present cover of 9%.

The change of management implemented by the Secretary of Education and oriented towards deconcentration have not yet given the benefits expected. However, the departmental and district directions of education are in the process of achieving the level of efficiency required to provide educational services.

Nevertheless, there are some positive aspects that should be taken into consideration when initiating the process of transformation of the national education: There is a consensus in all the society to demand a diversified education in the framework of democracy, work and national identity.

The level of primary education has achieved a national cover. This represents the existence of a network of educational centres that covers almost the whole national territory, which makes it the educational level of major relevance in the country.

There is political will from the government to propel the educational transformation. The decision to decentralize the management of the educational system has a big importance for
the cultural pertinence of the curriculum; it is further supported by the cooperation of financial agencies, which help to transform the educational system.

Different processes have been developed, among which the following can be mentioned: elaboration of participative rural diagnoses, curricular arrangement in CCNN and Spanish (Project FEBLI), annual operative plans of educational center, Councils of community development, Sector Study of Education and Development published in 1997 and evaluation reports of learning achievements originated from national and international initiatives.

The most important experiences of innovation can be seen in the Schools of Quality and the Schools of Success, the community Technical Institutes of South Lempira, The National Centres of Education for work (CENET), the project Development of Education in marginalized urban communities of Honduras (DECUMH), the experiences of continuous education, the project Educatodos/IEQ-II, the project Let’s learn Mathematics and interactive radio, Project Mathematics of JICA, Pre-school Centres of non-formal education (CEPENF) and the National System of Distance Middle Education (SEMED).

All these projects constitute a substantial contribution, so that the state through the Secretary of Education takes a political decision to transform the national education giving priority to the curriculum, in such a way that responds to the ideal Honduran, this in the framework of the national, regional an world demands.

3.4.2. Tendencies in Youth and Adult Education in Honduras

a) Youth and Adult Education, from the Honduran National Framework to the Basic National Curriculum of Honduras

The coordination of the services of school education for youths and adults has traditionally belonged to the General Direction of Adult Education (DGAEA), better known since the restructuring of the Ministry of Education in 1997 as the General Direction of Continuous Education. The General Direction of Adult Education has traditionally operated through three basic programs: accelerated primary, functional education and the centers of popular culture. In 1995 the initial registration rate of the first quarter of the program of Accelerated Primary Education was 16,671 persons, the registration rate of adult functional education was 11,136 persons and the rate of the Centers of Popular Culture was 2,466 persons (DGAEA, 1996). Many NGOs collaborated with DGAEA in its programs of Accelerated Primary Education and Functional Education. According to facts from 1995, the NGOs attended 13.92% of the total of the registration of adult education, which in that year were 71,000 persons. (DGAEA, 1996).

On the other hand, some NGOs develop activities related to youth and adult basic education, which accomplish an important literacy work on the education for agricultural or industrial works, on the management of credit and others. The Secretary of Education together with the Secretary of Health produce works on Health Education as well.

In the Framework of the Educational Transformation, Youth and Adult Education is explained as follows:

The Basic National Curriculum (CNB), points out the initiation of a project of transformation of the national education, as a result of a participative effort of the Honduran
society which is developed through the Proposal of Transformation of the National Education presented by the National Forum of Convergence (FONAC).

The CNB is a normative instrument of national character that can be used as a framework to materialize the hopes of the society concerning the kind of men and woman that Honduras requires to satisfy the necessities of development of the social, economic and educational situation.

The CNB considers youth and adult education as one of the elements of the curricular adaptation for the attention to diversity.

This education is considered in the basic national curriculum as an educational modality that involves special actions oriented to three fundamental dimensions:

- **Functional Literacy**: for those persons that did not have access to the written culture and basic arithmetic. This activity is realized with the efforts of the State and the Civil Society, using different delivery forms of the educational service.

- **Basic Education of Adults**: it is developed from the fundamentals of the Basic National Curriculum and it is adequate to the particularities of the demanding population, but it should cover at least 70% of the plans and programs of official studies. The demand of this education will be satisfied through conventional and alternative systems.

  It will be possible to use as a methodology formal, non-formal and informal participation forms.

  The participants that graduate from this level will be able to access studies from the middle level in the public and private system.

- **The Middle education of adults**, made on the basis of the Basic National Curriculum, will be adapted to the peculiarities of the population. Will be preferentially oriented to the work instruction.

  The educational demand will be attended by means of conventional and alternative systems, under specific regulations given by the Secretary of Education.

  The youth and adult students which graduate from this level will be able to enter the level of higher education according to their norms.

  The labor qualification is a responsibility of the Centers of Popular Culture and the Center of Education for work. Its certification will be approved by the Secretary of education; for this effect, agreements with the National Institute of Professional Formation and with the official technical schools will be established.

b) Abstract of the Curriculum of Youth and Adult Education in Honduras.

**PRALEBAH: Program of Literacy and Youth and Adult Basic Education**
**Pedagogical Discourse**
Methodology: participative formal, non-formal, informal, sectorial, regional multi-sectorial, municipal local forms.

**Purpose:** Integral Teaching for the productive life through a flexible curriculum.

During the processes of literacy and education of youths and adults, it is intended a discourse that makes possible to exploit the self-esteem, reach the cultural identity, encourage the creation capacity, promote the self-managing spirit and fortify the vocational attitudes in local, regional and national function.

**Contents in the Modalities of the Program**

**Purpose:** Training of Adults in order to respond to the needs of the participants so that they can be inserted in the labor market, once the first literacy level is approved.

Creation of diversified and decentralized Workshop Schools. Workshops: dressmaking, carpentry, electricity, computation, bakery, bottle of fruits, poultry farms, fish hatchery, chicken breading.

**Purpose:** Training for the instructors of the PRALEBAH.

Agreements with the National Institute of Professional Training (INFOP), Project of Rural Development Central Orient (PRODERCO), Center of Education for Work in Yoro (CEITY), Centers of Popular Culture, in order to fortify the advising and training actions in occupational training aimed to the instructors of the program.

**Purpose:** To re-formulate the Curriculum of Adult Basic Education.

Basic Education: Teaching of reading, writing, calculus, and education for productive work.

**Resources for the support of the Basic Education**

**Purpose:** Creation of the Mentor Classroom in order to offer the participants distance courses and creation of five centers of learning resources (CRA).

Contents: Use and handling of the computer in the telematic communication. Courses in the administrative-technical area.

Offers through the classroom: access to internet, e-mail account, learning orientations, online evaluation systems, online study materials.

Offers through the CRA: resources and educational materials as back-up to the literacy process.

**Purpose:** Talk about the ethnic diversity and recognition of the multi-ethnic and multi-linguistic character of Honduras.

Elaboration of educational material translated to the native language (miquita and garifuna), besides Spanish.
Administration in PRALEBAH

- Multi-sectorial, local and regional participation.
- Administrative decentralization

Basic National Curriculum:

Attachment corresponding to the Adult Education included in the CNB, which will be applied as of 2004 in Honduras. Functional Literacy: for those persons that did not have access to the written culture and basic mathematics.

Adult Basic Education: it is developed starting from the basis of the Basic National Curriculum and is adapted to the peculiarities of the demanding population. The participants graduated from this level, can access middle level studies in the public and private system.

The Adult Middle Education is based on the Basic National Curriculum and could be adapted to the peculiarities of the population. It will be preferably oriented to the work training. The youth and adult students graduated from this level can join the higher educational level, according to its norms. The work qualification will be under the responsibility of the Centers of Popular Culture, Centers of Education for Work and others. The Secretary of Education will grant its certification; for this, agreements with the National Institute of Professional training (INFOP) and with the Public Technical Schools will be established.

c) Updated Information of the Educational Curriculum of the EDJA

The following information was the result of the workshop held in Tegucigalpa in July and whose subject matter was adult education

1. Up dating of the list of institutions that offer adult education:

   Governmental Institutions

   Secretary of Education:

   Central American Project of Literacy in: PROCAALFAH.
   Program of Basic Education of Youths and Adults in Honduras: PRALEBAH.
   Program of Education for Everyone in the Morazanican School: EDUCATODOS.
   Office of Continuing Education

   Non Governmental Institutions

   Alfacit
   Honduran Institute of Education On Radio IHHER
   World Vision
   Honduran Popular Action Culture: ACPH
   Adventist Agency of Resources for Development: ADRA
   National Agricultural Central of Honduran Peasants: CENACH
   Honduran Institute of Rural Development: IHDER
2. The Secretary of Education is responsible for the Program of Accelerated Primary Education for adults, which is held in the centers of nocturnal primary education (Nocturnal Schools) by elementary teachers graduated from Teacher Schools of the Country.

The study plan of Teacher Education contemplates the following subjects in the last years of studies: Direction of Knowledge as well as one of its units Adult Education. The subject matter developed in this unit is as follows:

- Basics of Adult Education.
- Active Participation in Processes of Communal Organization. Productive Processes and Literacy.

The Nocturnal Schools develop the following study plan:

<table>
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<tr>
<th>No.</th>
<th>Subject</th>
<th>LEVELS / HOURS</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>I</td>
</tr>
<tr>
<td>1</td>
<td>Human Instruction</td>
<td>2.5</td>
</tr>
<tr>
<td>2</td>
<td>Spanish</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>Mathematics</td>
<td>2.5</td>
</tr>
<tr>
<td>4</td>
<td>Natural Sciences</td>
<td>-</td>
</tr>
<tr>
<td>5</td>
<td>Studies</td>
<td>-</td>
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<tr>
<td></td>
<td><strong>Total week hours</strong></td>
<td>10</td>
</tr>
</tbody>
</table>

Each level has a year of duration. In the first level, a literacy task is developed. In the second and third level, literacy is consolidated and a solid cultural foundation of humanistic general instruction is developed. In the fourth level a link between the school and the secondary and/or vocational studies is established.

3. Teaching Methodology in the Literacy:

Presently two methods are used:

<table>
<thead>
<tr>
<th>METHOD</th>
<th>DESCRIPTION OF THE METHOD</th>
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<tbody>
<tr>
<td>The Psycho-social or method of normal or generating words</td>
<td>It is supported with the use of passbooks and overhead projector.</td>
</tr>
<tr>
<td>The Spanish abcd</td>
<td>Designed by Javier Quintero (Colombian), through the implementation of the PROCAALFAH.</td>
</tr>
</tbody>
</table>
4. Generalities of the Curricular Proposal of Youth and Adult Education according to CNB. Has not been approved yet.

Concept of Literacy:

   Essential Component of Basic Adult Education, oriented to obtaining and controlling values.
   Acquiring reading, writing and mathematic knowledge.

Curriculum Areas:
They constitute the knowledge of similar disciplines that are expressed through abilities, procedures and attitudes during the teaching-learning process.

The contemplated areas in the plan are the following:

   Natural Sciences  
   Communication  
   Mathematics  
   Science and Technology

Transversal Axes:
They are conceived as curricular elements that arise from the problematic of the local communities, persons, needs and interests of the students. The axes make the orientation of the objectives, contents and products proposed in the curriculum possible, facilitating an interdisciplinary focus and the development of curricular projects.

The axes considered in the national curriculum of basic education for adults are health, national identity, population, citizenship/democracy and environment.

Level Cycles:

   Cycle one: first, second and third level  
   Cycle two: fourth, fifth and sixth level.
   Cycle three: End of the Basic Education for Adults (EBA), consists of the seventh, eighth and ninth levels.

Texts of the Program:

First Level: Is oriented to the teaching of reading, writing and mathematic, conformed by two modules, two units and each one with three generating words.
Second Level: its content is oriented to the teaching of reading, writing, mathematics and the natural environment. Orientations are related to occupational instruction, which are made up of in each generating word, are added.
Third to Sixth Level: starts at the third level; the four areas of study that are developed are: natural sciences, communication, mathematics/science and technology in which the transversal axes are inserted.
National Curriculum of Basic Education

The Adult Middle Education will be adapted under this framework

Probable Curricular Structure of the Middle Education Level

Purposes and Principles of the National

Basic National Curriculum

National Curriculum of the Middle Education Level

Middle Education and its principles

Profile of the graduated student

Modality Scientific-Humanistic High School

Sectors: Farming, Industrial, Forest, Administration and Trade,
Arts and Sports, Health, Social Sciences

Modality technical-Professional High School

Scientific-Humanistic Training

Communication
(Mother Tongue, Spanish, Foreign Language, Artistic Education)

Mathematic
(Informatics)

Social Sciences
Ethic Training and Citizenship

Natural Sciences

Technology

Sport

Diversified Technological Training

Diversified Technological Education

Common to the Sector

Technical-Professional Education

According to the Speciality

Educational Standard and Abilities

Study Programs

Central Educational Projects
NATIONAL CURRICULUM OF BASIC EDUCATION
The present Curriculum of Adult Basic Education will be adapted under this framework
Probable Curricular Structure of the Basic Education Level

**PURPOSES AND PRINCIPLES OF THE NATIONAL EDUCATION**

**Basic National Curriculum**

**NATIONAL CURRICULUM OF THE BASIC EDUCATION LEVEL**

**Basic Education and its Principles**

**Profile of the graduated students**

**CYCLES**

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</thead>
</table>

**CURRICULAR AREAS**

- Communication (Mother Tongue, Spanish, Artistic Education)
- Mathematic (Informatics)
- Social Sciences Ethic Training and Citizenship
- Natural Sciences (Technology)
- Sport

- Communication (Mother Tongue, Spanish, Foreign Language, Artistic Education)
- Mathematic (Informatics)
- Social Sciences Ethic Training and Citizenship
- Natural Sciences (Technology)
- Sport

- Communication (Mother Tongue, Spanish, Foreign Language, Artistic Education)
- Mathematic (Informatics)
- Social Sciences Ethic Training and Citizenship
- Natural Sciences
- Sport

**Educational Standard**

**Study Programs**

**Central Educational Projects**

**Technical Education**
3.4.3. Previous Experiences Developed in Youth and Adult Education in Honduras

According to the report provided by UNESCO in 1999, the following EPJA projects were developed; some of them are still in development:

a) Facilitators of the Program "Learning without Frontiers"

In 1999 and according to a report of UNESCO, the program "Learning without frontiers" was created; its educational conception is the permanent education for everyone, groups of all the ages, without exclusions. The purpose of the program is to help the students in the learning process to realize useful and concrete things for their lives and work. This learning process is complemented with others that were already looking for the access of the participants to information and to knowledge to be complete in the dimensions of human life and construct a pacific living together with others. This program existed with the support of UNESCO, INICE and the Secretary of Education.

b) Project Education For Work (POCET).

This project was initially conceived as a methodological focus of adult education in its expression Education for Work; this last can be defined as a permanent and continuous process of non-formal adult education. After the phase of experimentation, this project became a pragmatical and physical structure (CENET), whose basic mission was to continue with POCET. At the present CENET has the following areas of work: Labor Training, Education/Training, Gender, Environment, Production and credit, Methodological Development and Systematization, Municipal fortification, Instrumental Education and Education for work. It exists within the geographical areas of Comayagua, La Paz, La Esperanza, Lempira and Santa Bárbara.

c) Production Project in Vocational Schools in Honduras (PCOVH).

This project promoted by the Secretary of Education, linked technical education with production. Its purpose was to facilitate the transition from the instruction culture to the culture of technological education in harmony and relationship with the productive work, exploiting the quality of the technical education, in order that this can be more competitive in the globalized markets.

Any compiled documentation showing that this project is working was found.

d) Support Project to the Professional Instruction in Honduras (AFOPH)

This project was a guide to the improvement of the professional competencies and to the socioeconomic development of the country, through the improvement of the system of
professional instruction of Honduras, starting from the necessities of priority qualification and the installed capacity in the instruction sector.

This project was proposed for 4 years, and it was executed by means of an agreement between the Secretary of Education, the Technical Secretary of International Cooperation (SETCO) and INFOP.

Any compiled documentation showing that this project is in effect was found.

e) Project South Lempira (PROLESUR).

This project was initiated with the purpose to improve the life conditions of the population located in the south of the State Lempira, to begin a process of sustainable development, to increase the productivity of the zone and to improve the quality of life by reducing the process of environment destruction.

This program is at present being carried out as a permanent program.

3.4.4. Main Institutions Responsible for Youth and Adult Education in Honduras Year 2003.

Specific Actions

With the Centers of popular culture, a program of occupational order that provides graduated persons of adult education with a semi-qualified occupation, DGAEA has entered an area in which The National Institute of Professional Instruction (INFOP) and the Consultant Center for Development of Human Resources of Honduras (CADERH) operate. INFOP, that started working in 1973, prepares labor for the modern sector of industry. It offers training to adolescents and youths in semi-qualified occupations of the agricultural sector (farming, forestry, cattle raising, fishing and agriculture administration), industrial sector (masonry, graphic arts, craftsmanship, food, carpentry, cabinetwork, electricity, electronics, tanning, plumbing, manufacturing and bottling of food, mechanics, bakery, refrigeration, etc.), and the sector of trade and services (personnel administration, bank, trade, accountancy, hotel management and tourism, sales, etc.). CADERH supports the enterprise sector through programs of personnel training, assists vocational and technical centers that serve in the instruction of technicians and acts as a link between the private sector and the educational institutions in order to attend to the requirements of the productive companies and of the services of the country. One of the fundamental elements of the offer of CADERH is their exams of occupational certification. CADERH has tests of occupational certification in industrial mechanics, electricity, solder, automotive mechanic, accountancy, design and cabinetwork. CADERH dates back to 1984. As in INFOP, the Directive Council of CADERH is integrated by a tripartite representation (entrepreneurs, workers, and government). The offer of INFOP exceeds the one of CADERH. Between 1973 and 1998, INFOP registered 220.759 students in programs of instruction in the agricultural sector, 194.745 in the industrial sector and 268.497 in the trade and service sectors.

In the next part of this work, two important institutionalized activities are described, adult literacy by PRALEBAH, and professional instruction by INFOP.

a) PRALEBAH: Program of Literacy and Basic Education of Youths and Adults.
PRALEBAH is a program that arose as a response to the high rates of illiteracy of Honduras. It is directed to that part of the population excluded from the national educational system and its purpose is to actively contribute to the attack on poverty by means of increasing literacy, basic education and labor training of the participants.

This project is developed with the support of different entities:

**Spain**: AECI: Agencia Española de Cooperación Internacional, entidad financiera. The Board of Extremadura, El Ministerio de Educación, Cultura y Deporte, which participates by directing, financing and giving technical Counseling to the program.

**Internationals**: OEI: Organización de Estados Americanos, in charge of the management and administration of the program. Receives 8% of the donation funds contributed by AECI.

**Counterpart**: The Secretary of Education of Honduras contributes with technical personnel necessary for the General Direction of Continuous Education of Honduras and for the Departmental Directions.

This program is designated to attend to the geographical states of: Atlántida, Colón, El Paraíso, Gracias a Dios, Olancho and Yoro (See map of influence zone: Attachment 1). It was initiated in 1997 to 2000 and continued from the 1st of January 2001, with a proposed conclusion on the 31st of December 2003, which indicates a continuation of 36 months.

**Records of the Program:**

It was initially planned to develop in two phases:

**First**: from 1997 to 1999, extending it until 2000 in order to dissimulate the effects of the Mitch hurricane and contribute to the national reconstruction.

**Second**: 2001 to 2003: still working.

The results of the first phase (1997 to 2000) which justified its continuation are detailed in the following chart:
Table 38: PRALEBAH achievements during its implementation in the period from 1997 to 2000

<table>
<thead>
<tr>
<th>Description</th>
<th>Achievements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population assisted</td>
<td>110,966 persons had been assisted. This is 49,966 more than the fixed goal. The literacy level was overcome in 90,215; this represents 82% and not the 60% as was expected.</td>
</tr>
<tr>
<td>Basic Education</td>
<td>Has been overcome by 11,566 persons, exceeding the goal of 7,276.</td>
</tr>
<tr>
<td>Illiteracy Indicators</td>
<td>From 1997 to 2000 the illiteracy rate in the influence zone of PRALEBAH was reduced</td>
</tr>
<tr>
<td>Occupational Instruction</td>
<td>Started in 1988 and has trained until December 2000, 1449 persons in 49 workshops.</td>
</tr>
<tr>
<td>Centers of Resources</td>
<td>4 centers of resources have been implemented, one more as it was provided. Its function is the training of 3,500 persons among coordinators, promoters, facilitators, that have worked for the program, as well as 2,000 participants among the field personnel and collaborators</td>
</tr>
<tr>
<td>Administrative Technical Structure</td>
<td>A technical group for the Secretary of Education was created. A team with 4 promoters and facilitators for each geographical department was established.</td>
</tr>
<tr>
<td>Educational Curriculum</td>
<td>Participation in the reformulation of the integrated curriculum of literacy and basic education, in order to achieve its validation and implementation within the transformation of the Honduran educational system.</td>
</tr>
<tr>
<td>Others</td>
<td>DIGEC (General Direction of Continuous Education) has worked since September 2000. It is the first mentor classroom of Central America, and it trains 50 persons.</td>
</tr>
</tbody>
</table>


This program has international recognition by means of the HONORABLE MENTION OF THE NOMA AWARD granted by UNESCO in 1999.

The Secretary of Education has initiated processes to integrate PRALEBAH within the strategy of struggle against poverty and national reconstruction after the MITCH hurricane.
The objectives and results of the program until the present time are presented in the following charts:

Table 39: Objectives and Indicators of the Program at the Present Time

<table>
<thead>
<tr>
<th>GLOBAL OBJECTIVE</th>
<th>SPECIFIC OBJECTIVE OF THE PROGRAM</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Global Objective of Development:</strong> To improve the literacy, basic and labor training rates in order to contribute to the improvement of the life conditions.</td>
<td></td>
</tr>
<tr>
<td>Description: developed as an intensive action of literacy, basic education of youths and adults, and labor training which can contribute to the reduction of illiteracy rates in the states of influence of the program and reach a demonstrative effect for the rest of the country within the strategies that struggle against poverty.</td>
<td></td>
</tr>
</tbody>
</table>

Indicators, approximate values:
- 70% of the attended population finished at least one school year.
- 25% reduction of the illiteracy rate in 6 States of the zone of influence.
- 25% of the attended population overcome the primary education.
- 5% of the attended population has received labor training.

**Verification Sources:** Attendance facts, tests passed.

**Hypothesis:** To maintain the actual educational policy of Government.

| Specific Objective of the Project: To increase the number of literate persons, with basic education and elemental labor training. |
| Indicators: |
| - 63,393 literate persons. |
| - 21,662 persons have obtained the basic education title. |
| - 4,500 persons have received basic labor training. |

**Verification Sources:** Official certifications extended by the Secretary of Education.

**Hypothesis:**
- The migratory changes are maintained in the present percentages.
- The beneficiaries keep an interest for the model.
<table>
<thead>
<tr>
<th>RESULTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>-63,393 literate persons</td>
</tr>
<tr>
<td>-21,662 persons with a primary title.</td>
</tr>
<tr>
<td>-Reduction by 25% of the illiteracy rate in the zone of influence of PRALEBAH</td>
</tr>
<tr>
<td>-4% women’s participation.</td>
</tr>
<tr>
<td>-The Secretary of Education integrates PRALEBAH in its departmental structures and in a central level</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicators, approximated values:</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Rate of Attendance</td>
</tr>
<tr>
<td>-Evaluation Tests</td>
</tr>
<tr>
<td>-Commission of necessary personnel.</td>
</tr>
<tr>
<td>-Elaborated Study Plans</td>
</tr>
<tr>
<td>-Statistical Facts</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sources of Verification:</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Official Registers of the Secretary of Education</td>
</tr>
<tr>
<td>-Comparison of initial and final tables.</td>
</tr>
<tr>
<td>-Report of municipalities.</td>
</tr>
<tr>
<td>-Lists of the Secretary.</td>
</tr>
<tr>
<td>Official Dispositions of the Curriculum</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Hypothesis:</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Existence of need statistical procedures</td>
</tr>
<tr>
<td>-Continuation of the process of educational decentralization</td>
</tr>
</tbody>
</table>

Cost of the Program during the Implementation phase and Total Costs projected from 2001 to 2003

**Table 41: Costs of the Program PRALEBAH**  

<table>
<thead>
<tr>
<th>PHASE</th>
<th>Budget Implementation according to OEI</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First</strong> 1997 to 2000 donations and contributions</td>
<td>Proposal of Costs for 2001 and Projection for 2003</td>
</tr>
<tr>
<td><strong>Persons attended in the first phase</strong></td>
<td>The exchange rate used is 12.38 pesetas per lempira, calculating according to the current conversion rate of the euro/dollar on the 7.11.00</td>
</tr>
<tr>
<td>-110,966.00</td>
<td></td>
</tr>
<tr>
<td>Average cost per person in lempira:</td>
<td>The constituent agreement assigns an annual sum of 350 millions pesetas. Because of possible variations in the price quotation peseta/euro/dollar/lempira, an adjustment of the annual operative to the available quantities could be necessary.</td>
</tr>
<tr>
<td>Lempira: 514.08</td>
<td>Not included is the present contributions made by the Secretary of Education and the Ministry of Education, Culture and Sport form Spain.</td>
</tr>
<tr>
<td>Pesetas: 7,027.44</td>
<td></td>
</tr>
<tr>
<td>Euros: 42.24</td>
<td></td>
</tr>
<tr>
<td><strong>Second Year 2001</strong> Donation and Contributions Funds</td>
<td>The budget consists of 4 chapters:</td>
</tr>
<tr>
<td><strong>Persons attended in the second phase year 2001:</strong></td>
<td>Personal Expenses</td>
</tr>
<tr>
<td>48,310.00</td>
<td>Common Expenses</td>
</tr>
<tr>
<td>Average cost per person</td>
<td>Financial and banking expenses</td>
</tr>
<tr>
<td>Lempira: 689.92</td>
<td>Implementation of the program</td>
</tr>
<tr>
<td>Pesetas: 9431.15</td>
<td>Total for the year 2001 at the present rate of exchange:</td>
</tr>
<tr>
<td>Euros: 56.68</td>
<td>Lempira: 26,277,061</td>
</tr>
<tr>
<td></td>
<td>Dollars: US$ 1,695,294. 26</td>
</tr>
<tr>
<td></td>
<td>Euros. 1,955,356. 70</td>
</tr>
<tr>
<td></td>
<td>Pesetas: 325,332,247. 59</td>
</tr>
<tr>
<td></td>
<td>8% OEI on the donation funds.</td>
</tr>
<tr>
<td></td>
<td>For the second phase: the cost is estimated at (in pesetas):</td>
</tr>
<tr>
<td><strong>Lempira</strong></td>
<td><strong>Pesetas</strong></td>
</tr>
<tr>
<td>57,045,165.98</td>
<td>779,807,418.95</td>
</tr>
<tr>
<td><strong>Euros.</strong></td>
<td><strong>Pesetas</strong></td>
</tr>
<tr>
<td>4,686,905.99</td>
<td>779,807,418.95</td>
</tr>
</tbody>
</table>

*Source: PRALEBAH: documentos Rectores, II Fase, 2001. Pag. 20*
The Secretary of Education of Honduras assumes 25% of the budget in 2001, 50% in 2002, and 75% in 2003.

AECI and the Board of Extremadura assume 75% in 2001, 50% in 2002 and 25% in 2003.

The MECD of Spain assumes the salary expenses of the technical direction, with an average sum of 16.6 million pesetas in the year. The Secretary of Education of Honduras assumes the salary expenses of the central technical team.

The figures correspond to the accountable system of O.E.I, unique administrator of the Program which is why the distribution per entry of each financial institution is not included.

**Attached facts of interest corresponding to the period 2001-2003.**

The Secretary of Education of Honduras progresively assumes since 2001 the finance of the program.

In order for the program to work, there is a personnel assigned to the Secretary of Education in a central and departmental level, the personnel is contracted with the funds of PRALEBAH.

The Centers of popular culture, created by the Secretary of Education of Honduras, have been fortified to be transformed into workshop schools.

The studies of the students of the program are certified by the Departmental Directions of Education.

For the occupational instruction component, the Secretary of Education and the Institute of Professional Formation (INFOP) signed an agreement with the purpose to train the instructors of the different workshops. According to the abilities acquired by the students, the habilitation or complementation acquired in the training is certified.

The general direction of Continuous Education, in the framework of transformation of the National Educational System and in accordance with the CNB, has elaborated the Curricular Efficiencies of the Basic Education of youths and adults. According to those documents, the texts of PRALEBAH were redacted, this done with the purpose of distributing them in the official schools in which the youths and adults are present.

The physical space of the centers of learning resources has been increased and a square for the coordinator of the center has been designated. The mentor classroom at a central level is used to prepare technicians of the direction in different themes.

PRALEBAH has agreements with different institutions like ASHONPLAFA (National Association of familial Plannification) for the training of the promoters in: preventative health, environmental sanitation, family plannification or other themes of interests. An agreement with the project of Rural Development PRODERCO Orient Center was signed; this project depends from the Secretary of Agriculture to train promoters in farming techniques.

Both entities dedicate special attention to the promotion of the woman.
Results of the maintenance study of the program for the year 2001

PRALEBAH was institutionalized and consolidated in the second appropriation phase of the program. The beneficiaries are persons between 13 and 49 years of age. The beneficiaries act as promoters of the program. As a consequence of the interest of the beneficiaries, especially of the women, a reduction of school desertion in the compulsory primary education of their children was noticed. During the first phase 48% of the participants in literacy and basic education programs have been women. 68% have been in labor training. However the rates do not express the positive impact of the program in the promotion of women equality. 48% of participation signifies a reduction two times higher of the illiteracy rate of women compared to men. Indirect Benefits are the raising of women’s self-esteem and the direct participation of women in the community and in the education of their children. The labor training has been in traditional areas, there is a supposed reduction in the dependency level with respect to men, since the women possess more economical autonomy. The elemental labor training has been of great help to avoid extreme poverty. The didactic material is elaborated in terms of gender equity.

National Institute for Professional Instruction: INFOP

The National Institute for Professional Instruction is the national entity responsible for developing the non-formal education in Honduras, this point is included to describe the vision, mission and statistics related to the programs of formation implemented in 2002.

INFOP has as a vision to become the leading institution in the instruction of human resources; its mission is to instruct the human resources as a function of the real necessities facing the new millennium, with scientific processes and modern technology contributing to the development of the country.

The institutional objective of INFOP is to contribute to the increase of the national productivity and to the economic and social development of the country through the establishment of a national system of professional instruction for all the sectors of the economy and for all the levels of employment, according to the national plans of social and economic development and the real necessities of the country. As a consequence, INFOP controls, supervises and evaluates the activities directed to the professional instruction at a national level.

For the year 2002, the budget of the institution was 289.3 million lempiras. In respect to the human resource that works at the entity, this year there were 1,262 employees, from which 487 were teachers and 122 technicians.

INFOP develops programs of training, professionalization and actualization with the help of the collaboration centers (Instruction academies, etc.)

In 2002, INFOP had as a goal to train 105,922 people in the following economic sectors: Industry, Agriculture, Trade, and Services (entrepreneurial, clerical and touristic) from which 89,904 persons were certified (84.9%). The initial goal was not fulfilled because of the budget reduction, administrative changes, salary increase and because the collaboration centers did not start their actions in the intended dates.
Table 42: Actions made on the national scale by Economic Sector and Geographical Region

<table>
<thead>
<tr>
<th>Sector</th>
<th>Participants</th>
<th>M</th>
<th>W</th>
<th>Region</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural</td>
<td>33,371</td>
<td>19,732</td>
<td>13,639</td>
<td>Central</td>
<td>41,090</td>
</tr>
<tr>
<td>Industrial</td>
<td>15,916</td>
<td>12,064</td>
<td>3,852</td>
<td>Northeast</td>
<td>28,392</td>
</tr>
<tr>
<td>Trade and Services</td>
<td>40,617</td>
<td>17,152</td>
<td>23,465</td>
<td>Atlantic Littoral</td>
<td>16,592</td>
</tr>
<tr>
<td>Total</td>
<td>89,904</td>
<td>48,948</td>
<td>40,956</td>
<td>South</td>
<td>6,715</td>
</tr>
</tbody>
</table>

**Source:** Evaluación de la Gestión Institucional 2002, Pág. 37/39. INFOP

Table 43: Actions made by Instruction Mode in 2002

<table>
<thead>
<tr>
<th>MODE</th>
<th>Total Participants</th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complementation</td>
<td>56,378</td>
<td>29,356</td>
<td>27,022</td>
</tr>
<tr>
<td>Informative</td>
<td>16,152</td>
<td>8,407</td>
<td>7,745</td>
</tr>
<tr>
<td>Habilitation</td>
<td>8,660</td>
<td>5,478</td>
<td>3,182</td>
</tr>
<tr>
<td>Technical Assistance</td>
<td>4,667</td>
<td>2,933</td>
<td>1,734</td>
</tr>
<tr>
<td>Advice</td>
<td>828</td>
<td>418</td>
<td>410</td>
</tr>
<tr>
<td>Individual Formation/CEFEDH</td>
<td>710</td>
<td>383</td>
<td>327</td>
</tr>
<tr>
<td>Education for Work</td>
<td>1,352</td>
<td>956</td>
<td>396</td>
</tr>
<tr>
<td>Certification for Competence</td>
<td>261</td>
<td>260</td>
<td>1</td>
</tr>
<tr>
<td>Learning in Centers</td>
<td>447</td>
<td>438</td>
<td>9</td>
</tr>
<tr>
<td>Dual Learning</td>
<td>21</td>
<td>21</td>
<td>0</td>
</tr>
<tr>
<td>Following</td>
<td>144</td>
<td>140</td>
<td>4</td>
</tr>
<tr>
<td>Distance Formation</td>
<td>8</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Dual Complementation</td>
<td>116</td>
<td>116</td>
<td>0</td>
</tr>
<tr>
<td>Cier</td>
<td>160</td>
<td>136</td>
<td>24</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>89,904</strong></td>
<td><strong>48,948</strong></td>
<td><strong>40,956</strong></td>
</tr>
</tbody>
</table>

**Source:** Evaluación de la Gestión Institucional, 2002, Pág.38. INFOP

The total amount of participants taking part in INFOP numbered 89,904; it is important to point out that there are some actions that were not quantified at the moment of elaborating this report and which are conceded through the program of farming mechanization, popular workshops and Centers of Industrial Professional Instruction. There are also actions under agreements signed by INFOP which are not registered, since the expenses are assumed by the counterpart. There are actions implemented by punctual instructors, which are not counted, because they are made with equipments and manuals of the institution, but paid by the benefited company, together with this, the number of participants in the programs of instruction of the INFOP ascend approximately to 97,000 persons.

It is important to point out that CADERH is one of the collaborative centers of INFOP.
Chart of performance projects of EPJA, according to the report of the Secretary of Education, year 2002.

According to the reports given by the Secretary of Education of Honduras, present performances of projects designated to youth and adult education are described in the following chart:

**Table 44: EPJA Projects fulfilled until 2002**

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
<th>Cover</th>
<th>Beneficiaries</th>
<th>Duration</th>
<th>Finance U$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transformation of the National Education, third cycle of basic and middle education</td>
<td>Improve the quality of education with the following components: -Transformation of the third cycle of rural education. -Institutional fortification for the transformation of education</td>
<td>National</td>
<td>Youths of the third cycle of basic and middle education</td>
<td>Started: June 2001, Finalized: June 2006</td>
<td>Total 29,600,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>External Funds: 23,000,000 Loan from BID 6,500,000 Nórdico National Funds: 100,000.00</td>
</tr>
<tr>
<td>Support to alternative programs of basic education and third cycle basic education</td>
<td>Support the effort of the Honduran Government to improve the quality of basic education and to increase the school level in the population of the country in the zone of influence.</td>
<td>National: Atlántida, Yoro, Choluteca, Colón, Cortes, El Paraíso, Francisco Morazán, Intibucá, La Paz, Lempira, Olancho. 18 Municipalities of the south of the state (Lempira), 82 communities on the border with El Salvador.</td>
<td>Children and youths from 35 centers of basic education</td>
<td>1999-2001</td>
<td>Total 4,395,281.97</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>External Funds: 3,944,487.89 Loan BID National Funds: 450,803.08</td>
</tr>
<tr>
<td>Rural Development of the South of Lempira. Curricular implementation in the community technical institutes of Lempira</td>
<td>Improve the level of the rural population of the south of the state (Lempira) through pilot programs of curricular implementation in 5 institutes of community technical education in the following themes: Management and Conservation of Natural Resources, water, soil and forest typical of the dry tropical weather. Systematize services of formal and non-formal education using community and institutional coordination.</td>
<td>18 Municipalities of the south of the state (Lempira). 82 communities on the border with El Salvador.</td>
<td>Teachers, Students parents.</td>
<td>Started: 1996, Finalized: 1998.</td>
<td>Total 7,986,000.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>External Funds: 6,930,000. Donation of Holland National Funds: 1,056,000.</td>
</tr>
<tr>
<td>Name</td>
<td>Description</td>
<td>Cover</td>
<td>Beneficiaries</td>
<td>Duration</td>
<td>Finance U$</td>
</tr>
<tr>
<td>------</td>
<td>-------------</td>
<td>-------</td>
<td>---------------</td>
<td>----------</td>
<td>-----------</td>
</tr>
<tr>
<td>Development of Education in marginal urban communities of Honduras (DECUMH)</td>
<td>Respond by means of education to the necessities of the community, through the fortification of the interaction between school and community. One of its actions is the reincorporation of illiterate youths and adults to a process of personal development</td>
<td>2 to 3 marginal-urban zones of the cities Tegucigalpa, Comayagüela, Choluteca, Choluteca, San Pedro Sula, Puerto Cortes, Santa Rosa de Copán, Danlí, El Progreso, La Ceiba.</td>
<td>Youths that have not had access to education or that have quitted</td>
<td>Finalized: 2004</td>
<td>Total 7,269,230.70</td>
</tr>
<tr>
<td>Support to the Education for work 2000 (CENET)</td>
<td>Improve the quality of life of the most sensible persons and develop production capacities</td>
<td>Comayagua, La Paz and Intibucá</td>
<td>- Cooperatives. - Poor Communities. 100 physical projects and consume stores. -20 groups of cattle raisers peasants</td>
<td>Started: 1 / 1997 Finalized: 12 / 2001</td>
<td>National Funds: Total 1,294,574.00</td>
</tr>
<tr>
<td>Project: ABCD</td>
<td>Contribute to the reduction of illiteracy by means of using techniques and methodologies applicable to youth and adult education.</td>
<td>Sates: Colón, Cortes, Intibucá and Francisco Morazán</td>
<td>Youths and Adults from the communities and from the educational centers selected</td>
<td>Started: 1998 Finalized: 2001</td>
<td>Donation Total 180,000.00 Taiwan y CECC</td>
</tr>
</tbody>
</table>

**Source:** Cuadros Resúmenes Proyectos en Ejecución. Dirección de Cooperación Externa. Secretaria de Educación. Septiembre, 2002
<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
<th>Cover</th>
<th>Beneficiaries</th>
<th>Duration</th>
<th>Finance U$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Synthetic fortification of basic education</td>
<td>Among its actions are: improvement of health and school and community hygiene</td>
<td>Guinope</td>
<td>1,700 parents</td>
<td></td>
<td>Donation: Total 3,629,422.75 JICA, Technical Mission of Japan.</td>
</tr>
<tr>
<td>Regional Project for the reconstruction of Central America</td>
<td>Among others, boost education and vocational training</td>
<td>Olancho, Francisco Morazán, El Paraíso, Colón, Valle, Gracias a Dios</td>
<td>Students of technical and vocational education</td>
<td>Started: 1999 Finalized 2002</td>
<td>Donation of European Union: 250,000.00 EUROS</td>
</tr>
</tbody>
</table>

**Source:** Cuadros Resúmenes Proyectos en Ejecución. Dirección de Cooperación Externa. Secretaria de Educación. Septiembre, 2002
Chart of NGO’s that contemplate the EPJA for the year 2002, according to FOPRIDEH.

The following chart presents the NGOs and organizations that work towards the development of youth and adult education. This information according to the facts provided by FOPRIDEH, which affiliates institutions that promote the development in Honduras.

Table 45: Non-governmental Organizations that work on Youth and Adult Education in 2003

<table>
<thead>
<tr>
<th>ORGANIZATION</th>
<th>DESCRIPTION OF THE WORK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hermandad de Honduras (HNH)</td>
<td><strong>In coordination with the following organizations:</strong> Interamerican Bank of Development - BID; American Agency of Development - AID; PNUD; Interamerican Foundation; José María Covelo Foundation; Italian Cooperation; Kingly Embassy of the Netherlands; Honduran Fund of Social Investment - FHIS</td>
</tr>
<tr>
<td>Lines of work: Health; AIDS; basic sanitation; Farming; Parcelas demostrativas; Level Curves; House; Civil rights; basic services; Citizen Participation; Local Development; Woman and Gender; Diffusion of the Code; Childhood and Youth; Diffusion of the childhood’s code; Education; Preschool Education; Adult Education; Micro companies; Annual Expofair and training; rural development; Environment; Productive Sectors; Appropriate Technology; cattle raising; Forestation; Local Development; Credit for the development.</td>
<td></td>
</tr>
<tr>
<td>Area of Influence: Ocotepeque; Copán; Lempira; Santa Bárbara (partially); Intibucá (partially)</td>
<td>Implementation of the following projects:</td>
</tr>
<tr>
<td>IHER. The Teacher at Home</td>
<td>Basic (primary and middle) distance education through the radio and with the support of didactic materials. Youth and adult population that have not achieved their basic education.</td>
</tr>
</tbody>
</table>

- Citizen Participation and Justice Administration;
- Training for Maintenance of Infrastructural Works, **Area of Influence**: State. Ocotepeque; Municipy: San Francisco; Type of beneficiary: settlers; Direct Beneficiaries: 600; Indirect Beneficiaries: 9,000.
- Training for Maintenance of infrastructural works, **Area of Influence**: State. Copán; Municipy: La Labor; Type of beneficiary: settlers Direct Beneficiaries: 600; Indirect Beneficiaries: 9,000.
- Integral Human Development; State: Lempira; Municipy: Guarita; Type of beneficiary: settlers; Direct Beneficiaries: 3,000; Indirect Beneficiaries: 2,000.
- Financial support for the rehabilitation of agricultural micro companies; State: Ocotepeque and Lempira. Type of beneficiary: peasants; Direct Beneficiaries: 300; Indirect Beneficiaries: 1,500.
<table>
<thead>
<tr>
<th>ORGANIZATION</th>
<th>DESCRIPTION OF THE WORK</th>
</tr>
</thead>
</table>

**Area of work:** Productive Activities; Literacy; Training Centers; Credit; Participation Quotas; Community Development; Economic Development; Family Development; Local Development; Adult Education; Education/Training; Employment; refundable Funds; Gender; Micro company; Women; Poor Women; Childhood; Promotion of the Woman; Health; Work; Communal Banks; ; Training for women; Literacy; Diffusion of Technologies; Net Organizations.

**Zone of Influence:** Francisco Morazán; Comayagua; La Paz

**Source:** Bases de Datos IXCHEL. FOPRIDEH. Tegucigalpa. 2003.
Annex 6: Bibliography


Evaluación de la Gestión Institucional del INFOP. Tegucigalpa. 2002

Online references.

http://www.foprideh.org.hn


http://www.oei.es/pralebah.htm

3.5. The Commonwealth Caribbean: The Cases of Jamaica and Trinidad and Tobago.

Introduction

As is the case of most of the non-English speaking Caribbean, Commonwealth Caribbean adult education is offered in a formal and non-formal strategy through Governmental institutions and NGO's, and the School for Continuing Studies (SOCS) of the University of West Indies (Being this the most extended extramural service in the English speaking Caribbean). Formal Adult Education is pursued by participants preparing for a career or by those interested in upgrading their occupational skills.

Non formal adult education is pursued through cultural classes and lectures in the creative arts, language and literature, modern languages, social studies, mathematics business studies, social work, preschool training and courses on labor education offered by SOCS or through craft courses provided by the different line Ministries and NGO's. Adult Literacy is a significant problem in most countries apart from Trinidad & Tobago and Barbados.

The Jamaica movement for the Advancement of Learning (JAMAL) has been doing pioneering work in the region in dealing with illiteracy since the 1970's.

Remedial programmes run by governments and NGO's is a common feature in the sub-region, thus providing skills for access and meeting the requirements of training and further education in the formal sector. There is an important array of demand by unemployed youth for technical vocational training, which is offered by employers, churches and trade union worker's colleges.

The Caribbean Regional Council of adult Education (CARCAE) was established in 1978 within the realm of ICAE (International Council of Adult Education). It remains as a promotional organization with participation of NGO's of the sub-region and provides guidance and support to the overall process of adult learning. The links of these sub-region are obviously open and integrated to the rest of the Caribbean basin.

Despite the linguistic and economic diversity amongst these countries, there are certain features which make the Caribbean region sufficiently similar, but distinct from the rest of Latin America, to seek to formulate a common Caribbean Education Strategy. These include their primarily small population (21 million) and land area; relatively new states, except for Haiti and the Dominican Republic; limited natural resources; a high level of dependency on international forces; economic vulnerability; fragile ecosystems; and frequent natural disasters. These characteristics, specifically "smallness", "limited resources", "economic vulnerability" translate inter alia into strong external influences on policy formulation, fairly restrictive opportunities for economic growth, limited markets, difficulties in achieving economies of scale, and considerable resource constraints- human and financial.

Today, Caribbean countries are grappling with high levels of crime and delinquency, some of this associated with narco-trafficking, large numbers of out-of-school under-educated youth, growing social and economic inequities, and high unemployment. This is testimony to the weak economies. In addition, there are concerns regarding the rapid spread of the Human Immunodeficiency Virus (HIV), as well as health and nutritional issues particularly amongst the lower socioeconomic groups.
Widening disparities in educational attainment among the different socioeconomic groups reinforce and contribute to the increasing stratification in the societies with the attendant social ills. At the primary level, repetition rates are low and completion rates are close to 100% in most of the English-speaking countries which is largely due to a policy of automatic promotion. Based on the proportion of students placed in remedial classes at the secondary level, however, approximately 25 to 30% do not acquire the basic cognitive skills to benefit from education at that level. Some of this under-achievement is due to poor attendance, particularly in remote communities; some to failure of the school system to diagnose learning difficulties, and some to inadequacies in the teaching and learning process. An increase in the number of persons with secondary qualifications is clearly imperative.241 Besides the cognitive skills, today's worker must possess appropriate attitudes to the world of work, and sound communication skills.

A recent study conducted in the Region by the Industrial Development Organization (UNIDO) identified attitudinal and communication deficiencies in employees in the industrial sector.242 In terms of gender equity, both boys and girls have equal access, but there is growing disparity in participation rates between boys and girls at the secondary and tertiary levels. Fewer boys gain a place at secondary level where there is competition for places. They perform less well and there is a higher attrition rate than girls. (See: Table: Jamaica, Literacy facts and evolution.) As a consequence, they are outnumbered by girls at the tertiary levels. The ratio at the University of the West Indies (UWI) is 67:33 in favor of females. Recent studies on gender emphasize the need for measures to be taken to promote the motivation of boys and higher levels of performance. It should be noted that although participation rates and achievement are higher for girls, there is still the tendency for girls to pursue the traditional "female" subjects and avoid technical subjects. Although the trend is changing, as yet, not all girls are choosing to study non-traditional subjects. In this report we discuss two countries of the sub-region that show rather diverse developments in terms of social, economic and educational developments. The case of Jamaica and Trinidad & Tobago.

3.5.1. Jamaica243: JAMAL, the changing priorities of a literacy model.

The JAMAL Foundation was established on November 5, 1974 as the Jamaican Movement for the advancement of literacy (JAMAL) with the following objectives:

To eradicate illiteracy in the shortest time possible.  
To improve the literacy skills of the adult population of Jamaica.  
To develop human resources and so enable each adult citizen to participate meaningfully in the social, economic and cultural development of the country.

This was the culmination of a long history of non-formal educational development for adults, which began in the earlier part of the nineteenth century.244 Jamaica developed its formal education system on the British model, which took very little consideration of the different circumstances of the two countries. Because of a history of slavery and colonialism, education was not regarded as a necessity, and the first schools that were

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243 This aspect of the study was prepared by Mr. Seymour Riley Executive Director JAMAL Foundation.

established were really for the benefit of the white minority. After the British Parliament, passed the 1833 Act for the Abolition of Slavery, the ‘Negro Education Grant’ was authorized in 1835 and continued to 1845. This grant was meant to provide ‘Moral and religious education of the Negro population upon liberal and comprehensive policies’. And therefore intended to institutionalize subservience and not meant to use education to help the people realize their potentials and possibilities.

Educational opportunities were always difficult, and by 1932, it was estimated that not more than half of school-aged children were registered in school. In 1937 there were 656 schools for children 7 to 15 years old with enrolment of 158,418 and average attendance of 89,221. This 56% attendance reflects those who were registered in school and one can only imagine how many children were not even registered. Concerns for the black Jamaican people led to the founding of Jamaica Welfare Ltd. in 1936. This was Jamaica’s first non-government organization (NGO), and it continued grassroots education and other programmes up to the 1960’s having been transformed into Jamaica Welfare (1943) Ltd. and later, the Jamaica Social Welfare Commission. It still exists today as a government department in the form of the Social Development Commission.

The period 1939 to 1941 saw a tremendous increase of Government services and the real aim of the Jamaica Welfare was to enable people to make use of the opportunities provided by government to improve their ‘economic conditions and personal circumstances’. The Lands Department, Labor Department, Bureau of Statistics (for census taking) and Marketing Department were established. Credit, health, educational, agricultural and housing services were set up and the political and trade union movements were accelerated. Community organization was expected to provide the machinery and community education the force, energy and direction.

The emphasis that Jamaica Welfare placed on literacy was done because illiteracy was seen to be social blindness and every Jamaican should feel, ‘Shame and responsibility to make every Jamaican literate’.

The emphasis was on adult literacy for community building and when people like Leila James-Tomlinson found that their work in improving social conditions was being hampered by illiteracy, they became pioneers in the development of literacy education.

By the end of the 1940’s it became clear that there were major issues relating to the lack of achievement in the Jamaican education system and in 1951, UNESCO responded to a request for assistance and provided personnel to develop reading material including a pre-primer and some supplementary readers. The Jamaican government provided funding in 1954 to support the literacy project and initial radio experiments proved successful.

The next major milestone was the UNESCO sponsored survey of 1970. This reported an estimated 400,000 to 500,000 (40-50%) adults aged 15 and over that were illiterate. The Michael Manley Government of 1972 used this result to initiate the national literacy campaign by the setting up of the National Literacy Board in October of that year, with the main objective of eradicating illiteracy in 4 years. This was, the most recent of a number of attempts to deal with the problem of adult illiteracy which began in 1943 with the Laubach system of ‘Each One Teach One’.

In June 1973, the Board appointed a small committee to review the situation and to investigate the problems, which were affecting the Programme. The committee made a
number of recommendations including short-term planning and that the period up to March 1974 should be used for review, consolidation and planning. The proposals were accepted and The Jamaican Movement for the Advancement of Literacy (JAMAL) was established on November 5, 1974.

The 1970s and early 1980s were periods of great activity for the national literacy campaign, but the effects of economic structural adjustment started to take its toll on many social programmes in the latter part of the 1980s. JAMAL was no exception.

The 1990s was a period of readjustment and refocusing. Operations were scaled to the lowest that they had ever been. Despite this, there were some new initiatives, which included the development of a numeracy curriculum in four levels for both students and teachers. The Life Skills programme was introduced into the curriculum and the Workplace Learning programme started.245

At present, the beginning of the 2000s, the organization of 28 years has reassessed its position in the area of adult literacy and examined its relevance to the modern world.

Between its 1972 inception and 1989, the national literacy campaign enabled 248,000 persons to become functionally literate (UNESCO, 1990). The success of the programme was recognized by UNESCO by the award of the 1989 Nadezhda K. Krupskaya prize to JAMAL for its work in adult literacy. There were 20,000 volunteer teachers trained and 1,200 young adults benefited from vocational training, with 70% of them obtaining a job or becoming self-employed.246

The campaign succeeded in bringing about considerable reduction in the illiteracy rate to 32% in 1975, 24.3% in 1981, 18% in 1987, 24.6% in 1994 and 20.1% in 1999. The instruments for the more recent surveys have been significantly improved by the inclusion of a reading test, and in addition the measures up to 1987 included the ‘non-responses and handicapped’ in the results (National Literacy Survey, 1994).

245 Dave, R.H., Ouane, A., Ranaweera, A.M. (eds.); Learning Strategies for Post-Literacy and Continuing Education in Brazil, Colombia, Jamaica and Venezuela. Outcomes of an International Research Project of the UNESCO Institute for Education organized in co-operation with the German Commission for UNESCO, Bonn. UIE Studies on Post-Literacy and Continuing Education No. 5. UIE, Hamburg 1986

246 Moulton-Campbell, M.: The Development of Learning Strategies for Post-Literacy and Continuing Education in Jamaica. UIE, n/d
Table 46: Jamaica. Adult Literacy Rate. (1975-1999)

<table>
<thead>
<tr>
<th>YEAR</th>
<th>LITERATE</th>
<th>ILLITERATE</th>
<th>N/R and H/CAP</th>
</tr>
</thead>
<tbody>
<tr>
<td>1975</td>
<td>47.0</td>
<td>32.0</td>
<td>21.0</td>
</tr>
<tr>
<td>1981</td>
<td>73.1</td>
<td>24.3</td>
<td>2.6</td>
</tr>
<tr>
<td>1987</td>
<td>67.8</td>
<td>18.0</td>
<td>14.2</td>
</tr>
<tr>
<td>1994</td>
<td>75.4</td>
<td>24.6</td>
<td>N/A</td>
</tr>
<tr>
<td>1999</td>
<td>79.9</td>
<td>20.1</td>
<td>N/A</td>
</tr>
</tbody>
</table>


It is therefore difficult to make accurate comparisons between the 1975 to 1987 results with the 1994 and 1999 results.

a) The New Challenges.

The National Literacy Campaign of Jamaica could be considered to have been a successful one. Despite this, times have changed and a major literacy problem exists even as the demands for literacy in a modern society have changed.

These realities include the fact that Jamaica like many other developing societies faces the challenge of making a quantum leap from underdevelopment to a level of social development befitting the information and communication age. Twenty-first century society increasingly requires that people be furnished with more than the basic skills of reading, writing, calculation and a general knowledge of the physical, social and economic environment in which they live and operate. It is also important that they know how to learn, and embrace the notion that learning is a lifelong process so that they are able to master new, sometimes very technical, forms of information.
Present trends, which demand an increased level of competitiveness in the global marketplace also, demands greater levels of education. Despite the vastly improved literacy levels among the adult population, the new challenge is to raise the overall level of education generally.

It has now become vital, therefore, to devise new and workable strategies for meaningful participation and survival in the global marketplace.

The secondary education system has so far been unable to produce sufficient numbers of graduates with the requisite competencies, creativity and flexibility to meet the nation’s changing labor market needs. We know, for instance, that jobs requiring low-level skills have declined by 45,000 and agricultural jobs by 20,000. There has also been an increased and simultaneous shift towards a new range of service-sector occupations, which demand higher levels of knowledge and productivity than now generally exist.

Of particular concern is the large number of people in the working age cohort who have not successfully completed a secondary school programme by achieving secondary school (Grade 11) certification. Many school dropouts have cited familial and economic problems, as well as boredom and dissatisfaction with the school environment as reasons for their decision to discontinue participation in the formal education system. From their perspective, schools have also cited disciplinary problems, lack of personal commitment to education goals, as well as a high incidence of learning and psychosocial disabilities as contributory factors. On the other hand, the fact remains that the education system has not been able to provide certification for a substantial number of pupils who complete Grade 9.
In 1998 the education system was not able to make provision for a substantial number of pupils who completed Grade 9.

The data indicate that over the six-year period 65.4 per cent of the pupils who were enrolled in the all age schools and a further 34.6 per cent from the primary and junior high schools left school without full secondary education.

Out of the total number of pupils who were enrolled in grade nine 16.5 percent went to secondary schools having received examination awards. The other 83.5 per cent were school leavers without any educational qualifications. There are then, at least 69 405 persons in the 15 – 19 age cohort of the working population who could be targeted.

STATIN (1998) estimated the size of the 12 – 15 age cohort (the average group enrolled in Grades 7 – 9) to be 206 14 6. School enrolment in 1997/98 was 152 872. That meant that 53 274 pupils who completed Grade 9 were unaccounted for (it is not known at what point in the system those pupils dropped out).

Data from the Ministry of Education, Youth and Culture’s school assessment unit show that 17 000 pupils sat the Jamaica School Certificate examination (Grade 9 level) in 1999 and 16 000 in 2000. The data indicate that there are many young adults endeavoring to obtain some form of high school qualification.

In addition, education statistics indicate that of the ‘out of school’ population aged 20 to 34 (the young working age group), there is a sizeable number of people (449 854) who could be assisted to obtain certification through a High School Equivalence Programme (HISEP). What we are looking at is a target group of approximately 75.5 percent of the population who did not attain secondary education nor passed any public examinations at age 16 or beyond.

Successful completion of secondary level education is important for employment in the modern economy of Jamaica and building the foundation for an expanded and diversified tertiary level sub-sector. Although there has been progress in expanding access to these levels of schooling, the challenge remains. JAMAL need to continue to focus on achieving the goal of universal secondary level education. JAMAL have been attempting to accelerate the process through the conversion of schools, as well as new construction. The provision of places, however, must be viewed as part of a comprehensive reform effort. The process requires attention not only to the design of the physical infrastructure, but to the need to deliver a broad-based curricula geared to the total development of students, and to equip them for the world of work.

As suggested by a World Bank report the new training challenges are wide ranged:

<table>
<thead>
<tr>
<th>Year</th>
<th>All Age</th>
<th>Primary &amp; Junior High</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1995/96</td>
<td>12 053</td>
<td>2 037</td>
<td>14 090</td>
</tr>
<tr>
<td>1996/97</td>
<td>11 878</td>
<td>2 693</td>
<td>14 571</td>
</tr>
<tr>
<td>1997/98</td>
<td>11 860</td>
<td>2 790</td>
<td>14 650</td>
</tr>
<tr>
<td>1998/99</td>
<td>6 932</td>
<td>7 410</td>
<td>14 342</td>
</tr>
<tr>
<td>1999/2000</td>
<td>6 380</td>
<td>7 439</td>
<td>13 819</td>
</tr>
<tr>
<td>2000/2001</td>
<td>5 236</td>
<td>6 391</td>
<td>11 627</td>
</tr>
<tr>
<td>Total</td>
<td>54 339</td>
<td>28 760</td>
<td>83 099</td>
</tr>
</tbody>
</table>

**Source:** Statistics Division – Ministry of Education, Youth and Culture
"Global demand for new products and services and greater access to communication technologies can enable the region to attract knowledge based industries and services, explore the potential of developing industries based on their untapped resources in music, arts and crafts, design, sports, and dance as well as provide a more diversified tourism product. The embryonic entertainment industry has received a psychological fillip with the steel pan having been declared the only musical instrument invented in the twentieth century and Bob Marley's album "Exodus" acclaimed the "album of the century".\textsuperscript{247}

In addition, the systems must provide the necessary student support services to promote higher levels of achievement and well being. At the same time, there is increasing demand for post secondary education, particularly in the areas of science, technology and management.

Over the last two years JAMAL Foundation has been researching and planning a high school equivalency programme for adults who, for one reason or the other, had not completed or pursued secondary certification. In January 2001, the Minister of Education, Youth and Culture in consultation with the administrations of JAMAL and the Human Employment and Resource Training/National Training Agency (HEART/NTA) initiated a new relationship between these two institutions. HEART/NTA was asked to develop the curriculum while JAMAL was directed to plan, pilot, evaluate and implement a delivery system for HISEP. Through the HISEP, educational opportunities will be presented to more persons than through the existing secondary school system. As an exercise continuing education, HISEP will provide an opportunity for adult learners to obtain secondary education. It will offer a comprehensive range of courses that are designed to meet their educational needs at home. The learning outcomes to be realized are the acquisition of new skills, knowledge and insights, which can be used to equip the learners for better job prospects.

The philosophical premise underlying the proposed HISEP is the development of the ‘Sovereign Learner’. The sovereign learner is one who:

- Has learned how to learn.
- Is equipped with the skills for self-education.
- Has become entrepreneurial intellectually,
- Is able to take one’s education to whatever level one desire.

The sovereign learner will therefore be equipped with the skill to access, collect, generate and process data or information independently.

The idea is that education should go beyond the traditional narrow definition of subjects as offered on the school’s curriculum and encompass a holistic approach i.e. to focus on the whole person. The individual should therefore be equipped with the skill to access, collect, generate and process data. S/he should also develop the ability or art of critical thinking through, inter-alia, continuous critical evaluation of his/her own work as well as the work of others. The individual must develop the skill take intellectual initiatives or interventions in problem solving in both theory and practice.

The sovereign learner develops a strong sense of self. Education must seek to deconstruct the encumbrance of race, color/class and gender prejudices that fetter self-confidence, self-

\textsuperscript{247} World Bank. \textit{A Caribbean Educational Strategy}. www.worldbank.org
love, respect, entrepreneurship and trust. Education must unlock the creative potential of the person and assist in the alleviation of poverty of the mind and spirit.

b) High School Equivalence Programme (HISEP).

The HISEP programme of study will be able to fill the knowledge gaps in learners at varying stages of educational acquisition/needs, as the individuals will be at varying degrees of academic ability. HISEP will, after completion, enable adults to obtain high school certification that could be terminal, as well as provide the basis for further education if required by the learner.

The HISEP will also provide an opportunity for school-leavers from the secondary system that lacked certification, to obtain formal qualifications. The holders of this new qualification will be provided with the base to continue their education through upward social mobility and advancement in the educational and training system of Jamaica.

The ideal profile is that of the ideal Caribbean person able to develop the capacity to create and take advantage of opportunities to control, improve, maintain and promote physical, mental, social and spiritual well-being, and contribute to the health and welfare of the community and country. 248

HISEP is an adult education intervention designed to provide instructional support and certification for adult learners who are desirous of achieving recognition for a high school level of education through independent study.

The core of the programme will be centered on five core courses.

**Communication:**
- Using reading, writing and verbal skills to organize and communicate ideas and information in personal and group settings;
- Using spelling, punctuation, grammar, and standard written English.
- Using written communication appropriate to the situation to express ideas needs and concerns, clearly, concisely and accurately.
- Communicating in interpersonal and small groups.
- Communicating in a public setting.
- Reading critically and analytically.

**Computation and Problem Solving:**
- Using numerical and mathematical concepts and logical reasoning to make effective decisions and solve problems.
- Using effective problem-solving skills.
- Applying techniques of analytical thinking and effective decision-making skills.
- Using numerical and logical reasoning and applying mathematical concepts in a variety of real life settings.
- Identifying and fulfilling information needs.

**Society and Citizenship:**
- Applying social interaction skills to develop positive relationships and to work with family, community groups and citizens in the society as a whole;

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Applying effective social interaction skills in order to develop positive relationships with family members, co-workers, friends, and other persons in the society. Working effectively in a group setting. Recognizing the value of history and culture in the building of society, and promoting understanding for a cooperative work and social environment. Applying a collection of generally accepted ethical standards for ‘right conduct’ in both personal and professional areas.

Science and Technology:
Understanding the general principles of science and technology and information analysis and their application in the wider world; Using the principles of science and its effect on technology and change. Identifying and fulfilling information needs. Understanding of the environment and health issues, and the effect of human intervention and change.

Interpreting Literature and the Arts:
Commentaries of passages, prose, and other cultural forms across periods. Understanding of literary texts and passages and their interpretation. Using non-fiction prose, passages, selection of articles, editorials et al and various other art forms to draw informed conclusions.
<table>
<thead>
<tr>
<th>Building Type: JAMAL Parish Office</th>
<th>Building Type: Church Halls, Community Colleges, HEART-NTA, High Schools, JAMAL Learning Centers, Libraries, NGOs, Prisons, Private Industry, Teachers’ Colleges, UWI Dist. Ed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>HISEP Name: Centre for the Sovereign Learner Hub (CSL Hub)</td>
<td>HISEP Name: Centre for the Sovereign Learner Site (CSL Site)</td>
</tr>
<tr>
<td>Functions: Providing a link to each of the CSL Sites within their catchment area, Answering any inquiries about HISEP, Responding to students needs for assistance either through a telephone conversation or through information on the closest CSL Site, Ensuring that each student is given an intake interview (i) to place them accurately within the programme and (ii) to identify the mode of delivery, Ensuring that each student is given an orientation kit on HISEP, Matching each student to a tutor and a CSL Site closest to their home, Ensuring that each student receives their first modules for the programme, and Ensuring that each student is informed of the first available orientation session being offered at a CSL Site close to their home.</td>
<td>Functions: Providing classroom or meeting space for tutors to meet with their students in small groups, Ensuring that students have access to the computers and other resource materials, Ensuring that students can have their questions answers or explanations provided through tutor contact either at a group tutor session or individually, Ensuring that students have the opportunity to write the End of Module Test (EMT) and that their results are provided to them in a timely manner, Ensuring that the student’s results on the EMT are forwarded to the CSL Hub for posting to the internet site, Ensuring that Orientation and Life Skills sessions occur at regular internals as determined by the CSL Hub,</td>
</tr>
</tbody>
</table>
3.5.2. Trinidad and Tobago: Innovations in Adult and Youth Education. The SERVOL Programme.

a) Background

Adult Education was introduced in Trinidad and Tobago in 1945, approximately fifty-seven (57) years ago. The principal objective at the time was the preparation of the populace for the exercise of those responsibilities concomitant with the granting of Adult Franchise. Ten Adult Education Centers were opened and offered classes in literacy, numeracy, civics, music and art.

Today, adult education programmes are conducted in parallel to the formal education system and provide opportunities for the enhancement of general education and/or training in technical/vocational skills and social competencies.

The Educational Policy Paper (1993 –2003) of Trinidad and Tobago proposed that further education should be viewed as one in which there are two sub-sectors, each defined by the nature and purpose of its programming:

One sub-sector encompasses all those courses and programmes through which opportunities for training and education are provided for out-of-school youth and more mature individuals who do not have to possess secondary education qualifications in order to take advantage of those opportunities.

The other sub-sector consists of those courses and programmes which provide education and training through academic, technical/vocational and other disciplines for young secondary school leavers and adults who must possess secondary school leaving qualifications in order to access this course of study.

This paper will present information on the sub-sector that encompasses adult education programmes and courses that do not require the enrollee to possess previous academic qualifications.

Youth and Adult Education Programmes included in this sub-sector are offered by the following organizations:

   The Ministry of Education through its Adult Education Programme;
   SERVOL, a Civil Society Organization / Non-governmental Organization

The Ministry of Sports and Youth Affairs through the operation of trade centers, youth development and apprenticeship centers and the Youth Training, Partnership and Employment Programme (YTEPP)
The Ministry of National Security through its operation of the Youth Training Centre and Adult Education courses at the Prisons/Penal institutions

Moreover, it should be noted that while some background information will be provided on the Adult Education programme offered by the Ministry of Education, the primary focus

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249 This country paper was prepared by Mrs. Lenor Baptiste-Simmon. National Education for All Coordinator. Trinidad and Tobago
will be the innovative Youth and Adult education programmes offered by the Service volunteered for All (SERVOL) organization.

b) Adult Education Programme (16 years and over) Ministry of Education.

The Ministry of Education through its Adult Education Division administers Adult Education programmes that provide learning opportunities for persons who may/may not have benefited from the formal school system.

At present, there are forty-six Life Long Learning Centers (based at schools and communities) throughout Trinidad and Tobago with an enrolment of approximately eight thousand and forty-five (8,045) participants, forty-six (46) supervisors and over three hundred (300) tutors. Total female enrolment is six thousand four hundred and seventy-one (6,471 or 80.4%) while male enrolment is two thousand two hundred and five (2,205 or 19.6%).

The following adult education programmes are offered:

- Remedial education for primary school leaving, G.C.E. or CXC Examinations.
- Introductory occupational courses. These courses are structured principally around the “felt needs” of the clientele to be served with focus on the following objectives:
  - To offer basic practical training for young unemployed adults who are out-of-school and who desire training for gainful employment (16-25 years)
  - To assist the unemployed to discover his/her potential.
  - To provide leisure time programmes/Family Life Education/Literacy Programme

c) Service Volunteered for All (SERVOL)

Brief History of Servol.

Service Volunteered for All (SERVOL) is a Civil Society Organization/Non-governmental Organization that emerged during the social upheavals of the 1970’s in Trinidad and Tobago. The deplorable living conditions and the desperate actions of the black youths in eastern Port of Spain, particularly Laventille caught the attention of Fr. Gerard Pantin, a Roman Catholic priest and Mr. Wes Hall, a Barbadian cricketer. They went into the Laventille – with no money, no plan – but with this simple question “How can I help you?”

Aims and Objectives

The aims and objectives of SERVOL are simple:

To mobilize the underprivileged and get them to work for themselves;
To get them out of their stagnation;
And to help them formulate goals that are achievable.

Principles

The founders of SERVOL were primarily interested in self-development and adopted these two main principles:
In helping a community towards self-development, always begin with what the people say they want.

Help the people to achieve and accomplish what they can afford to pay for and maintain

Servol’s Philosophical Approach

This organization has invented its own jargon to describe its basic philosophy and method of approach:

- A philosophy of ignorance – that is never presume to know the needs of people, rather ask them what these needs are and what type of help they want;
- Attentive listening – listen carefully to the voice of the people, since it is the most important element in their own development;
- The attitude of cultural arrogance – When offering genuine help never presume to know or make value judgment based on your own cultural background or educational attainment;
- A process of respectful intervention – help to another should be proffered respectfully, conscious that we both have a lesson to learn and can each benefit from the interaction.

d) The Human Development and Technical Training of Adolescents (16-19 year olds).

The Skills Training Programme

This programme emerged from dialogue with the community. It targeted primarily the 16 – 19 year old youths who were unsuccessful at being placed at secondary schools, dropouts from the secondary school system or persons who have completed secondary education but were unable to gain employment.

The Skills Training Programme was developed and a number of facilities were opened to address these needs. The facilities comprised the following:
A welding shop in 1971, a plumbing facility in 1972, a woodwork shop in 1973, an electrical training centre in 1974, food preparation and garment construction in 1975 and an auto mechanic’s garage in 1976. An on-going process-oriented evaluation of these vocational skills training programme revealed that there was a 35% dropout rate and that quite a number of the graduates were not successful at looking or finding employment.
A further study of the profile of the adolescents revealed that a high percentage of the apprentices had very negative self-image and low self-esteem.

Adolescent Development Programme (ADP)

The apparent failure of their graduates to gain productive employment led to the development of the Adolescent Development Programme (ADP). In the Adolescent Development programme the young people are led through an intense three-month period of self-exploration, self-actualization and spiritual growth.

They are offered training in basic knowledge of their country, public speaking, social studies, human sexuality, basic literacy, numeracy and writing. This programme is a prerequisite to further training in any marketable skill offered by the SERVOL organization. The backbone of this programme is the use of specially trained grassroots instructors, many of them housewives selected from within the communities.
Moreover, the three month human development component to the adolescent skills training programme has proven to be one of the most innovative and successful ideas of SERVOL. This human development model has been adapted to meet the needs of Institutions/organizations offering various programmes for young people throughout Trinidad and Tobago as well as overseas.

**Technical Training**

In 1995, SERVOL in collaboration with the Inter-American Development Bank established three (3) HI-TECH centers in North, Central and South Trinidad to offer postgraduate training in Computer Technology and Advanced Electronics to those apprentices who had the potential and desire to pursue vocations in these fields.

These HI-TECH courses are the postgraduate of the Skills Training Programme, so that SERVOL is in fact turning out carpenters, plumbers, seamstresses and nurses who are computer literate. Concomitant with the development of computer literacy programmes was the offering of functional literacy courses, since thirty-five percent (35%) of the adolescents who enter the SERVOL programme have serious literacy problems.

Today, the HI-TECH centers are turning out over four hundred (400) graduates each year with certificates in Computer Technology, Digital Electronics and Computer Control Electronics. These courses are certified by the Cambridge Information Technology Institute and the SERVOL graduates are obtaining employment in banks, offices and industrial factories.

In 2000, SERVOL commenced construction of a three-storey block on the site of the La Romaine Integrated Education Project. This building will house five (5) additional skills in the area of Compressor Mechanics, Instrumentation, PC Repairs, Computer Control Electronics and General Industrial Maintenance. The Centre will be supported by the business community in South Trinidad and will become a training facility for many industries.

In 2001, on the eve of the removal of financial support from the Inter-American Development Bank SERVOL merged the three (3) centres Hi-tech Programme with the twenty (20) centres ADP-Skills Programme. Concomitant with the merger was the decentralizing of the national administration of the ADP-Skills Programme and Hi-tech Programmes into three zones, North, Central/East, and South.

Each Zone has a decentralized administration comprised of an Executive Coordinator, an Assistant Executive Coordinator, a Counselor, a Job Training Officer and Secretary. Other staff members include a Traveling Counselor and instructors. A healing team and an art analyst are shared between the three zones. Each zone is managed by a Board of Education that allows community involvement in the educational process.

**e) SERVOL’S Keys to Success:**

The entire SERVOL programme from Early Childhood Care and Education to HI-tech centers is an exercise in integrated holistic development, the goal of which is to alleviate poverty through psycho-social programmes designed to improve individuals and communities;
A large proportion of the human resource base of SERVOL, that is, coordinators, instructors, parent outreach workers and volunteers, is drawn from the communities and graduates of their programmes;

SERVOL has maintained its *raison d’etat, that is Service volunteered for all with people at the centre of development;*

The general principles of helping a community towards self development always begin with what the community say they want and help is provided to accomplish only that which can be maintained at the community level;

Community involvement and participation is encouraged from the inception of any programmes/projects that will ultimately impact/ affect their lives: The programmes and projects developed by SERVOL ultimately emerge from dialogue and/or needs identified by the communities.
3.6. Case Study Mexico

3.6.1. Diagnosis

In Mexico there are still persisting problems that are common to other countries of the region that obstruct the development and conformation of fairer and, democratic societies with higher levels of equity.

The problems and negative effects derived from accentuated inequality and poverty conditions in which great parts of the population are living, are reflected, among other factors, in a high regional differentiation. These are characterized by an extreme poverty concentration in the southern and middle parts of the country; and the lack of access to basic services such as drainage, drinkable water, electricity and an important educational low attainment in the national population.

In Mexico’s case the educational low attainment comprises persons 15 years or older who do not have a secondary education and who are not attending school. In this situation there are 32.5 million persons including youth and adults. (See Attachment 1).

It is important to emphasize that most of Mexico’s illiteracy is mainly represented by women, as is illustrated in the following graphs:

Figure 4: Total attainment women by level of education

In 1993, secondary education in Mexico was made compulsory, as part of the basic education.
In the year 2000, 37% of the persons with low attainments were between 15 and 44 years of age, while 60% were younger than 15 years of age.

On the other hand the regional inequalities mentioned before, are expressed in high low attainment rates that are typical of the southern states, e.g. Chiapas with 69.2% and Oxada with 67.7%. As a contrast the northern states and the ones in the middle of the country represent low rates, e.g. Nuevo León with 37.7% and Distrito Federal with 32.7% (See Attachment 2).

Paradoxically this part of the population that has been in the educational low attainment, does not represent an “….active demand to access formal educational options, since their survival and work conditions do not allow them to visualize the possibility to access other sort of knowledge and educational services” (SEP, 2001, 224). As it is referred to in diverse studies (Messina 1993, 185; Schmelkes and Kalman, 1996, 25), this population belongs to a demand that does not demand.

a) Governmental Actions

The National Institute for Adult Education (INEA) looks after an important portion of the population with low attainment. During 2001, it assisted more than 3 million persons and in the same year 128.000 adults concluded their literacy program, 189.000 obtained their primary education certificates and 306.000 their secondary ones.

Other governmental departments that offer educational attention to youth and adults are the Cultural Missions, the Centers for adult Basic Education, the Centers for Extra-school Education, the Primary Schools for workers, Nocturnal Primaries and the Rural Post-primary of the National Council for educational Promotion.

250 The National Institute for Adult Education (INEA) is a governmental organization created by the Mexican State in 1981 as the major entity for adult education, it is responsible for the national norms and policies and its task is to assure the quality, pertinence and equality of the educational actions in the Mexican territory
On the other hand, options related to the development of training and productivity programs are developed, as part of the Integral Training and Modernization Program, as well as the Scholarship Program for Training of Workers.

A characteristic of the educational proposal that is offered by the above institutions, and which is important to retain, is their flexibility so that the persons can study at their own pace. Some points that need to be changed are the precarious resources that are destined to them and the operational dependency of the volunteer educators.

b) Policies


Among the most important contributions made in Hamburg that give orientation to the educational vision of the region, particularly in Mexico, is the need to restructure adult education as a process and as a right, including youth education and work as indispensable components of adult education. The approach of a lifelong learning education, the renewal of the compromise to help priority populations, particularly women and indigenous population who cannot read or write, the drive to create new educational models for adults that overcome the compensatory and supplementary vision associated to the four pillars of education, the commitment to achieve universal literacy and guarantee the use of Computer and Communication Technologies (TIC- Spanish acronym) to marginate populations.

In the National plan, the educational policies respond to the principles and outlines detached from the 3rd constitutional article and the ones emitted in the National Plan of Development 2001 – 2006, major document of public policies, that emphasizes “…. The public policies that the state will impulse will be distinguished because of the decision to promote the innovation in all areas always under the utmost importance of increasing human development (…) and expresses the conviction that education is one of the privileged factors to access knowledge and, as a consequence, to accomplish the well-being and development of persons.”

On the other hand, the National Program of Education 2001 – 2006 conceives education as a “….permanent and lifelong process that will occur in all areas of society and not only at schools.” The condensation of these premises demands a net system that integrates several programs that are managed by the public dependencies and the non-governmental organizations, as well as a coordinating mechanism with conducting capacity that will improve the implementation of the existing programs.

To act in response to this federal compromise, the National Council for Life and Work (CONEVyT) was created. Its goal is to back up and coordinate the activities offered by
different organizations; promote the implementation of new programs; define the national policy in the area of education for life and work stimulating society participation and making intensive use of Information and Communication Technologies.

The CONVEyT’s mission is to supervise that the institutions that take care of adult education and training, articulate into a national system that will offer consistent proposals for life and work education. With training facilitates, the transit between the labor market, formal and non-formal education, will recognize the knowledge, abilities, and skills acquired in one or the other.

The pedagogical incorporation of the TCI’s should occur in an equality frame and access opportunity, on the base of the construction of pedagogical models and management that recognize the potentials of the persons and the respect to the local and regional cultural entities. The use of technology will make distance education possible and the establishment of learning nets that will make the lifelong learning process effective.

To strengthen and modernize youth and adult educational options, CONEVyT promotes projects diversified around education for life, training and work, for the development and recognition of labor abilities and for an integrated educational offer.

3.6.2. Educational Innovations

a) The Educational Model for Life and Work (MEVyT)

The Educational Model for life and work is considered a significant contribution to Basic Education for youths and adults of the XXI century. In 1997, after a process of analysis and review of the characteristics, necessities and interests of different groups with low or null education, the National Institute for Adult Education (INEA) established priorities and strategies in order to orient youth and adult education with a prospective that overcomes the difficulties identified in the last decade of the XX century.

The efforts were oriented to contribute to the solution of problems in the following dimensions:

Policy Dimension

In its process a middle and long term vision is introduced. This means that, with the fulfillment of the policies and outlines of the National Plan of Development, the Program of Educational Development 1995 – 2000, and the National Plan of Development 2000 – 2006, actions in favor of the historically marginalized social groups will be given high priority.

To overcome social backwardness, particularly the educational one, constitutes one of the main challenges in order to advance and correct the futuristic vision of the National Program of Development 2002 -2006 for México in 2025, vision to which the government and the Mexican society agree. This vision conceives Mexico as:

“...a democratic country with high quality of life that will achieve the reduction of extreme social imbalances and that will offer its citizens opportunities of integral human development and conviviality based on the respect to legality and to the real implementation of the human rights (...) It will be a nation
proud of its multicultural and multiethnic roots, with a deep sense of national unity.” (Federal Executive Power 2001, 37)

To reduce the social, political, cultural, historical, economical, and educational inequalities encountered in great parts of the Mexican population, effective public policies compromised with middle and long term goals are required.

The middle term Program of INEA 2001-2006 proposes an increase in the cover of educational services for adults and states the following goals:

<table>
<thead>
<tr>
<th>Program</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy</td>
<td>129,609</td>
<td>129,609</td>
<td>169,969</td>
<td>209,984</td>
<td>250,000</td>
</tr>
<tr>
<td>Primary</td>
<td>144,286</td>
<td>144,286</td>
<td>230,689</td>
<td>315,344</td>
<td>400,000</td>
</tr>
<tr>
<td>Secondary</td>
<td>252,160</td>
<td>252,160</td>
<td>469,468</td>
<td>684,743</td>
<td>900,000</td>
</tr>
</tbody>
</table>

On the basis of the accomplishments reached during 2002, the goals for the three programs were achieved, and adjustments for the next years have been made. An average time of six months was estimated as the adaptation period for the persons to the changes that this educational model promotes.

**Pedagogical Dimension**

The Educational Model for Life and Work proposes deep transformations to the educational management to persons older than 15 years and with low or null school levels; it articulates the educational actions with personal, familiar, community, social, environmental, and cultural demands; it introduces significant changes in the curriculum design, in the contents, in the design and development of educational materials, in the educational practice, in the strategies of formation and in the forms of evaluation. The purpose of all this is to offer educational options each time more linked to the satisfaction of necessities, interests and expectations of the students.

In the conception and development of the MEVyT it is pretended that youth and adults:

Recognize and give value to their knowledge and experiences and that they integrate them to their knowledge;

Develop and/or strengthen the basic abilities for life and work;

Develop capacities and attitudes that will allow them to transform and change their environment, with a futuristic vision

Reaffirm their individual and social conscience with a sense of compromise, responsibility and co-participation in the execution of democracy;

Strengthen and practice individual and social ethical values related to the integral development of the human, with justice and participation in the decisions that affect life, that will make a better cohabitation possible;

Recognize and practice the principles of justice and equity between the sexes and persons, the respect to diversity, to plurality, to the environment and to themselves

Construct and acquire knowledge that makes their educational continuity possible;

Practice their right to freedom of expression in different situations of their daily lives;

Strengthen the participation compromise in the solution of social problems starting from knowing their rights and responsibilities;
Construct explanations about natural and social (local, regional and national) phenomenon that contribute to the solution of situations and opportunities; starting from the development of the creativity and the application of concepts, methods/procedures derived form the scientific and technological advances, among other aspects.

**Characteristics of the Model**
The Educational Model for life and work is integrated in three levels: *Initial, Middle and Advanced*.

- The initial level corresponds to what traditionally has been denominated literacy.
- The initial and middle levels are equivalent to primary education.
- The advanced level corresponds to secondary education.

The educational proposal is organized in modules; the modules are independent unities that compile different themes. At the same time, these are structured starting from a defined axis such as: priority sectors of the population, themes of interest and areas of knowledge. Presently there are 42 modules that integrate those contents and can be increased according to new necessities and themes. The following diagram presents all the present modules of MEVyT.

**Figure 6:**

![Curriculum Organization Diagram](image-url)
In response to previous views, that sustained that the knowledge was useful and static along life, that had to respond to pre-established purposes by fixed and compulsory educational levels, the MEVyT offers a flexible structure that helps each person by allowing them to choose the modules that he/she wants to study in a free way, according to his/her particular interests. This educational proposal establishes a gradual and congruent relation between the contents of the modules and the educational levels that conform it.

The curriculum design of the MEVyT promotes the integration of previous educational offers that emphasized the fragmentation of the levels of literacy, post-literacy, primary and secondary, which in this module are also articulated in a continuing denominated Basic Education. This offer can be required with or without accreditation or certification. The basic purpose is to offer youths and adults older than 15 years with low or any school levels, educational options linked to their needs, interests and expectations, oriented to develop abilities to improve their personal, family, work, and community conditions.

In the MEVyT the education to youths and adults is conceived as a process with which the persons recognize, strengthen and construct knowledge for the development of abilities that will make them able to value and explain the causes and effects of different phenomenon. They will also help them solve life problems in different contexts and situations (INEA 2001, 7). The contents take a starting point and give priority to the situations of the persons’ lives and transform them into learning situations. In the same form they promote the strengthening of the person’s dignity, respect for themselves, harmonic collaboration with the environment and other persons in a frame of respect to the plurality of ideas.

In this sense, the MEVyT stimulates the recognition, respect and appraisal of the diversity that exists among persons, families, communities, countries and their cultures. All this is done, in a frame of equity and tolerance oriented to the establishment of better norms of participation that avoid or solve conflicts. They also promote dialogues and arguments that contribute to a true gain of conscience of the interdependence that exists between human beings and their environment (Delors 1996, 99). Modules like A Home Without Violence, Let’s Know Each Other and Our Values for Democracy, promote peace, respect to others and the importance of active and critical participation in the decision taking that will make possible the construction of better spaces for participation.

The model makes a strong link between education and work. In some of its modules the purpose is to converge the knowledge of informal character, which is a result of the daily life and previous work experiences of the persons, with information, procedures and formal knowledge of the work space. At the same time the learning of new abilities is promoted; what persons know is recognized and valued with the purpose of improving their productive capacity. In the module To Produce and Conserve the Field the student develops or strengthens reading, writing and mathematic abilities and at the same time recognizes and applies different technical procedures to improve the farming production and to conserve the environment. The modules My Business, Youths and Work, and Be Better at Work are about themes related to the formal and informal sectors, about the search of employment and how to keep it or improve it, the creation of a small business and non-remunerated employment. By means of the analysis of real and hypothetical situations the student not only learns new work strategies and procedures, but also learns skills of anticipation and discrimination to solve different problems and to establish personal relations; all these tools are of utmost importance to perform work well.
As it is known, the youth population constitutes at the present time, one of the groups of priority attention. Because of this it is essential to offer proposals that respond to their necessities. In the modules Youths, Youth’s Sexuality and ¡Be careful with the Addiction!, a great variety of topics are found that are related to personal and familiar situations that they face daily. The focus of these modules is preventive, starting with a deep reflection about the life styles, factors and risk behaviors. Disqualification is avoided and responsible and informed decision taking is promoted, in a frame of gender equity, human rights and own values of education for peace.

Gender equity and family have an important place in the curriculum of the MEVyT. In the modules, Being Parents, a Shared Experience, The Education of our Children and A Home Without Violence, the family is recognized as a unit whose composition and functioning are different and changing, according to the characteristics of their members and to the cultural, historical, economical and social environment. At the same time this should contribute to the development and strengthening of its members on the basis of respect and solidarity relations (INEA, 2001. 40). Gender equity is conceived as a transversal axis of the model. This means that in all the modules, the contents treat sexual, cultural, historical and existing social differences with respect between men and women; at the same time it is intended to generate similar opportunities for the complete development of men and women.

According to the selected abilities developed, the modules are organized as follows:

**Basics:** comprise themes associated to the basic learning needs and their instrumental aspects, they are grouped around three axes: Language and Communication, Mathematics and Science (integrates the contents of natural and social sciences).

**Diversified:** develop themes and specific abilities directed to different sectors of the population, for example: gender and family, youths, work, and citizen culture among others. The present modules are of national character, but it is foreseen to elaborate others with regional character that can respond to the needs and contexts of local character.

**Alternatives:** develop the same abilities as some of the basic modules. Because of this, they represent another option, they can replace specific basic modules; depending on the interests, needs, background and abilities of the youth and adult persons. An example of these abilities is the module Our Common Life that can replace the modules To Start and Mathematics for Beginners.

For certification purposes, the modules are organized in three levels:

**Initial:** comprises modules designated to persons that need them or that want to learn to read, write and do basic mathematics or that require further development of these abilities in order to use them; in other words, to solve situations of their daily lives.

**Middle:** offers a great variety of modules for persons that already know how to read and write and have a basic knowledge of mathematics and want to continue learning or certify their primary education.

**Advanced:** offers modules in which the knowledge of the previous levels can be extended, with the purpose of certifying secondary education and to facilitate its continuation.

In the MEVyT, the initial education (what traditionally has been called literacy) of a person does not end after the first seven to ten months of attendance. The denomination is kept as a reference to regulate the incorporation of the population to which the program is designated and to orient other processes associated to learning. The focus of the model stresses a wider vision in which the relation with the actions (what in previous models was called post-
literacy), phase where persons could apply the basic tools of reading and basic arithmetic learned in the previous level. They do not necessarily follow a chronological order, but rather they articulate learning in order to give higher significance to their learning process.

The history of literacy campaigns and research have proven that the expected results cannot be obtained when literacy actions are limited to periods of short duration and are not integrated to wide social processes. Because of this, today more than ever “Literacy cannot be limited to the transmission of an instrumental code; it necessarily requires the development of the use of the written language as a resource that enriches communicative abilities and social participation.” (Schmelkes and Kalman, 1996, 33)

Nevertheless in the MEVyT module, The Word (first of the initial level) gives emphasis to the appropriation of a written code. The educational continuity of the person is motivated, this means that they are motivated to finish the initial level by means of studying two other modules, in which the use of reading, writing and mathematics by means of situations related to the real necessities of the persons are considered.

Different research has proven that persons that traditionally are known as illiterate have many and different strategies to solve problems. They are smart and can solve problems without having command of the conventions of the written culture (Kalman 1989, Scribner y Cole, 1983). Because of this, the material of the initial level recognizes that the persons have certain levels of communicative abilities as a result of their interactions and development in complex written environments, which they have been in contact with. Specific social practices which they do not command. As a result they have developed strategies and knowledge to manage situations in which the use of formal knowledge is required.

The model is oriented to a conception of literacy that considers it as a medium so that the person improves his/her communicative abilities, acquires information, knowledge and practices associated to the written culture that will make him/her able to keep learning and to improve his/her life quality. Literacy implies some interactions in which the lesson has a particular meaning; it is not the access to printed materials, but rather the incorporation of the information that he/she can consult related to specific and real situations. It is the interaction, mediated by the written culture, with other persons around different aspects of the knowledge. Because of this, the continuous strengthening and appropriation of the written language in the following two levels are promoted, not only in the axis of language and communication, but also in the study of mathematics and sciences as well as in the diversified modules.

The structure of the curriculum of the MEVyT constitutes an advance in the educational provision for youths and adults, so that the three levels that conform it are presented as a unitary process that makes the educational continuity possible in the formal and non-formal systems. At the same time this leaves an opened possibility for different proposals so that the person can choose the one that better responds to his/her necessities and interests. Being a non-finished proposal, it is up dated, renewed and extended, getting away from the models adapted to the curriculum proposed for children. Being this, an option that responds to the typical characteristics of the target population. The adults start perceiving education as useful for understanding daily life situations: “...the module Let’s Live Better Help me Save my child’s life, a toy obstructed his throat and I did like the book says: I put him upside down , and I hit him in the back until it came out...” “...In the module Our Planet Earth, I learned about the weather changes and now I understand why there are changes in the
weather and why the Poles melt, human beings have provoked these changes. I also understand globalization better...” (INEA, 2002).

**Characteristics of the Module**

The learning contents are concentrated in modular packages, conformed by different educational materials for the student, the group and the teacher. The quality of the design and printing of these materials is good, the content, text and icons are well balanced, and they are attractive to the sight. In general, the written text is articulated, it is integrated and enriched with a great variety of pictures, illustrations, bullets, graphs and caricatures. In July 2003, there will be a second edition of a great part of the modules, whose contents were actualized at the end of 2002, in order to improve their quality. The adaptations and modifications incorporated the suggestions of the target group, collected during the follow-up made during the first period of application. At the present time, the materials are applied in 23 of the 32 entities of the Mexican Republic. The following map indicates the geographical distribution of these entities. As can be appreciated, presently it covers two thirds of the states of the country, a great part, in the center and north of the country. This covers more or less 490,800 persons (INEA, 2003).

**Figure 7: Geographical Distribution of MEVyT Program**

The number of persons who finished during the 2001-2002 educational levels using materials of the MEVyT is presented in the following chart. The study of the initial level is determined by the time each person needs to finish the modules that make it up. However, the average time is between 7 and 10 months. The duration of the primary and secondary
education depends on the learning rhythm of the persons. This has involved the production of 4.7 million modules. (INEA, 2003)

<table>
<thead>
<tr>
<th>YEAR</th>
<th>LEVEL</th>
<th>INITIAL</th>
<th>MIDDLE</th>
<th>ADVANCED</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001</td>
<td>----</td>
<td>8,471</td>
<td>15,129</td>
<td></td>
<td>23,600</td>
</tr>
<tr>
<td>2002</td>
<td>40,585</td>
<td>34,053</td>
<td>63,354</td>
<td></td>
<td>137,992</td>
</tr>
</tbody>
</table>

The basic package of youth and adults is encountered in the book for the adult and other study materials. Each of them will now be described.

**Book for the Adult.** This material guides the educational process. Its simple structure makes the comprehension of its contents easier. It presents purposes that define with precision what should be achieved. The contents, in general, are organized in units, themes and learning activities; there are also specific attachments for evaluation and exercises. This material indicates when and how the other material should be used. The methodology developed along the sequence of activities proposed facilitates its handling.

**Study materials.** Each modular package includes materials that vary according to the module and have different purposes: books, anthologies, magazines, brochures, work pieces, games and maps. All these contain specific information that enriches and extends the contents of the Book for the Adult.

Each of the materials that integrate a modular package has a specific function within the module; therefore all of them are essential. Altogether they constitute invaluable resources that promote and reinforce research attitudes and the reading habit; at the same time they must make sure everybody can read and write, particularly the most far away communities for which this constitutes a library with materials for the whole family.

**Group material.** These are support materials for the educational process, such as dictionaries, atlases, maps, videos, articles, and other resources for the learning process that are used in a collective way.

**Teacher Material** Each teacher has a specific module for his/her own instruction. This modular package backs up the work and duties of the advisory group during the educational process, with information, recommendations and general orientations towards the development of an educational proposal. It includes a general guide, a booklet about the MEVyT, work pieces, a magazine and brochures. The advisor has modular packages for the adults with specific guides for some modules. These last ones guide the advisor about how to use the modular package of the adult, about methodological and didactic aspects, as well as recommendations and proposals about how to work with the module, development of themes and evaluation of the acquired knowledge.

**Methodology**
In the MEVyT the activities are the motor of the learning process, to learn is an act that demands participation, and action from the persons. It is a permanent social and cultural process inherent in all the persons. This occurs through the interaction with others and with the environment. It is an interpersonal process that is transformed into an intrapersonal one (Vygotski, 1979, 93 and 94) after continuous changes and reconstruction of the reality and
of the student. Because of this, the interaction with other persons is important. In general there are three methodological moments that are linked:

- Recovery of knowledge and experiences of the student in relation to the thematic of the module.
- Seek and analyze new information; reflection and confrontation with previous knowledge, by means of comparisons, argumentations, discussions, readings and analysis.
- Closure, conclusion and application of the knowledge, through the elaboration of abstracts, texts, hypothesis, and projects, among others.

Knowledge Evaluation

The Educational Model for Life and Work considers the evaluation of knowledge as a permanent and continuous instruction process that makes possible for youths and adults to recognize the advances and limitations of their learning.

There are three moments in this process:

**The diagnostic evaluation.** Its purpose is to recognize and to accredit the basic abilities of the person before starting the educational process. This evaluation is the same all over the nation, it is based on an initial interview. A table of substitutions and diagnostic exams to locate, accredit or certify the youth or adult person according to the case.

The initial interview makes the orientation of the person possible according to his/her interests and needs about how to start his/her learning process. It also helps to recognize whether the person can read and write, it identifies his/her educational records, occupations, interests, needs and study expectations.

**The formative evaluation.** This is developed during the whole educational process, and it is conceived as a process of self-evaluation and co-evaluation. It is placed along all the modules and it is defined through different activities that make the person able to recognize his/her advances and limitations with the purpose of getting feedback from his/her learning process.

**The final evaluation.** This evaluation makes it possible to know the results achieved at the end of the module and whether the person should be accredited. The evaluation within the MEVyT is not limited to the final verification of the acquired knowledge; it goes further when considering qualitative aspects at the end of the module that include the evaluation and analysis of the achievements during the whole learning process.

Accreditation

Youths and adults can accredit any module of his/her interest. They cannot attend the same module twice, even when they are not incorporated in another level. All the modules are accredited on the basis of a "check list of attainment" and the presentation of final exams (these exams are the same for the whole national territory), and they take place only under the supervision of application coordinators.

To present the final exam it is required that the result of the check of proves is completed. When the exam is accredited with a grade of 6 or more, the adult will get an additional point.

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251 This assessment considers diverse activities or exercises solved by the youth or adult in his/her work material (book of the adult, exercise books, magazines, projects) besides his/her "check list of attainment" signed by the advisor.
for the grade of the final exam. In case that the final exam of a module is not accredited, the person could present it as many times as it is necessary until he/she gets good results.

**Instruction of the voluntary and institutional personnel**

The change of model has required important formation efforts of the personnel of the institution and of the volunteers, advisors or teachers, responsible for its implementation and attention of youth and adult persons. Presently 100% of the institutional population from MEVyT, non MEVyT or in transition has been trained. Chiefs of educational services, Zone Coordinators and teachers who are responsible for training the volunteer agents have been prepared. As for the voluntary figures more or less 32,000 "solidary teachers" have been trained. (INEA, 2003).

The heterogeneous profile of the advisors (see attachment 2) makes necessary a permanent instruction that is made through different modalities and strategies:

**Present:** workshops, exchange meetings, courses and seminars.

**Distance:** through videos, written materials, online courses, postgraduate studies and programs.

With the incorporation to the MEVyT, the voluntary teachers receive an initial instruction whose duration varies according to the sources of each state. This training continues during the process of attention to groups by means of monthly actualization meetings. In these meetings the technical teachers in the modality of the workshops suggest strategies from VT's to improve group attention.

The contents of the initial training have centered the focus on the recognition of the characteristics of the model, materials, methodology, forms of evaluation, registration procedures, accreditation and certification. Also, the recognition of aspects linked to the system of educational follow-up which is applied to each student through the so called Automatized System of Accreditation and Monitoring (SASA) and other aspects that facilitate the transition of the previous adult education models to the MEVyT.

**Strategical Dimension**

The diversification and updating of the MEVyT considers the incorporation of new modalities and resources that will assure its diffusion and application. Because of this and to respond with a strong anticipation to the educational contents of this century, it is planned that in 2003 the totality of printed educational curricula will be available in the electronic version.

As of 2002, the content of the printed modules were adapted to elaborate online courses that would make possible the use of the communication and informatics technologies to learn how to write and read, do his/her primary and secondary education or just access the contents of the modules of his/her interest using the electronic medium. This strategy contributes to extending the possibilities of technological literacy to the population with low attainment.

**Some Limitations of the Proposal**
Nevertheless a big effort to arrange spaces in which educational practice such as the community squares and meeting points, both with sufficient and adequate physical conditions and materials, has been made. There is still work in progress related to the spaces that make this kind of education marginal (Messina, 1993). At the same time, the volunteers are not well prepared, their profiles are heterogeneous and they receive little motivation.

The high drop-out of the VTs is due to the lack of financial resources to remunerate them and the delayed process in order for a person to finish and certify his primary and secondary education. This makes it evident that an urgent review of the present scheme of remunerations should be done.

Because of the lack of resources it is expected that in 2003 there won’t be enough modules available, particularly the ones designated to the advisors, that will especially influence the preparation of the sessions and it will force the VTs to recycle some materials and to search for new strategies to work on the contents of the module. The impact of budget limitations also causes a delay in the instruction of the state VTs that initiated the service in 2003.

3.6.3. Community Squares E- Mexico

This educational experience will be constituted as a governmental and institutional effort in Mexico oriented to the equity in the access to educational opportunities of the youth and adult population. The incorporation of technologies of informatics and communication to its educational curricula and to the generation of an innovative educational proposal that links the technological resources to the contributions of the MEVyT to the learning process and to the training for life. In its different outlines it responds to the challenges established in “Hamburg Declaration on Adult Education” derived from the Fifth International Conference of Adult Education (Confintea V) celebrated in Hamburg, in 1977.

This project was initiated at the end of 2001 through the installation of 76 Community Squares in the national territory, and the process was continued during 2002 (See attachment 4). For 2003 an increase in the number of Community Squares is expected. This is based on estimated presidential goals and institutionally established goals (See attachment 5).

During 2002 an institutional learning experience with different components was developed. The components were: planning, installation, equipment, coordination with other institutions, instruction processes and didactic instrumentation of an integral educational proposal for the creation and optimal use of the new learning environments.

Installation actions of the necessary infrastructure, configuration and application in instructional platforms, feeding and actualization of the web server of the CONEVyT (digital library, texts, exercises, thematic activities, images); acquisition of equipment and didactic materials; production of material for the instruction. Establishment of negotiations and agreements with organizations and institutions in order to open new community squares. Supervision of the electrical installations; creation of a technical base to back up the VTs and to give technical support to the community squares. Finally the fulfillment of tests to examin online were carried out.
National meetings for initial training of trainers ascribed to the Community Squares and informative seminars for all the personnel of INEA were developed. This was done in order to introduce the operational aspects of the Community Squares.

On the other hand, and it is recognized in the Annual Operative Plan 2003 of the National Institute for Adult Education... “A factor of great value is constituted by different experiences originated during the implementation process of the Community Squares in the states. This made possible the redefinition of the concept and a gradual consolidation of the general outlines and specific norms of installation and operation processes of the Community Squares”.

In this same program the priorities and middle term strategies are listed, as well as the strategic processes and the most relevant activities to be developed during 2003 (See attachment 6).

**Conception and strategies of the Community Squares**

The Community Squares are educational spaces open to the community. They offer programs and educational services to youths and adults, who have not concluded their basic education.

These are physical places conceived to develop an integral offer of educational services and training. They have different resources, printed materials, educational T.V, satellite signals, videos, computers and Internet (in a gradual and progressive process of connectivity).

In its first operational phase, the Community Squares offer an integral educational project of basic education with the support of technologies in communication and informatics.

They are integrated with rooms for present educational activities, a multiple-use room and a computer room. All these are backed up by an accreditation and certification system, a media center, educational television with programs of EDUSAT and educational materials.

In the following phases however, the potential will be wider by incorporating services of communication with real and virtual communities. Remote access, distance education for all levels, evaluation, accreditation and certification of basic work abilities will be incorporated as well.

When defining the Squares as services of and for the community, all the persons, according to their interests and needs can use the installations and the different options and alternatives of education, work, recreation and wellbeing that exist.

Besides, they represent an access opportunity for those persons who have limited access to technological resources, thus contributing to a more equitable society.
This is a graphical representation of the composition and physical spaces of the Community Square:

**Figure 8:**

**Community Square**

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**Universe of attention:**

The universe of attention comprises

**Priority Population:** This constitutes youths and adults with low educational attainment, children between 10 and 14 years of age without school and VTs of the INEA.

**Conditioned Population:** Persons who are 15 years or older who do not participate in formal educational processes and children and youths who are studying constitute this population.

**Kinds of Community Squares**

In Mexico, there are two kinds of Community Squares: Institutional and In -Collaboration- Squares.

**Institutional Community Squares:** are those that are equipped with the collaboration of the National Institute for Adult Education.

**Community Squares In Collaboration:** are those in which the different organizations and institutions provide computers and audiovisual equipment. There are agreements with these institutions so that they provide basic educational services to the youth and adult population.

At the same time, the Community Squares in Collaboration are classified in two modalities, according to their activities: full time and part time available for adult education.
**Full time Squares available for adult education:** are those whose main purpose is the education of youths and adults with low educational attainment. They have been created specifically for that purpose.

**Part time Squares available for adult education:** are those that are installed in institutions that have certain physical and technological infrastructures, which make the instrumentation of programs possible for the education of youths and adults. Their operation is made without affecting the activities of the institution where the Community Square operates.

**Personnel involved in the functioning of the Community Squares**

To administer and organize the activities developed in these services, a work team for each community square has been designated. It is conformed by three educational figures: **Promoter, Technical Support, and VTs.** Each of them has specific tasks and responsibilities and some require cooperative teamwork.

**Promoter**

This is usually a person who comes from the place or has links with the community where the Community Square is installed. They should be 18 years or older, and should have completed studies in higher/middle education.

To perform this task it is required to have capacities in leadership and sensibility to the social problematic. These people must be able to organize and coordinate groups, motivate the population to become better, communicate, establish interpersonal relations and make basic and opportune decisions.

Among their main responsibilities are:

- Develop strategies to achieve objectives and goals of the community square; facilitate the participation of other community organizations and promote the incorporation of users.
  
  - Cooperate in the promotion and diffusion of the services of the Square in coordination with the technician-teacher (institutional figure of logistic and didactic support) in order to promote community participation.
  - Set up goals, keep records, control and integrally administer the Community Squares.
  - Know the curricular structure of the educational model; support the VTs and the users of the services in how to use the materials and technological resources of the Square. This is done in coordination with the technical support services.

**Technical Support**

As in the case of the promoter, it is recommended that the person is a local person or has links to the community. The person should have completed studies in higher/middle education with experience in the area of informatics, nets, and in computer and Internet management.

Besides, they should have the capacity to coordinate groups, organize educational activities and establish good personal relations.

Some of the most important tasks of the technical support service are:
• To know the functioning of the multiple use rooms, their installation, didactic materials, books and resources (videos, EDUSAT).
• To know the materials and educational models, the videos, CDs, CONEVyT Portal and to promote, in coordination with the VTs, their use and interaction with present activities, and the direct use of the online courses. In the meetings they should propose useful evaluation alternatives to which all the members agree.
• To organize the activities of the computer room according to the times and needs of the persons.
• To guide and back up the VTs and users about the management and use of new technologies and educational resources as well as distance training to work in Internet, to be familiar with searchers and pages specialized in education.

The Voluntary Teachers

The abilities required for the VTs who want to support the basic education within the Community Squares are, besides the ones applied to the regular educational programs of the INEA, others that are related to the use of the technological resources:

• To directly advice, facilitate and back up the youths and adults in the learning of the contents related to basic education, either in study circles or with individualized instruction.
• To know the methodology that the INEA proposes so that the learning process of the persons will be significant.
• To elaborate a training plan that considers: the study theme, the form in which the learning activities will be developed, the necessary material, the formative evaluation, and the activities in the computer and multiple use rooms.
• To arrange assistance with the help of the technical support services to the persons using the computer room with concrete educational purposes (search of information, forums, technological literacy, etc.), as well as the access to videos.

The Educational Proposal of Community Squares

Like all innovative educational services that are in their initial process, the academical area of the Institute had to structure the educational proposal with clear pedagogical intentions. They needed short and middle term goals, with purposes and didactic orientations, to organize and use the resources in a specific and integral way, and to develop contents for situations of individualized and/or group learning.

The outlines of the educational proposal respond to different motivations to incorporate technologies to the educational processes. These motivations have been noticed by specialists such as K. Zuga, who classifies different motivations from what she denominates as technological Education. She divides them in various categories, complemented by each other: academical, among other aspects the historical evolution is analyzed; technical, persue the development of specific abilities; intellectual, basically consists of the development of the capacity to solve problems; “critical consumption”, educates the citizens with the purpose of strengthening the values’ systems in relation to the social and environmental impact of industry and technology.

The integration of these orientations in the educational proposal is possible because of the incorporation of the technological instruments to a pre-existing curriculum model (MEVyT). This means, the articulation and gradual adjustment of new elements to the
dynamics and operation of a previous scheme. This approach demands a sustained education in the development of abilities, solutions and applications of the knowledge of the daily life.

In this way the educational proposal is shaped starting from a constructive focus in which the knowledge, needs and interests of the youths and adults, constitute the starting point of the educational action. The mediation of technology multiplies the sources of information of the students confronting their experiences and making the application of their knowledge possible as a response to their needs of information and daily communication.

**Definition**

The definition of the Community Squares considers their possibilities and educational contributions to the instruction of youths and adults as well as of the educators who assist them.

The Community squares are defined as places:

- That constantly enrich
- Which the VTs should feel as their home
- That link with other programs or important public actions
- That have general institutional personality as well as their own local organization

**General purpose of the Squares**

“To extend the educational and developmental possibilities of the population with low attainment and of the community in general with the back-up of the new technologies of information and communication”.

This purpose is directly related to the presence of informatics in the vision and mission of the institution. With the conceptualization of this educational strategy, which is shaped from the problem of the educational low attainment and is extended towards the overall population. The incorporation of the technologies to the educational processes, as another support is proposed.

This intention implies the creation of a new scenario for the development of youth and adult populations. They not only acquire general knowledge about how to use the media and the implications of these in teaching and in the learning processes, but also access, production, and establishment of the written culture.

Among its specific purposes are:

- To offer programs and educational services and training.
- To facilitate the learning process and the practice of new basic abilities in computers.
- To profit from the technology to support:

The programs and educational services
- The non-formal knowledge significant to life and work.
- The promotion of the functional use of the language.
- The link with services and public information (e-México).
- To propitiate community participation
Function of the Electronic Technologies in the Education for life and work

The function of the TIC, attributed in the educational proposal of Community Squares, makes reference to the extension of the teaching scenarios. They are proposed as a medium, in other words, as an element that belongs to the dynamics of the teaching process and to its learning, and at the same time they are conceived as educational content.

In congruence with the learning focus along life and the continuous formation, the technologies disposed in the Community Squares are conceived as mechanisms so that this formation reaches wider sectors of the population. This will require new knowledge, abilities and skills to participate in the new productive sectors that acquire the use of those technologies.

In the public service, the access and participation of all the persons to the information and training is guaranteed. All this contributes to the conformation of a critical and responsible citizenship, helping to avoid the generation and extension of a new source of discrimination and to overcome the division between the “info-rich” and “info-poor.”

Under these premises, the function of the electronic technologies in the Community Squares is diversified and it is considered as:

- Medium for the study of the basic education imparted by the INEA to High School, by means of the studies offered by other institutions of the educational sector, through the CONEVyT INEA portal.
- Learning for a new basic competence for life and work (Computer skills)
- Medium to access other courses (Work training, English)
- Support to formal and non-formal educational processes (Information, Development of basic abilities, development of communications skills)
- Window of access to knowledge (Information, Communication, ner-surfing)

Educational Projects

An institution, that as the INEA, has traditionally offered training, is promoting the use of technologies as a didactic resource and as a tool to make the teaching and learning environments flexible. In this sense, the present curricula and the online education are combined and designed to specific educational uses on different spaces and resources.

For this, the organization of the educational proposal of Community Squares is structured starting from educational projects, sustained in an integral vision that will maximize the use of from the spaces and resources, which these centers have:
Project 1 Integral Present Assistance

Purpose:
To advice youths and adults in a direct form about the learning and completion of the basic education, using printed material and enriching the process with the material of the media center, computers and Internet.

The educational assistance of the INEA has been developed, basically, in independent study circles established in the work centers, in centers of Community Education, in urban centers of permanent education, and recently, in meeting points (other services of the INEA) in which various study circles are organized. The modality of study in these spaces has been characterized because of the direct advice that a V.T offers, individually or in the presence of a group.

In the community squares, technological tools are incorporated. These will be the same ones that will be used in combination with the traditional forms of educating. The present face to face modality, of the study circles and meeting points, with support of the printed materials will be used as well.

The use of technology does not pretend to substitute the traditional modalities of education (mediated by the use of a printed book, blackboard and the pencil, as technologies). It does not want the learning process to be autonomous and independent of those forms. They’d rather stimulate the integration and combined use of the resources and tools that the Square offers in order to generate broader learning possibilities. Cabero (1996) states... “To point out that the NT are associated to the innovation is nothing new. Any NT follows as an objective the change and qualitative and quantitative improvement of its predecessor and therefore of the functions that these had. However, this should not be understood as a replacement of the predecessors, but rather they complement them and in some cases they revitalized them.

The main resources of this project are the V.T's and technical support that are responsible for advising and guiding youths and adults. They are also responsible for the study of the modules and printed texts of the MEVyT, and about their CD versions. They must see about the use of the videos that belong to the materials of the Community Square, as well as about
consultation and exploration of the educational portals and web pages, which are related to
the printed modules.

**Modalities**

In the present teaching strategy there are **moments of individual work** with printed
materials and **moments of group work** in which the persons exchange experiences, make
comments about a theme and clear-out doubts.

In a study circle, the learning groups can be organized taking into account different aspects.
One of them is related to the form in which the educational models of the INEA are
organized.

For example, in the case of the MEVyT, the study circles can be organized as follows:

**Study circles: per levels, per axis, per multi-modules, per same modules or multilevel**

| **Per levels.** |
|-----------------
| A way to organize the study circles or the groups that integrate it, is according to the educational levels established in the MEVyT: initial, middle and advanced. This means that we could find persons that need to study and to accredit the same educational level, possibly even using different, basic or diversified modules. |

<table>
<thead>
<tr>
<th><strong>Per learning axis.</strong></th>
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<tbody>
<tr>
<td>Study circles or small groups within it can be integrated for each axis of the MEVyT. For example a study circle or small group of persons that integrate it can study modules of the Language and communication axes; another circle or small group can study modules of Science, Mathematics or of Gender and family. This means that within each of these circles or small groups, we could find persons that study different modules, although in the same axis.</td>
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<tr>
<th><strong>Multi-module or per diverse modules.</strong></th>
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<tbody>
<tr>
<td>The study circles can also be organized with persons that study different modules. In this case it is always necessary that the advisor or coordinator of the group stays attentive and close to each of the persons in order to back them up, give them explanations or help them with their needs. At the same time, group meetings in which the persons can talk about the studies, about their worries and successes should be promoted.</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Per same modules.</strong></th>
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</thead>
<tbody>
<tr>
<td>This means that the groups or study circles can be integrated with persons who study the same modules, regardless of whether it is basic or diversified. This facilitates the exchange of experiences, difficulties, solutions and successes of the persons related to the module they are studying.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Per different levels or multi-level</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>This refers to the organization of groups that are studying in different levels, and therefore different modules. However this does not mean that the persons study independently and without communication between them. The advisors can create exchange situations of</td>
</tr>
</tbody>
</table>
Individual Assistance

In many occasions, some of the people cannot regularly go to the study circle and others can go. In this case it is recommended that the advisor backs up the persons by exchanging comments, analyzing information, proposing situations in order to apply the knowledge or reflecting about the use of the knowledge acquired. They can also suggest to the persons to make group activities with their partners, family or persons close to them.

The importance of this kind of assistance is that the person does not feel alone and appreciates the importance of sharing with others the activities developed in his educational process.

Study Circles: by themes of interest, according to the sector of the population

One of the educational services of the Community Square is the assistance to the denominated open population. This includes the children, adolescents, youths and adult populations who are not registered in the INEA, groups or associations constituted in the community, or groups formed by sectors of the population (women, peasants, workers, craftsmen, among others) The themes of interest and educational needs of this population can be different and can include: health, employment, public deals, commercialization of products, and juridical orientation.

The task of the V.T's consists in detecting, analyzing and defining the necessities of this population in order to back up his assistance through the use of the printed materials and of the informatics resources of the Community Square.

Other aspects that are taken into account to organize the learning groups are: age, sex, occupation and school records of the persons. Most of the times the persons identify themselves with others because they share some of the characteristics mentioned above and they feel more secure and confident to study. It is important to find environments in which the opinions and decisions are respected and considered, so that their participation can be more productive.

The original idea of the present assistance is the link and relations established between the printed materials and the technological resources, Internet, videos, and CDs that integrate the Media Center of the Community Square.

Project 2 Computers in the Education for life and work (EVyT)

Purposes
To promote and facilitate the basic knowledge of the computer as a back-up to the educational, communication and work processes of the population older than 15 years.

This project promotes the practical, social and functional uses of the computer. Starting by recognizing that the computer, as an independent technological tool has acquired a dominant presence in the daily life, the educational proposal of the community squares proposes the specific assistance to the technical development, in other words, to the acquisition of specific abilities related to computer knowledge as a support to the educational processes.
The main resources of this project are:

<table>
<thead>
<tr>
<th>Technical support and Advisors/V.T's</th>
<th>CD Software (different themes) *</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computers</td>
<td>Computer Software</td>
</tr>
<tr>
<td>Printer</td>
<td>Videos of the series Know About Computers *</td>
</tr>
</tbody>
</table>

These materials belong to the Media Center and are distributed to a great part of the Community Squares; there are 260 videos and 21 CDs about diverse educational issues. (The budgetary movements and the appraisal related to the use, impact and needs regarding the use of these materials, determine permanent adjustments to the materials that integrate the Media Center.)

The middle term educational offer is conformed by:

- Virtual Spanish and English CD courses of the MEVyT. Both packages are still in the elaboration phase, because there are not a lot of experiences related to the basic education of youths and adults.
- Educational Support.* This consists of allowing people to consult various themes available in CDs. In the CONEVyT INEA web-site, they have the possibility of practicing how to deal with computers and access to other online courses, offered by other institutions.
- Access to specific work.* Referred to the possibility of making communicative practices and the solution of needs and concrete problems (writing and editing of texts, elaboration of letters, and recipes, among others).
- Courses of basic computation with validity in the MEVyT.

*With priority for students and advisors of the INEA

Project Internet on the EVyT 3

Purposes

To promote and facilitate the knowledge and gains of Internet as a backup to educational, communicative and work processes of the population older than 15.

The main resources considered in this project are the technical support and the advisors; the Internet connection; e-mail accounts; and the CONEVyT – INEA web-site.

In the Community Squares the participants can have their own e-mail account in order to communicate and exchange information with other users. The use of this tool is foreseen to transmit information to the users that temporary cannot attend the study sessions, to increase the relations between different figures and Community Squares and to achieve better comprehension between groups with different opinions.

For the Community Squares the CONEVyT – INEA Portal is an institutional entrance to the world of Internet, where, different information can be found. Topics such as health education, services of different educational institutions, educational materials, and resources for the teaching processes, self- evaluation exercises, online courses and connection to other sites related to education can be found.

In order to profit from Internet the persons should have developed some basic abilities or should develop them during the same activity, as a result of the processes of technological literacy proposals:
To search and select information among large volumes
To understand and be able to deal with classified information.
To be able to differentiate between valid and commercial information or the one that does not have any sustenance (remember that in Internet any person can write and get online: there is no control of the content)
To have abilities for autonomous learning.
To be able to delimit what the person is searching for and possible ways to find it. To structure the information as a whole starting from various information sources.

Middle term offer:

- Online virtual courses: MEVyT and High School
- Access to communication and to knowledge*
- Community projection to the world (publication of matters of community interest.)
- Basic Internet courses with validity in the MEVyT

Axis 4- Literacy Project on Technologies for Information and Communication (TIC’s)

**Purposes**

To facilitate the basic knowledge of the computer and the development of basic abilities that make it possible for youths and adults to understand the functional uses of these tools in their daily lives.

The underlying focus of this project proposes that youths and adults understand the functions of the basic tools, through the functional use of them in learning situations related to the daily life and development of basic abilities.

This focus is related to the so called “Technological Literacy” “...as a motivation center for this task, not so much the technical aspects of the technology, but its social aspects”. This means as an educational proposal, to form “functional basic users” and not technician-professionals, nor experts in computer packages. In other words, users that start from their daily reality to have a better understanding of the world in which they are living, and “... to be an intelligent consumer of the market products, and to assure a democratization of the political decisions that involve technological options [political, social and cultural]...”.

In this way the project responds to the outlines of literacy as an access to the written culture. It also responds to adult education and to the information of an adult population in the educational lap, from a wide literacy perspective that considers codes and languages from different contexts in which youths and adults participate.
Project Support Services to the Work axis 5

**Purposes**

To facilitate the development of basic abilities will contribute to the incorporation of youths and adults to self-employment or to the labor market or to the improvement of their work performance.

This project is related to the emphasis given to work as one of the transversal axes of the MEVyT. The requirements of new abilities and knowledge, as well as the adaptation to the changing demands of the employment market. The working life demands diversified activities and the inter-institutional coordination to make this project dynamic in the Community Squares. In Mexico the efforts of linking different institutions with areas of differentiated actions, have not yet reached adequate conditions to develop integral processes as it is proposed by the Community Squares.

This structural situation has limited the advances of this project; nevertheless, actions that correspond to the outlines that sustain youth and adult education, in the work perspective, have been made.

The implementation of the modules of the MEVyT related to this domain, strengthen the educational offer that promotes the development of abilities and specific attitudes for the incorporation to the labor market. It prepares the persons to participate in different employment models.

On the other hand, training courses to respond to the needs of independent workers and workers of the informal economy have been implemented; the creation of organizations, that use the resources of the communities where the community squares are, have also been promoted.

**Middle term offer**

- Information about work support: scholarships, work abilities, employment companies. (inter-institutional)
- Fostering training courses (STPS) and training for domestic workers.
- Organization of rural companies (inter-institutional)

Service Projects of non-formal education 6

**Purposes**

- To facilitate, through printed resources and audiovisuals, access to the contents of basic education and of open middle/higher education.
- To facilitate the development of non-formal educational processes and the participation of the community in general.

This project facilitates the access to the offer of educational services of the Community Squares and of its benefits for the “open population”.

The use of the technologies in non-conventional learning ways, finds in the spaces and resources of the Squares multiple possibilities to generate appropriation processes of theses
services, to incorporate a higher number of persons and to back up the educational, socio-cultural and productive processes of the community.

The services designated to the open population are:
- Consultation of materials
- Information about higher middle education in its open modality
- Conferences, speeches, thematic journeys and cultural events
- Support of the children’s homework
- Inter-institutional instruction events
- Room for community meetings
- Reading Room

The political decision of incorporating the technologies for information and communication to the offer of youth and adult education cannot avoid citizen participation in the development and evaluation processes of the information and communication media. It is pertinent to remember what Zubero (1993) states “the real debate in relation with the new technologies of information is the debate about the strategies and options not only in the moments of its application, but from the moment of its design. It is not a technical or economical debate, but a political one. It is a matter of democratic participation and access to the new technologies”.

Annex 7: Bibliography

Buch, Tomás (1999). “La Tecnología como producto cultural y su integración al currículo”. (mimeo s/r)


Zubero, Imanol (1993): Participación y democracia ante las nuevas tecnologías, Retos Políticos de la sociedad de la información.(mimeo s/r)

## Annex 8: Educational low attainment per states

<table>
<thead>
<tr>
<th>STATE</th>
<th>ILLITERATE POPULATION %</th>
<th>ILLITERATE POPULATION WITHOUT COMPLETE PRIMARY EDUCATION %</th>
<th>LITERATE POPULATION WITHOUT COMPLETE EDUCATION %</th>
<th>TOTAL EDUCATIONAL LOW ATTAINMENT %</th>
</tr>
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<td>%</td>
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<td>---------------------------------------</td>
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<td>-----</td>
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<tr>
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</tr>
<tr>
<td>WORKER OF ART OR SPORT</td>
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<tr>
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Annex 10: Profile of the advisors

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<tr>
<th>SCHOOL LEVEL</th>
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<th>%</th>
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4. Research on Education for Youth and Adults in Latin America: A Review of Evidence

4.1 Introduction

The state of the art of research and specialized documentation in Latin America and the Caribbean has been clearly defined as an area that needs to be systematized. Information is erratic and although there are several institutions collecting information on the subject, they remain isolated and with scarce communication amongst them.

As a follow-up to CONFINTEA, a meeting for the technical review of the issues that have been proposed as main Lines of Action for the EPJA was convened in September 2002 in Mexico. The lack of systematization of the information and research on the EPJA in Latin America and the Caribbean was considered as a high priority problem.

According to the panelists the systematization should have two intentions:

- On one hand, to support the research, producing theory and knowledge, to identify deficits of knowledge, and to establish priority lines;
- On the other hand, to strengthen the educational policies and practices and to verify hypothesis. To promote innovation, it is necessary to respond to local contexts and to individual characteristics. This cannot be achieved without establishing a Regional network for communication and dissemination of research.

Some actions were indicated, such as recovering local diagnostics on learning needs; carrying out systematic studies on perceptions, meanings and processes of adult learning or collecting information on motivations, obstacles, etc. However, this is done in a dispersed manner in every country, and in very few it's done on a rather systematic way. Thus, there is a lack of an integral vision of Adult and Youth Education in Latin America. There has been limited empirical research on learning acquisition of adults. In this way, there has not been a sufficient study on how adults and youth acquire capabilities for autonomy, through which processes youth choose their own self-learning, or which cultural factors determine Adult Education, among other subjects.

Finally, there was emphasis on the need to influence policy decision-makers in a way that, after knowing the results of the studies, they spend less time to introduce and execute plans and programs. That the coordinated effort of information, documentation and research should be at the basis of informed policy decision in the area of the Latin American and the Caribbean EPJA

The debate centered on the recognition that research in Adult Education is weak and spread out and that knowledge in this area needs to be specialized and pertinent. It is necessary that there be a union of systematization, evaluation of impacts, research, and network for documentation and information etc., to improve the quality of education and that the studies consider a qualitative dimension, as well.

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252 UNESCO/ CREFAL/UIE. Regional Meeting for the Revision of Strategies and Programs for Young People and Adult Learning in Latin America and the Caribbean (CREFAL-Mexico, September 11th-13th, 2002) Panel 5: Systematization of Research
With respect to the evaluation studies, the importance of the work of the Regional Education Office of UNESCO was recognized. It was also suggested to carry out a “State of the Art” study in order to find out what has been produced in Youth and Adult Education research, in the countries and in the region. To find out how research responds to the diversity of needs and to identify the existing gaps. To promote research and to obtain lessons that can be useful for decision-making.

Research, Documentation and Information

These three common aspects of the research networks have been scarcely developed in the Region.

The most long standing center for documentation specialized in EPJA is CREFAL (Regional Center for Cooperation for Education of Adults in Latin America and the Caribbean). The CREFAL has been producing the Boletín de Resúmenes Analíticos sobre Educación de Adultos since the mid-90's. This Bulletin is an important semestral publication with a rather low distribution of only 600 copies. It compiles research summaries from Latin America and the Caribbean and also some interesting entries from Arab and African countries. The publication only deals with documentation in Spanish language.

The second source for systematic compilation of research and analytical summaries in Latin American is the quarterly publication of the Mexican National Institute for Education of Adults (INEA) with a distribution of 1000 copies.

The "Resúmenes Analíticos" has a less specialized format, each "Resumen" is dedicated to a theme, and the information and summaries provided are not exclusively on EPJA. For example, one volume dedicated to the theme identity and Mexican nationalism summarized information not only on EPJA, but also on Mexican Literature, philosophy and politics and psychology. Other issues are dedicated to the Spanish language production of curriculum in general, human rights and education or to the Life and work of Paulo Freire etc.

These two documentation centers from Mexico are part of the ALADIN Network, coordinated by the UNESCO Institute for Education in Hamburg.

The Latin American and Caribbean membership of specialized Documentations Centers belonging to The Adult Learning, Documentation and Information Network (ALADIN), constitutes only 11.2% of the membership, being 41 of the members world wide. Only few centers from the region are linked on-line with the network.

A noteworthy center is the Caribbean Educational Information Service (CERIS). Based in the University of West Indies campus of Trinidad & Tobago, is a "one woman" show that among other educational reference material has published some annotated and valuable information on education and training in the Commonwealth Caribbean.

Apart from the two Mexican institutions mentioned above, the other two centers are in Santiago de Chile.

253 INEA Resúmenes Analíticos 2, Abril -Jun, 1999
The Latin American Net of Information and Documentation in Education (REDUC). This is probably the widest education net in Latin America. Although, not specifically dedicated to EPJA information, the REDUC has developed important and systematic nets with most Adult Education Centers in Latin America. It has an important collection of abstracted materials in a wide range of topics of education in Latin America and the Spanish Speaking Caribbean.

The other specialized Documentation Centre in the Region is UNESCO's Regional Education Office (OREALC). It has a wide range of materials and produces bibliographic summaries responding to policy requests from governments or international policy needs. This Center, in collaboration with REDUC, plays a central role in the process of initiating and reinforcing the EPJA network as a follow-up to CONFINTEA mid-term review.

It is also worth mentioning in Belize the NGO network SPEAR a documentation centre for the country, ALER, the Latin American Association of Radio Schools and other minor centers such as Asociación Nacional de Centros del Perú, ERBOL (Bolivia) and CEAAL (The Latin American Centre for Adult Education) in Mexico.

**Documentation and annotated bibliographies**

When tracing the systematic production of summaries defining the state of the art of research in the region very little appears to have been done until now in a systematic manner.

Since the publication of Susan Poston's, now 'classic' "*Non-Formal Education in Latin America. An Annotated bibliography*" in 1976, very few efforts can be seen in the production of a similar publication with rigor and academic value able to project the developments of the Latin American and Caribbean experiences within the region and worldwide.

In this first coordinated effort, UNESCO Institute for Education, UNESCO/OREALC Documentation Centre and REDUC are initiating a process of making operational the work of ALADIN in Latin America and the Caribbean.

The findings of this first attempt of "State of the Art" should be considered as the beginning of systematization. The need to include and compile summaries of research outside the region related to EPJA, needs to be considered as an important next step. A better categorization according to country, themes and authors, etc. needs to be developed. It is expected that during 2004, UNESCO and REDUC will be able to integrate new partners into the process. On-line access to the information and support to researchers at institutions of EPJA Governmental and Non-Governmental, as well as academia, will be interlinked via Internet to the project. The most important goal will be to establish systematic mechanisms to provide comparative visions at policy and technical level between the actors of EPJA in the Region. The aim would be to address policy makers so through this shared view they would improve their capacity to take informed and more rational decisions.

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255 An Annotated Bibliography. UCLA Latin American Center Publications. Los Angeles. 1976
On-going Trends in Research and Information in EPJA: Some notes on the annotated documentation and bibliographies

The Documental Study is divided in three aspects:

Documentation of non published papers reports, etc.
Bibliographies, books and articles in journals and periodicals.
On-line sources and relevant web sites etc

Documentation

Some initial findings of the annotated work presented helps to identify some general trends in the process of research in Latin America and the Caribbean. The documentation, of mostly unpublished materials and "working documents" is a first approach to existing studies on young adult education in the Latin American region. As demonstrated by a long annotated bibliography prepared by REDUC for the UNESCO Institute of Education in Hamburg and UNESCO/ OREALC, literature and action programmes focus on a wide range of tendencies. In these notes, authors highlight the following ones:

The participation of the States and of NGOs
The determinant influence of socio-economic factors in a panorama of changing economic relationships
The key role played by "secondary education", at the level of national education systems with urgent needs for reform256

The main strategies and evaluations defined in research papers and documents are clearly showing an interest in the direction of Work and Adult and Youth Education in the Region. 257

Very few documents make reference to aspects beyond this "thematic" of CONFINTEA. The major concentration of research is in Chile and Mexico, both at the same time discussing and building a strategy where the main issue is the world of work, but from different perspectives.

Some general guidelines and thinking coming from the international multilateral and bilateral institutions are also contributing to this more functional and work related view of the EPJA.

CINTERFOR since 1993 initiated some directives and guidelines about the theme, with a special emphasis on the regional situation of vocational training covering
1. Operational design of vocational training.
2. Occupational analysis and its application in vocational training.
4. Mode of training.
5. Didactic material
6. Vocational information and orientation.


7. Individualised training.
8. Distance training.
10. Quality of vocational training.
11. Learner-centred evaluation.
12. Statistics applied to training.

In this document it is concluded that, institutions of vocational training are looking for achieving a balance between responding to the economic aims of the most dynamic productive units, and the social aims towards disadvantaged social groups. Therefore, institutions are looking for new markets, offering new services, promoting their recognition and exerting to improve the training quality they give. This has brought the focus on recognising the worker as an important agent in the productive process, and on his qualification that enables him to answer multiple and changing demands.258

Another interesting example of this point of view, where technical should be complemented with quality basic education and skills, is an essay analysing a World Bank document on the subject, and presenting the north-American experience of the Tech-Prep. Any innovation should take into consideration the changes that occurred in production. The consequences for the design of politics can be presented like this: 1. the best preparation to work in the technological world is a solid training in basic studies and essential abilities. 2. Act at once. 3. Planning must occur based on data about the employers’ needs. 4. Avoid prejudices, archaic ways of doing things just to do things, and easy presumptions without contrasting them with data. 5. Education of those who will not go to university has to be of good quality.259

Two random examples of the rich discussion of the theme in Chile and its technical/administrative implications are contributed by bi-lateral assistance sources and local educators. Good example of this process is an investigative report on the systematic provision of vocational training in Chile, examining perspectives of co-operation between Chile and Germany. The author proposes the notion that without a co-ordination and systematisation of the existing kinds of provision and their sustaining structures, it will be hard to achieve the education level that is required in an economy trying to compete with international standards. Furthermore, it is required to improve substantially the teacher training at university level, and its modality of classes. Six points of reference are proposed for a future co-operation between Chile and Germany: promoting university teachers’ training and improvement at the academic level; regulating this training and elaborating material; promoting a national policy dialogue on education for work; promoting vocational training in technical high schools and non-formal training programs; training instructors in companies; providing technical assistance in technological subjects and vocational training in medium and small companies.260

A series of studies that were behind the process of reformulation of EPJA in Chile are presented in the annotated documentation.

A good example is an empirical study on the integration of those basic competencies in the flexible secondary modality (EMTP). A proposal of curriculum design that will be


required by students for their future in the world of work, as well as on the motivations and deficiencies brought by those ones who enter in a non-academic technical-professional education. It indicates the basic competencies students should have acquired when finishing EMTP.\textsuperscript{261}

Reviews on the traditional training services of Latin America and the Caribbean and the need to search for wider forms of integration with basic and secondary more formalized systems of education are put as important priorities in the discussion with Governments, Private Sector and NGO's.

The need to innovate the curricula is central to this process, the cases of integration of SENAI in Brazil or SENA in Colombia is well considered in the documentation\textsuperscript{262}.

However, from the perspectives of UNESCO and other partners the process requires a widening of the range of themes beyond the purely "economistic" focus in order to develop a global integrated perspective of EPJA.\textsuperscript{263}

A pioneering work in Mexico that combines this more open and integrative curricula are presented in the annotated bibliography. This study proposes a reference framework to evaluate contents and materials of adult education in Mexico. The elaborated evaluation model states the two aspects of contents and materials. The curricular level integrates criteria of context, language, cognition and axiological aspects. The technical level integrates criteria of publications, production and physical surroundings.\textsuperscript{264}

A series of documents of research follows this initial discussion. It emphasizes the need to look at the Mexican society in its complexity and wider problems to be part of the INEA programme. In one interesting example study the author remarks that, even in organisations dealing with rural development, farmers’ education is often not part of their main orientation. He points out that the theme of the Seminar ‘Basic Needs of Adults’ is a question obviously ignored. He describes the fundamental elements of rural development and concludes with a hypothesis about the possible efficiency of this kind of ‘non-educational’ work. The article is divided into three parts: 1) Education in processes of development. 2) Educational needs of farmers. 3) Educational and social processes in the country. He specifies that even though farmers are often conscious of having a lack of education, they do not define it as a need. The author indicates four consequences referring to questions of rural adult education: 1) The educational proposals for farmers’ men and women have to be linked to social dynamics. 2) They must be articulated in a way subordinated to the social, economic and cultural issues that, first of all, refer to the struggle for survival. 3) They should be incorporated into already existing, open, social spaces. 4) To understand adult education as a support to social processes that may make it relevant and important, and so to incorporate it in community processes of development, of social participation, of technical training, of solidarity, and of organisation.\textsuperscript{265}


\textsuperscript{264} Agüero, Mercedes de; Schmelkes, Sylvia; Kalman, Judith. Evaluación de Contenidos y Materiales de Educación para Adultos. México. CEE. 1994.

A rich set of INEA, Mexico, and research documentation and discussion papers ensues, dealing with aspects beyond the world of work but important to develop a rather integrated curriculum for EPJA.

The Documentation remains poor in relation to Popular Education proposals and descriptive examples and case studies. The role and value of NGO’s work in Latin America needs to be given more consideration in the following stages of collection and retrieval of EPJA information.

The other aspect that needs to be enriched is the experiences in the Caribbean. Further reinforcement of documentation and research in that area through ALADIN partners need to be made more operational.

**Bibliographies**

In the bibliographic compilations on EPJA (Published Books and Articles in Journals), important information is presented of publications from the Region, and from outside the Region. These documents are annotated and presented under the following categories:

- Education for \ focused on indigenous and disadvantaged people
- Education and gender
- Education of young people
- Education for peasants-rural/development
- Teaching how to read and write
- Educación y Training.
- Methodology
- Education , Civil Society and Democracy
- Education and Ecology
- Education and Government Regional
- Latin America and the Caribbean in General

Most of the updated research publications on this aspect are presented. The issue of the EPJA and modernity in Latin America and the challenges ahead for the indigenous educators are analyzed:

Some authors consider that the challenges of modernity may actually provide an opportunity for indigenous people to become integrated in western society, in the sense that they could re-dimension their cultures thus allowing for a project of intercultural society. One author proposes a form of “revalidated” development via a bilingual education which respects indigenous habits, customs and rites. The suggestions are backed up with the opinions of several experts and the research by various international organizations. Other authors consider bilingual intercultural education to be the best way available to strengthen the cultural identity and conservation of the language. This text suggests delivering this knowledge to the women, as they are the cultural treasurers par excellence. The idea is underpinned with examples from projects of bilingual intercultural education which focused on civics education of the indigenous women, implemented with the support of UNESCO in Peru and Ecuador.  

Several books on women's literacy education in Latin America are reviewed, including "Women and education in Latin America: Knowledge, power and change" by M. Fink, and "Education and social change in Latin America" by N. Stromquist.

These critical feminist authors insightfully portray the salient features and tensions of women's literacy in Latin America. Based on a view of literacy as a practice embedded in social relations, they argue that literacy programs must attend to women's interests and analyze the constraints to participating in and benefiting from literacy. The Salvadoran women developed strong literacy and social analysis skills due to mutual relationships, stimulating dialogue, and engagement with meaningful texts. Teachers' training and learners' familiarity with political discourse are also key factors.

These texts suggest that although literacy education has powerful psychosocial, family, and community benefits, it does not necessarily promote widespread social change. The challenges for educators include linking literacy initiatives to social movements and institutions, building on and challenging women's knowledge and roles, and discerning how to use power to cultivate learners' freedom. Educators should also consider how to integrate spirituality in empowering ways, work with men, and help women answer the question, "liberation from and to what?" In this way, literacy education can equip women, their families, and communities to decide how they can, and should, shape their world. 267

A unique empirical study of UNESCO/OREALC shows the results obtained from a research developed in Argentina, Brazil (State of São Paulo), Colombia, Chile, Mexico, Paraguay and Venezuela, in the framework of the REDALF network, at the Major Project in the Field of Education in Latin America and the Caribbean. The aim of this research (Infante,2000), was to measure and analyze functional literacy by using quantitative and qualitative tools, establishing on empirical basis a profile of the population in relation to their reading skills, and linking these skills to certain social and professional competencies which are supposed to be required in those urban areas where the research was applied. The research associated its tools with the fields of economy, production and daily life and contributes to the understanding of how higher schooling levels help to reach the command of a real literacy. One of the most important results is that seven or more levels of basic education are necessary to acquire a basic command of literacy and that, in order to get a good level of competencies in all the subjects, in most of the countries, people should have attended school for 11, 12 or more years.

Other published materials refer to the results of the strategies of following up in some processes of literacy campaigning. Kalman gives an account of the early programs to eradicate illiteracy. It reminds the reader that during the seventies, underdevelopment was assumed to be directly proportional to illiteracy, a relationship which was later shown to be not that precise. The eighties are characterized by the two paradigms of literacy in order to prepare the people for industrialization promoted by the right vs. “common education”.

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supported by the left. The author comments on adult education and how it is not perceived to be useful for society.  

An important "state of the Art" document that defines present strategies and challenges of Mexican and Latin American EPJA is presented. This work on adult education is divided into four sections. The first is fundamentally critical. The second has a conceptual character. It provides support for questioning the current systems of education and the plans for their transformation. The third, which is also of conceptual character focuses on the pedagogical contributions, drawing on recent research, experiments and new proposals. The fourth provides a synthesis expounding the strategies to face EDA in political decision making. The authors show, how to construct a strategy for literacy in Mexico, which would achieve a fundamental transformation. 

Very few literature exists on the development and history of adult education in Latin America and the Caribbean. INEA and The Colegio de Mexico have developed an important attempt in this direction. This unique work is the result of research conducted by the INEA in cooperation with researchers of the Colegio de Mexico. Its three volumes provides a historical panorama on the education of adults in Mexico, that reaches from pre-Hispanic times to the liberal reforms during the government of Carlos Salinas de Gortari.

Finally, an important document that captures the evolution of EPJA and non-formal education in Latin America in the last 30 years needs to be highlighted. This evolutionary analysis by La Belle includes community-based programmes, literacy, fundamental education, community development, technical vocational training, extension education, consciousness raising, popular education, and community schooling. With the economic downturn in the 1980s, non formal education became less viable as part of socio-economic development strategies owing partly to the social progress made in the region, a shift to schooling as a priority and the pulling back of governments from social service funding. Nevertheless, the 1980s saw the informal economy and social movements as emerging avenues for non formal education programming and non governmental agencies became the dominant vehicle for educational delivery. During the 1990s, technical education was going through privatization and adult basic education was being criticized and overhauled. Citizenship education, a potential avenue for non-formal education investment in the newly democratized region is identified as an area overlooked by policy makers. Similarly, the growing needs of the indigenous populations of the region and urban

Kalman, J. (1999): Alfabetización: acceso a la cultura escrita, a la educación y a la información. (Learning how to read and write: access to the written culture, to education and to information. En: Boletín proyecto principal de educación en América Latina y el Caribe, Nº 50. Literacy: access to the written culture, education and information) Santiago, Chile, UNESCO. OREALC, pp. 28-46


youth unemployment are singled out as potential areas for non-formal education programming.  

**On -line sources and relevant web sites.**  

The websites and on-line information is presented as follows:  

- La Quinta Conferencia Internacional de Educación de las Personas Adultas CONFINTEA V (CONFINTEA V Conference Papers and related articles in Spanish and English).
- La Década de la Alfabetización (The Literacy Decade; Website UNESCO and articles on line).
- La Alfabetización (Literacy Web-Sites in Spanish and on -line articles).
- La Educación de Adultos (Adult Education in General: Websites and on line articles about equity and gender, rural and economic integration and indigenous people in Latin America and the Caribbean. Also MOEs websites on EPJA and statistical information in the region).
- Bibliografía respecto al tema.(On -line bibliographies)

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271 La Belle, T.J. *The changing nature of non-formal education in Latin America.* *Comparative Education* Feb 2000

272 This document is already on line at www.literacyexchange.net
4.2 Annotated Documentation

Introduction

This annotated bibliography has been prepared by REDUC for UNESCO/OREALC and IEU within the „Plan of investigation: State of arts about education of adults and young (EPJA) in Latin America“.

It has been prepared as follows:

A research on documents was done by REDUC, employing the following descriptors:
- Adults
- Young
- Training
- Professional training
- 1993 to 2002

This research brought in a total of 1,765 references that - in format of bibliography - gave a total of 805 pages standard in MS Word.

These references were revised one by one, in order to restrict the results, applying the following criterions:
- thematically membership
- paradigmatic value

This new adjustment allowed to reduce the selection to 770 references.

These references were revised once more, coming to a final result of 329 references, that compose this bibliography.

The obtained product has firstly been arranged by years (1993-2002), and was then put in alphabetical order.

1993


Institutions of vocational training are looking for achieving a balance between responding to the economic aims of the most dynamic productive units, and the social aims towards disadvantaged social groups. Therefore, institutions are looking for new markets, offering new services, promoting their recognition and exerting to improve the training quality they give. This has brought the focus on recognising the worker as an important agent in the productive process, and on his qualification that enables him to answer multiple and changing demands.

ARNOLD, Rolf; KRAMMENSCHNEIDER, Ulrich. EDUCACION PARA EL TRABAJO EN CHILE. Santiago. DSD. 1993. 80 p.

Investigative report on the systematic provision of vocational training in Chile, examining perspectives of co-operation between Chile and Germany. Without a co-ordination and
systematisation of the existing kinds of offers and their sustaining structures, it will be hard to achieve the education level that is required in an economy trying to compete with international standards. Furthermore, it is required to improve substantially the teacher training at university level, and its modality of classes. Six points of reference are proposed for a future co-operation between Chile and Germany: promoting university teachers’ training and improvement at the academic level; regulating this training and elaborating material; promoting a national political dialogue on education for work; promoting vocational training in technical high schools and non-formal training programs; training instructors in companies; providing technical assistance in technological subjects and vocational training in medium and small companies.

The article presents some pedagogical connotations on adult’s training through long distance education. It presents important aspects of distance education, that provided positive results. It shows that adult students impose their own orientation and training rhythm. Training is based on practice and use in daily life. It discovers some didactic consequences: 1- Adults tend not be interested in multimedia courses, they prefer monotheoretical courses. 2- They integrate new ideas in the ones they already know. 3- Exercises that are too fast, complex and unusual, interfere with conceptual training. Adults are slow in psycho-motor training exercises. They compensate this by less repetition needed for proof/error tests. 4-Adults tend to let mistakes affect their self-esteem. Some of the presented implications are: Information should be introduced in a rhythm that allows its acquisition, and time for assimilation should be foreseen. Presenting an idea with the minimised intellectual demands should support comprehension. Training should start with primary concepts. Adults prefer self-directed projects.

This 1992 lecture-seminar derives from the work of the Centro de Estudios para el Desarrollo Rural (CESDER) in the indigenous náhuatle region. It focuses on the socio-cultural bases that should be considered in designing bilingual cultural education models, deriving from a pilot experience with children-young indigenous and their parents. It broaches the themes in four chapters: 1) The first one is about present conditions of socio-cultural practice. Due to the poverty in agricultural areas, work, production and social processes are subordinate to the dominant logic in national economy. As a consequence, social groups’ capacities to control their cultural practices is diminishing, leading to the deterioration of the standard of living. 2) The second one is about identity construction. Some necessities are: - Recognising the bilingual and bicultural character of the socio-educational practice for including it into national life. - Assuming that the cultural identity does not refer to the „mythic and magic“; -Constructing the identity in group form; - Critically acknowledging cultural risks of State and Civil Society. 3) The third one refers to education as a project of cultural resistance and defence. One of the central questions in indigenous education should be the development of a multiple and complex process of culture that may become an autonomous socio-cultural practice, in order to think later on about the proper rural educational system with a subsystem of indigenous education.

A study that approaches technical education from historical, social, economical and institutional perspectives. Its first part provides an analysis of the Venezuelan history of ideas concerning technical and vocational training. The second part consists of an analysis of how the secondary technical school is integrated in economy and society. Thirdly, an analysis of organisational, administrative and management aspects.

The article describes significant aspects of the III Encuentro de Instancias Formadoras del Educadores Populares. In methodology, it considers it necessary to overcome the action-reflection or practice-theory dichotomies. Instead, reflection should be understood as analysis of the epidermis of practice, and should be conceptualised as a thematic lecture. Presents a process of teaching-training based on: experience, reflection, conceptualisation and application. Reflects the practice in the training of popular educators by defining training, Popular Education, and Information. The second part distinguishes scientific and pedagogic knowledge. The first is conceptualised as political, ideological knowledge, that the teachers have in order to develop activities in favour of the popular sector. The second is seen as an ideological, political and technical knowledge educators use for their training activities. In Popular Education, both kinds of knowledge seem to exclude each other: The scientific is less appreciated for not responding to the popular sector’s expectations. The author suggests that both kinds of knowledge should be used in a complementary way.

Describes adult education as a product of developing capacities and values. It procures information about how to organise, plan and lead adult education in Costa Rica, which is divided into two modalities: scholastic and non scholastic. Its organisation corresponds with this state and is sustained in the article 83 of the Costa-Rican Constitution, dividing adult education between three departments: the Department of Formal Education, the Department of Non-formal education, and the Department of Open Education. Services in adult education are subject to programs realised by the Ministry of Education. The document describes the following programs and services: a.- A literacy programme and basic education exams that cover persons aged 15 and above in an initial, a medium, and a final level. b.- General open basic education, permitting the student to obtain the bachelor and higher level through a system of Costa-Rican institutions such as Night Primary and Secondary Schools, Private Commercial Schools Type B, and Professional Institutes of Community Education.

The study is a result of external evaluation realised by the Costa-Rican government and ILO. It describes in details the progresses of the Women’s Community Associative Business (Empresas Femininas Asociativas Comunitarias - EFACs) and the Technical Colleges with their related Productive Didactic Units (Unidades Productivas Didácticas – UPDs). The evaluation covered EL EFACs from Chacarita and the Technical Colleges from El Roble (Puntarenas), Upala (Guanacaste), Industrial of Limón, Talamanca (Bri-Bri, Limón), and San Mateo (Alajuela). The mission expects the projects to bring positive and significant results. The new curriculum paper is showing to overcome gender separation in the workplace. Teachers accepted the methodology well, and it even constitutes a new motivation in daily work. Conclusions are made on technical and organisational aspects of the UPDs and EFACs.
Article about the Institute of Vocational Training (Instituto de Formación Profesional INFOP) in Honduras. It was created under decree law no. 10, on 28th December, 1972 as a financially autonomous institution. The INFOP leads, controls, checks and evaluates the activities dedicated to national vocational training. The most used instruments are: in-centre training, complementation, capacity-building for small rural companies, individualised training for rural companies, open learning, etc. Furthermore, INFOP also provides training through different programs and projects. The Dual Training System was recognised in 1981 as a methodological alternative. This system is a structured process of vocational training for young trainees, practically by the company, and technically by INFOP. The Dual Training methodology is comprised of: 1. Design of working structure. 2. Enrolment and selection of applicants. 5. Development of dual training. 6. Supervision of dual training. 7. Administration of actions of dual training. 8. Evaluation and supervision.

Investigation on the basic needs and role of the regional adviser in adult education. The investigation suggests: a) to identify and analyse the basic legal needs of the regional adviser, and to determine the professional profile. To investigate the main administrative technical functions of the regional adviser in adult education, and b) to acknowledge the legal, political and socio-economical needs of the regional adviser.

Lecture presented at the International Workshop „Training of Human Resources for Investigation“ (10-12 June, 1993: Caracas). Presents the development of the human resources training program of the Scientific and Humanistic Council of Development, Central University of Venezuela. The hereby elaborated diagnoses of needs sheds light on the absence or a lack of real politics for training human resources at the C.U.V.. So far, there have only been scholarship programs without clear priorities or reverting the investment to the institution. In general, universities are required to start a real structural reform in order to respond to the needs in the filed of human resources training. The main challenge for scientific investigation at universities is to establish criteria, priorities and aims, organisational structures, and practices suitable for the new situation of the country.

Investigation study that suggests a set of basic competencies in technical areas, basic sciences and evaluation for the EMTP. It analyses the Teaching Based on Competence (Enseñanza Basada en Competición EBC) approach as opposed to conventional teaching, the most problematic aspects of EMTP, and possibilities for resolving them through implementing EBC.

A quantitative study that evaluates how the educational-training offers, generating from technical teaching on mid and post-mid levels, respond to the development requirements and dynamics of V-VIII and RM regions.

Case study that analyses the distance between given programs and the professional profiles that the educational establishments propose to achieve, and the labour market demands and actual professional profiles of students entering the job market. The study detects the theoretical, technological and practical contents that should be strengthened in curricula of the selected specialities.

A comparative analysis that evaluates structural alternatives at the high school level, comparing different countries. It contributes to the Chilean debate on the fundamental aims and structure of secondary school education, that focuses on achieving effective academic and labour competencies.

This study aims at testing programs that improve the links between general education and the labour market. It refers to the progress of one of six pilot experiences that were part of the Program of Education and Work project PRODET. It was developed by CIDE, seeking to adapt the model of Based Education on Competencies to the reality of Secondary Technical-Professional Education.

Ethnographic study that analyses the working practices and conditions of Professional Technical Teaching professors. It also gives alternatives to provoke a change of their roles and attitudes, so that they become facilitators of their students’ learning environment.

The study examines an education method for sciences that may not only have mathematics as its base, and that may allow to stimulate the student’s logical reasoning by means that differ from the manipulation of mathematical symbols. The proposed method is based upon cognitive psychology and the biology of cognition.

The Study presents the results of an investigation on EMTP quality improvement. It proposes mechanisms and strategies for training and updating the skills and knowledge of educators. Furthermore it includes a conceptual focus that emphasises the instructor’s
preparation, in order to better accompany the adolescent in his/her process of psychological maturity and social and labour integration.

Empirical study on the integration of those basic competencies in the EMTP curriculum design that are required by students for their future in the world of work, as well as on the motivations and deficiencies brought by those ones who enter in a non-academic technical-professional education. It indicates the basic competencies students should have acquired when finishing EMTP.

The article explains the break-down of rehabilitation and education of prisoners. During the last three decades there has been proof for the position that rehabilitation of prisoners through an educational process, labour training, moral training and discipline, has been inefficient. The article shows that the break-down of this instrument is caused by the contradictions of aims, because punishment and detention do not correspond to the aim of education. The article analyses the following topics: Protection of society against felonies. General felony prevention. Just punishment. Education in prison. Punishment. Education and prison’s regime. Education and prison’s culture. Educational philosophy.

COSPAE; INAFORP; Sociedad de Cooperación Técnica. DOS TIPOS DE FORMACION PROFESIONAL DUAL EN PANAMA. Panamá. 1993. 13 p.
Lecture presented in the 1993 International Seminary on ‘Dual Vocational Training System: efficacious training method’, Santo Domingo. Describes the experience of how the two types of Dual Vocational Training have been implemented in Panama. Firstly, it presents the diminishing of efforts that INAFORP and the German Society of Technical Cooperation (GTZ) made in developing co-operation centres/companies, highlighting their legal and institutional aspects. Secondly, it refers to technical-pedagogical characteristics and finally points out the results of Dual Training development in companies. It indicates two types of Dual Training in Panama, one centre-focused, and the other one company-focused. Whereas the first one is represented by INAFORP, the second one is headed by INAFORP, COSPAE and Mixed Commissions.

This monographic number focuses on the needs of training, trainees’ profiles and requirements of productive companies. The changes in Latin America have determined the search for prospective workers’ profiles, such as polyvalence, efficiency, organisational ability, autonomy by actualisation, ability of leadership, ability to transit different situations. Any project of technical education pretending to provide access to modern productive work may include cultural, technological and operative aspects of the productive activity it is associated with. Curricular and methodological strategies hereby should take into consideration: flexible curricula in order to adapt to productive changes; the inclusion of electronic specialities and their applications; and the inclusion of general cultural contents in order to understand better the context in which the world of work is embedded.
DEL CAMPO, Guillermo; CARCAMO, Juan. ADMINISTRACION MODERNA DE ESTABLECIMIENTOS DE ENSEñANZA TECNICA. Santiago. CIDE. 1993. 113 p.

Book based on the experiences of the authors and the CIDE Project of Education and Work (PRODET). It presents an analytical manual with proposals. The administration of the Establishments of Technical and Professional Teaching (ETP) has characteristics that distinguish it from those with more traditional modalities. ETP has close relations to the corresponding productive sectors, with the aim to be at the height of technological advances, constant modifications of productive processes, and the deduced training characteristics. The training of ETP directors has been constantly redefined.


A provisional evaluation of ‘Faith’ and ‘Happiness’ in educating adults; a recent pedagogic term due to a lack of theory that could put it on the following fundament: the psycho-analytical theory based on Skinner supposes that adultery is a period of slow cognitive degeneration. Experimental work indicates that inductive reasoning, spatial and verbal ability show up until quite advanced ages and suggest the hypothesis of plasticity, justifying the efforts in educating adults, pertinent to moral, economical and political reasons. Initially, the methods of adult education were adaptations of teaching methods for children and adolescents. Today it is recognised that the variety and richness of adult’s experience should be taken into consideration in adult education. This concerns especially the ability in modelling the own engagement, to establish marks, determine rhythms of learning, and to chose contents according to the own needs. They are qualified in the areas of basic training, work orientated training, training for social participation and personal engagement.


The report is related to the „Evaluation of the Education and Work Program of the Province of Chubut“, done in the period April-December 1993 according to the plan of the Chubut Province and the Federal Council of Investment. The Education and Work Project is a modality of the basic secondary school cycle qualifying for a possible integration in the labour market. It is developed through combined strategies including the student’s attendance in hall, the use of programmed materials, and the possible orientation given by a co-ordinator who offers the possibility to establish contacts. The report presents the Education and Work Project in its history and actual situation. Secondly, it gives the results of the evaluation, defining the situation of the project, its institutional conditions and the instrumental dimension, the curriculum, the printed materials, and the organisational components. Thirdly it provides conclusions and recommendations.


The document tries to clarify some basic concepts on the specificity of ethnicity, and reflects how to structure educational contents. It indicates the need of a global educational proposal with precisely defined aims. It shows that the actual tendency of adult education for indigenous peoples is to be seen in the large context of bilingual and bicultural/intercultural education. That is, to equip them with the necessary knowledge and instruments for their successful involvement into national society. Adult education for
indigenous peoples has the function to recover indigenous language and culture, and to strengthen their specific development.

The author presents an analytical report of the study on Colombian technical high school education. He shows the different values given to education, and its importance in educational politics. He claims that the hegemony of a homogenising school model is discriminatory: the traditional academic education can have little social value for most of the students, either because of the lack of opportunities to continue higher education, economical barriers, or because it does not respond to their specific interests and needs. On the other hand, technical-professional education offers an educational alternative to most of the students who cannot or are not willing to continue academic studies that allows them both the access to superior education, and to productive work

An analysis of the historical and actual problem of illiteracy in Honduras, in the context of basic adult education. The study includes the analysis of the economic and social situation, that contributes to poverty and illiteracy.


Addresses the pedagogical model and characteristics of adult education. In the field of didactic planning it explains the agencies’ action plan that aims at selecting and applying pedagogical training strategies, and achieving a dynamic agency. As an example, the publication includes a map of the pedagogical model of adult primary education (MPEPA), describing the training instruments and methodology of the agency.

This number of the INEA publication describes the challenge that literacy means to adults, basic adult education through basic education centres or other official institutions, and aspects of the indigenous culture.

Bi-annual journal. This number includes studies about indigenous peoples and training, community participation and development, and adult education.
The book reflects the process of adult learning with the support of programs and agencies of INEA’s Direction for Training the Educating Personal. The text seeks to strengthen the activities of promoters, agents and adult education committees by providing strategies, methods and techniques for consultation and training. The main topics are: a) a general vision of the backlog of education as a social problem, and the educator’s significant role in Mexican society; b) the importance of written expression for the learning process; c) main characteristics of the didactic material of the INEA programs; d) their recognition.

Descriptive study that links its topic to actual investigation, methodological strategies of adult education, organisation, cultural animation and community development. It projects tendencies and deduces future activities. The concept of illiteracy has substantially changed in the last years. It is no longer a question of knowing to read and write, but to be able to „handle“ and apply this knowledge in daily life, in order to help resolving problems of the concrete reality. Illiteracy is not a symptom of marginalization and injustice anymore. It transgresses the school area, including multiple aspects of social reality: culture, world of work, forms of organisation and participation in the community.

The article approaches the role of primary school and the education-work relation from a multi-theoretical point of view. The authors draw a brief historical panorama of the links between educational and productive processes. It is possible that the concept of work, as transmitted in school, is equal to occupation, employment, function, and task, as it is exercised in the labour market. The concept of work loses its vision of being a social relation. The disciplinary production at school adjusts to mechanisms strongly installed in the individual and the society. One of the clearest messages transmitted by school concerning work is gender division. Furthermore, the article addresses the school teacher’s role in knowledge production.

Written in the context of the ‘Education for Work – Argentina’ sub-project of the multinational ‘Education for Work’, the product of an agreement on technical co-operation between the Argentinian Ministry of Education and Culture and the Organisation of the American States (OAS). The sub-project’s aim is to look for alternative forms of institutional organisation for mid level education, specially focusing on technical training. It offers a synthesis of the most important works on behaviour and tendencies of demands for human resources in the labour market. The document is divided into three parts: first, a brief presentation of the new techno-organisational paradigm established in the last decades in world economy. It also shows new criteria in the organisation of work, and its related
qualifications requirements. Secondly, it presents an analysis of the manufacturing sector’s reconstruction process, and its effects on the labour market. Last, it addresses tendencies in the demand of qualifications and the requirements for human resources from the perspective of employers and labour unions.

The article proposes new horizons for adult education, recognising that there were equivocations in the dogmatisation of social theories, creating new horizons with new ideas, but rescuing the idea of fraternity that has no place in the neo-liberal model. It analyses critically aspects such as massive irruption of young persons in different adult education centres, a situation that made one forget the adults; scientific and technological backlog; and others.

The author critically reflects the illustrations in adult education materials, trying to finish with myths that undervalue the ability of the adult to understand the image. He analyses syntax, style and contents of illustration, together with the ideology evolved by the exposition of the main political and religious paradigms.

The author analyses literacy textbooks of the last 30 years, developed by such as MEN, ACPO, the denominated alternatives and the program of reinsertion of the E.P.L. He provides a study of logotypes, mask, some internal illustrations, analysed in ways of expression and technique of pictures. The publication also includes a study of the graphics of four of the most representative illustrators of Popular Education.

Case study on CIDE’s ‘Program of Neighbourly Participation’ on local leadership training. The urban experiences of Peñalolén and Chonchalí were examined, analysing two different educational strategies, characterised as „school“ and „animation“. The first is formal, the second one is practical. The training received in this program has generated new competencies regarding work methods, consciousness of one’s rights as citizen, improvement of external and internal relations of neighbourly organisations. In the analysed experiences beneficiaries have received some influence as neighbourly leaders.

The present unit targets instructors. This guide contains the aims of long distance training. It presents a justification, explains the aims and functions of SIMED, and indicates the organisation of the subsystem of long distance training. The history of long distance training with SIMED is also included. The guide points out the necessary steps in distance education, the timing of units, the role of tutor and student, and methodological recommendations.

Essay analysing a World Bank document on the subject, and presenting the north-American experience of the Tech-Prep. Any innovation should take into consideration the changes that occurred in production. The consequences for the design of politics can be presented like this: 1. The best preparation to work in the technological world is a solid training in basic studies and essential abilities. 2. Act at once. 3. Planning must occur based on data about the employers’ needs. 4. Avoid prejudices, archaic ways of doing things just to do things, and easy presumptions without contrasting them with data. 5. Education of those who will not go to university has to be of good quality.


Regional research on the post-1988 work of OREALC in the context of the REDALF network. Even though in the last years basic education has gained ground, most interest is still in the formal schooling system. Basic adult education continues being an aspiration.


The present number treats co-operation and educational exchange between Mexico and the Republic of Chile in the field of adult education.


The project aims at raising the national literacy rate and integrating the illiterate population the productive process. The Secretary of Public Education implemented a pilot project in the Fco. Morazán Department developing and applying the ‘New Dawn’ adult basic education program, using interactive educational radio. This program seeks to train the beneficiaries in different classes, such as reading-writing, mathematics, sciences, civil and legal education, as well as education for work.


Monographic number. On Latin America, the context is a CEPAL analysis.


Describes the focuses of literacy education for indigenous peoples in Latin America. The document addresses the dimensions and new realities of literacy and adult education applying the teaching-learning process to the socio-political and economical context of the individual. The work is divided into four determined points: 1. New focuses permit to specify the aim of PPE in literacy and adult education (EDA). 2. Dimensions of the EDA that characterise its new reality. 3. Progress in women’s education and literacy. 4. Difficulties, hurdles, lacks and conceptual problems. UNESCO and OEI studies on literacy have shown that a major participation of the citizenship is required to increase links between the productive sectors, and to implement new modalities in farmers and indigenous education. Furthermore, programs of education for women have been considered that aim at
improving their condition and position in favour of their families. The providers of these programs are both governmental and non-governmental organisations.

A retrospective and prospective analysis of youth and adult education (EDJA) in Latin America. The first chapter marks the corresponding and relevant elements, their dimensions and decisions included in these actions. The second chapter marks the dynamics of interrelations and interdependence of contextual, institutional, technical-pedagogical, communicational and logistic dimensions, that aim at transmitting cognitive support and experience in order to support the increase of educational subjects and agents in each country. The third chapter categorises the dynamics in a set of definitions that can be used for planning and administration. Chapter four presents a vision of aims, politics and strategies of EDJA in Latin America.

The author explores basic ideas of the north-American psychologist J.S. Bruner on education, culture, society and development - or evolution psychology - and its implications for educational practice, particularly for adult education. Adult education should be implemented in an intuitive way, to help them understanding the reality and going beyond in an attitude of respect and confidence in their abilities. The main agents of education are not the resources but the teachers and instructors who propose ways how to see life.

The article proposes an alternative, integrative comprehension of the world of work that should allow the revision of mechanisms and valid myths about education and work; the design of wider and more comprehensive action lines than current vocational orientation; the articulation of learning contents; and a critical re-evaluation of social, economical and labour reality. In this sense, it provides the options for developing an alternative mid level education.

Approaches its topic from political, economical and educational perspectives and provides a prospective vision. Development depends on whether a society functions well or not; it does not only depend on the market. Beside an efficient and competitive market, sustainability is required to overcome poverty and injustice, and to obtain good labour relations. In this context, the main challenges of youth and adult education consist of three aims and action areas: 1. To improve the quality of the educational processes. 2. To guarantee a corresponding institutionalisation. 3. To create suitable strategies that allow to overcome the vicious circle of poverty, and to meet the challenges of economical transformation and modern citizenship, including those of local development.

Productive project in vocational technical centres, implemented by the Consulting Centre for Human Resource Development of Honduras (Centro Asesor para el Desarrollo de los Recursos Humanos de Honduras - CADERH). The aim of this project is to improve the relevance and quality of instruction, and to increase the cost/benefit of fifteen technical education institutions belonging to the public and private sectors. The proposed steps can be summarised as follows: 1. To actualise the curricula and to correlate them with the national educational needs. 2. To integrate the teaching-learning process with production. 3. To offer technical assistance and instruction to administrators and instructors. The publication offers a description of the strategies, advantages of integration, function of the system, and administration of the productive activities. The costs of a new productive project is relatively moderate, and it may allow to finance new vocational centres and to consolidate the existing ones.

ROJAS, Rodrigo. LOS TALLERES DE EDUCACION POPULAR. En. Educación y calidad de vida. Santiago. CIDE. 1993. Pp. 27-63. Report about the CIDE ‘Workshops of Popular Education’ program. The team work is positively perceived by the interviewed. The observed pedagogical process is distinguished by the co-ordinators’ position and the participants’ self-learning. Through material-supported participative and communicative exercises the participants learn to reflect and acquire skills.

SAFA Barraza, Enrique. CONTEXTO DE LA EDUCACION DE ADULTOS, POPULAR Y COMUNITARIA. En: Congreso Nacional de Investigación Educativo (20: México, 1993). México. Comité Organizador-SNTE. 1993. 59. Second chapter of the State of the Art of the CREFAL Thematic National Congress about Adult Popular and Community Education, that was part of the 1993 II National Congress of Educational Research. The aim is to consolidate the quality of Mexican educational research and to promote its decentralisation. Enrique Safa dedicates himself to a characterisation and analysis of the educational demand of adults. Félix Cadena writes about popular education. Currently the educational lack in Mexico is more ore less under control, but tends to increase any moment due to the socio-economical conditions of the popular sectors.

SALINAS, Bertha; SAFA, Enrique. EDUCACION DE ADULTOS, POPULAR Y COMUNITARIA. México. 20. Congreso Nacional de Investigación Educativa. 1993. 59 p. Estado del arte sobre el tema - Cubre el periodo 1982-1992 122 publications were identified: 70 on basic education and adult literacy, and 52 on popular and community education. The materials were classified according to the following categories: kind of study, financing body, kind of sources, and geographical coverage. The field of popular and community adult education has been consolidated as a particular branch of educational work, with a strong Latin American perspective. Despite the different definitions of adult education, some accents always seem to be necessary: to define priorities for education centres; to take up the problems of evaluation; to give the subject an orientation about in his/her situation of being educated, to quantify and analyse the impact and coverage of educational actions; and to increase the consensus concerning the methodology of adult education and popular education.

SANTIBAñEZ, Erika, IBAñEZ, Sergio. PROYECTO DE CAPACITACION LABORAL DE JOVENES DESOCUPADOS Y TALLERES PRODUCTIVOS. En: Educación y calidad de vida. Santiago. CIDE. 1993. Pp. 104-142. Case study about the CIDE program aiming to offer training programs and working opportunities to young unemployed persons in the urban regions. In spite of a model with
clearly defined strategies, there are difficulties in implementing the determined processes: the instructor’s previous training, relations between the project and local institutions, initial diagnostic of training needs. Nevertheless the implemented training strategy is highly efficient. The participants know how to do their work, but they do not perceive themselves as being able to compete. Consequently it is necessary for the program not only to focus on technical skills, but also on social ones in order to have certain success on the labour market.

Lecture presented in the „Latin-American Encounter of Education of Young and Adult Workers“ (Olinda, Brazil, 1993) - It describes, analyses and summarises aspects related to the educational needs of farmers and indigenous adults in Latin-America. Four paragraphs are presented: 1. The reality and its challenges, referring to farmer and indigenous persons and communities. 2. Adult education that revises Latin-American experiences, both programs and studies, in order to establish some premises to specify the kind of adult education that this population requires. 3. Actual challenges to adult education and the improvement of Latin American rural development, taking into consideration the national and international context of transformation. 4. Other challenges of adult education, concerning financial, material and human resources.

Research report. The training of technicians in Chile does not correspond to what is expected by the productive system. The report points out significant insufficiencies in teaching and in the technical training program.

Adult education and vocational training is one paragraph of the 1992-1993 Report. It describes the educational actions implemented by the Secretary of Public Education in the different types of education. The federal government confirms its task to integrate illiterates and persons aged 15+, who have not acquired basic education, into the social and economic system. It describes the activities executed by the National Institute for Education of Adults (INEA) and other training centres such as CONALEP, CECATI, CEBA and CEDEX of the Secretary of Public Education.

Analysis of the results of the Mexican National Literacy Program, employment, labour mobility and expectations of the graduated. A research on participants in the Federal District, Baja California Norte and Tabasco demonstrates the links between literacy, familiar and individual development.

Report on a program in the Mendoza province, Argentina. Evaluation has shown that it was possible to overcome the dichotomy between intellectual and manual work, and to educate children with the mentalities of workers, not as speculators.

Presents the creation of a chair of the Sivensa Foundation on values for work, describing the topic along the Venezuelan context The paper marks the value change corresponding to the racial, geographical and cultural determinism that pretended to explain valid stereotypes, analyses elements and function of work as a product of goods, and indicates the cultural conditions that are needed to achieve an ethic, social and personal valuation of work.

UNDURRAGA, Consuelo; SANTIBAñEZ, Erika; MAUREIRA, Fernando; IBAñEZ, Sergio; ROJAS, Rodrigo. EDUCACION Y CALIDAD DE VIDA. TRES ESTUDIOS DE CASO. Santiago. CIDCE. 1993. 152 p.
Points out the results of three CIDCE experiences in adult education: a ‘Program of Neighbourly Participation’, the ‘Workshops of Popular Education’ and the ‘Vocational Training of Young Persons’ program. A general conclusion is that these programs constitutes valid alternatives to satisfy the basic needs of adult training, and constitute a way to fight poverty and exclusion. The analysed cases visualise the existing relations between three substantial elements of the ‘pedagogical triangle’: the learning subject, the one who teaches, and the object of training. Also the influence of the group, different spaces of interest and different roles are pointed out. It analyses the process of training and the importance of an active learning, characterised by a pedagogical relation marked by dialogue.

This number includes works in progress about education and work, adult education, the training of instructors for technical vocational education, and ageing and the attention to health of old adults. It describes methods, steps and the system applied to a vocational training program, and gives information on current training of pedagogy and instructors. In the field of adult education it presents the Chilean Master’s study plan that was started in march 1993. There is also a study about ageing from a psychological and physical perspective, considering the issue of health.

Research report that examines different ways of qualification for qualified and semi-qualified occupations in Columbia. It deals with issues of public intervention and the influence of labour force requirements on the training strategies. Eight training maps are described. It points out the importance of non-formal training. The abundance of alternative ways of training can be seen as a signal for the training market’s flexibility: the workers pack their own packages. Public intervention to decrease diversity would lead to a reduction of options and would make the system less diversified and efficient.

Lecture presented in the Mexican ‘Second Workshop about New Alternatives in Adults’ Education’. It is more a preliminary sample than a demonstrating example of Zire’s work. He presents the links between the general method referring to Thomas S. Kun, his work and the field of adult education. He offers the hypothesis that the field goes through a crisis of normal sciences, because none of the development and dependence models have fulfilled the development / liberation expectations. He addresses the conceptual structure of a new paradigm and briefly points out the two fundamental methodological steps from Marx to Rousseau. Finally, he reflects on the relation between globalization and the demand for a new adult education in Latin-America.

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AGÜERO, Mercedes de; SCHMELKES, Sylvia; KALMAN, Judith. EVALUACION DE CONTENIDOS Y MATERIALES DE EDUCACION PARA ADULTOS. México. CEE. 1994.
Study that proposes a reference framework to evaluate contents and materials of adult education. The elaborated evaluation model states the two aspects of contents and materials. The curricular level integrates criteria of context, language, cognition and axiologicals. The technical level integrates criteria of publications and physical surroundings.

Addresses the relation between work and curricular program, demonstrating the existence of two views: the methodology and the contents of the program. The last one refers to the globalised society and the ‘working guarantees’. This generates the main question on the kind of work in a globalised society. Three aspects are analysed: 1) State. Its reform, the reduction of its role in society through privatisation and economical investment orientation; as well as the situation of the social institutions and employment politics. 2.) Technologies. Referring to the effect of new technology knowledge production, their impact on suppressing the needs of direct working power, and on new working conditions. 3.) Working flexibility. As a result of new technologies new working processes emerged that modify the principles of speciality and division between execution and supervision. On the other hand, in order to convert work into a means for reproduction and wealth distribution, seven requirements should be considered: quantity of employment, protection to its performance, salary, social prevision, equality, right of association, and protection of environment.

Written as part of the Diploma in Adult Education course’s curricular activities. The proposal for training the trainers is based on the thesis of insufficient training of instructors working in EDA, and constitutes a future project to be realised in Panama.

Project developed in the context of the diploma course in Adult Education. The project offers to create a space through a social communication medium to inform, analyse and
exchange with educators, communities and authorities, with the aim of raising public awareness on the necessity to create new links between education and work.


Report of training professors of language and social sciences (primary grades 5-8) for the implementation of global innovations at school. The training was accompanied by a research in order to validate the applied model. It turned out that the possibility of change is directly related to the ability of each professor to handle the contents that include the proposed innovation. The participation of students also seemed to be important, as well as the process of collaborative research-action in groups of professors.


The essay shows the challenges adult education faces towards the political, economical and technological processes in the Latin-American and Caribbean countries.


The author analyses the characteristics and problems that exists in the INEA training the trainers programs. He demonstrates the results and limitations of the politics and the respective programs. The author presents the antecedents of training of adults’ educators in Michoacán, as well as the politics assumed by INEA during the period 1989-1994. He introduces the components of the training programs (principles, contents, methodology, modalities and operationalization), and indicates the coexistence of two training models: One vertical (instructional-technological) and one horizontal (among the educators). He also emphasises a set of aspects that limit their competent intervention.


Qualitative research that analyses the history of Venezuelan ideas about technical and vocational training, and the roots of the actual educational structure. It examines the integration of technical schools into economy and society in terms of social justice, the student’s socialisation, and the trained person’s position in the labour market.


The lecturer-author defines the concept of health, and indicates 20 actions to be considered by basic adult education in order to integrate the health and education sectors. The author demonstrates that education is the best area for creating a culture of health, and training the individuals to taking care of themselves. It is also important to train the educators as mediators.

Document reflecting the work of the CECA Training Centre, whether the certification given by the Training Centre is a useful tool for the students, or if the training they receive in one of the works might be enough in order to enter in the actual labour market and its challenges deriving from the new economic order. The document points out that it is necessary to consider this context and the regional history, the efforts of civil society, and the practised strategies and methodologies. It proposes a non-formal modality of schooling to create better conditions for young persons aged 15 –23.


The technical changes and restructuring of production in Latin America refer to diverse modalities of flexibility. The process of flexibilisation has turned the human aspect into a key factor for industrial transformation of the society. Hereby, a main aspect is the qualification of work, that is: qualification as human capital, qualification understood as the need of the work process, and the qualification as a means to organise and control. The actual debate about disqualification and requalification emerges from the industrial establishments and is related to the companies’ strategies, influencing qualification definitions, internal and external labour markets and the temporality of restructuring.


Working paper based on the hypothesis that the Fordist regime is in crises. Perspectives of overcoming it are revised in the context of the Brazilian situation. The innovative vocational training institutions should reflect the training methodology and the organisation of such processes, and re-evaluate the role of their instructors.


It analyses the Decree 120 proposals about Diversified Cycle in Venezuela, and the results of its implementation during a quarter of a century. It shows the persistence of an elitist vision of education, deficiencies and chaos in programming, a lack of linking institutional interests and productivity, a lack of interest of the productive sector, and a leadership far away from the working criteria at school.


The author analyses the Education System of Paraguay. One of the most important observations made are: lack of attending the problem of bilingualism; lack of political decision by the state; programs and/or projects that do not respond the needs and expectations of the learners; deficiency of didactic materials and equipment both in terms of quantity and quality; the development of programs such as on literacy, adult basic education and basic vocational training that are similar to traditional curricula at primary school,
without materials nor according infrastructure. The documents points out the need for a profound revision and new strategies in adult education.

The author remarks that, even in organisations dealing with rural development, farmers’ education is often not part of their main orientation. He points out that the theme of the Encounter, ‘Basic Needs of Adults’ is a question obviously ignored. He describes the fundamental elements of rural development and concludes with a hypothesis about the possible efficiency of this kind of ‘non-educational’ work. The article is divided into three parts: 1) Education in processes of development. 2) Educational needs of adult farmers. 3) Educational and social processes on the country. He specifies that even though farmers are often conscious of having a lack of education, they do not define it as a need. The author indicates four consequences referring to questions of rural adult education: 1) The educational proposals for farmers men and women have to be linked to social dynamics. 2) They must be articulated in a subordinated way to the social, economical and cultural proposals that, first of all, refer to the struggle for survival. 3) They should be incorporated into already existing, open, social spaces. 4) To understand adult education as a support to social processes that may make it relevant and important, and so to incorporate it in community processes of development, of social participation, of technical training, of solidarity, and of organisation.

The article presents ageing as a stage of life, and revises social concepts and practices so that they may permit to pay a wiser attention to this population. In this sense, the article suggests to create an University of the Third Age, offering the opportunity to senior persons, and dedicated to rescue this population from social and productive isolation.

Research results on Basic Youth and Adult Education (EBJA) in Panama, by specialists of the Centro-American Institute of Administration and Supervision of Education (ICASE), University of Panama. The study was realised in a sample from different governmental and non-governmental programs: literacy, finishing primary studies (TEP), popular culture, and education for work.

Describes aspects of mid level technical training development. It emphasises the geographical localisation, privileged curricular offers and academic level of instructors. The most sensitive point of the actual conversion from the educational mid level to the technical education is the professors’ training.

Analysis of some aspects of mid level technical education, referring to the historical antecedents of technical education in Honduras.
The manual is part of a set of SIMAC-produced materials (System of Improvement of Human Resources and Curricular Adequacy, Ministry of Education) for training teachers to work with an intercultural curriculum. The manual was prepared in the context of the Patzaj community and school project. It presents seven successive steps: I. Culture and cultural contents: how to live them in school? II. Reality of educating and educational planning. III. How to plan activities? IV. At school, cultural contents are investigated. V. Techniques for research of cultural contents. VI. Order of cultural contents. VII. Systematisation and validation of cultural contents. Seven attachments provide additional material, and a bibliography.


The essay presents a multi-purpose literacy program targeting the indigenous Mixe group in Oaxaca. It seeks to sustain the attendance of adults in education programs, to promote the participation of the community and to bring forward literacy activities. It includes literacy and primary education; health, socio-cultural and productive activities. The Institute(INAE) is responsible for providing educational continuity to all graduated adults by giving them an orientation and incorporate them into basic education programs.


The participants of a two-year undergraduate program elaborated the proposed a project for permanent teacher training in El Salvador. It applies several methodological steps that may give answers to interests, needs and expectations towards the subjects of literacy education process, management, reflexive instances with integrity, and possibilities for participation.


The article that indicates theories and experiences about the contribution of education and training to working processes, namely to the increase of a company’s productivity, and to the social and economical progress of the country.


Presents the way in which the rural Community Centres were founded and how they function. The Centres started in 1981 in a rural development program, supported by UNICEF and co-ordinated by the Department of Development in Panama. The creation of the centres was part of a program for integrating the marginalized population into development, mainly targeting young persons, adults and, indirectly, the family parents.

This analysis analyses the evolution of technical education in Venezuela as well as actual problems, and makes some practical suggestions. Basic education and vocational training constitute the key resources to generate future wealth and quality of life. It is known that these levels of Venezuelan education are of low quality. Technical education in Venezuela can either be conceived as mid level training for the productive majority, which is excluded from higher training and from functions of directing and organising society (Uslar Pietri and others), or as a vocational option within a democratising educational system, directed to diminish social differences (Guzmán Blanco, Decree 120, 1969, Organic Law of Education from 1980). The first is the case of Technical Schools, without any access to other educational levels. The latter is represented by diversified technical school diplomas that dilute in general training and do not provide specialisation or stability.

The work is part of the curricular activities for the INEA Diploma in Adult Education. It constitutes a proposal for training and motivating INEA instructors, based on training practice and discussion meetings. It includes elements of participative research. It starts describing the difficulties INEA has resolving the problem of illiteracy, its history, structure, aims and functions. The paper examines the achieved results and concludes the necessity to improve the instructors’ training and motivation. In the theoretical context it refers to illiteracy as a structural problem. Its proposal is based on the reflections about permanent training, and basically calls for reactivating spaces within the operative structure of INEA, such as meetings. It suggests to apply a set of strategies that permit to elaborate a diagnostic tool, to reflect it and generate proposals in order to resolve the problems. It also suggests contents that could serve as activating elements in group discussions, and possibly would permit the development of a curricular proposal for training.

A synthesis of the 1992 workshop-seminar ‘About New Lines and Actions of the Integrated Centres in the Context of Adults’ Education and Popular Education’ (Azari, Sucre - Bolivia, from 1-6 December). Regional contributions constitute the Mother Plan in order to renew the Bolivian Integrated Centres. Adult education is addressed from various perspectives: philosophy, educational politics, economy and society. Within this context the Integrated Centre of Adults’ Education may generate a process of integration between technical, humanistic and social training.

Two-parts lecture. The first part on literacy presents the conceptual level of adult literacy education and states the idea of ‘the text’ as its first and natural unit. She distinguishes adult and child education, and explains the process adults pass becoming literate. In the second part on orality and writing, she raises ideas on how the written language is organised. The author reflects common or traditional ideas that has been assigned to orality and writing, trying to demystify them by giving some examples. The author also relates the effects of orality and writing to the basic needs of the adults’ learning process.
The work is part of a series of Studies and Investigations by Argentina’s Ministry of Education, which was done in the context of the ‘National Project of Co-operation for the Institutional Strengthening and Improvement of Planning and Promotion of the Regional Educational Development’; sponsored by ASO. It refers to historical, legislative, organisational and statistical aspects of the topic, and describes its position in the national and jurisdictional legislation, its public administrative structures, the services they offer, the educator’s profile, and the existing curricular proposals.

The paper raises the question of education for work in the MERCOSUR countries, in the context of actual changes in Latin America. It indicates some themes for the research and policy agenda. It analyses and compares demographic, educational, economical and labour aspects of the four countries that signed, focusing later on the relation between education and work and the current challenges. Then, the authors turn to particular institutions of technical education and of vocational training in MERCOSUR. Concerning formal education levels achieved by their respective populations, the available resources in each country are extremely different. The large heterogeneity between the MERCOSUR countries leads to different political agendas. For the future of education for work in MERCOSUR, the paper presents alternative possibilities and a research agenda, focusing on three questions: a) articulation between technical education and vocational training, b) relation between educational organisations and the productive sector, and c) consequences of the MERCOSUR integration for the relation of education and work.

The author reflects about the necessity to construct a system of education and knowledge which is sustained by justice. Stimulating the transformation of social subjects requires a radical modification of the educational system, and by this to revise the use of human resources in companies within a context of productivity and competition where the use of resources for education and training is only considered as expenses or investment. Discussions about education reforms cannot be seen in an isolated way. They must be part of a global strategy of social transformation, clarifying how to face the demands of modern production, and how to integrate in the international economy. Due to the necessity of productive and labour restructuring, it is indispensable to prepare qualified and flexible labour.

Working document that analyses the needs to reflect in times of transition. Even though it is obvious that day by day the whole civilisation is transforming, the characterisation of the new profile that the society will have in the near future is quite unknown. There are three visions or scenarios presented, in order to visualize the role knowledge may have: 1) Market scenery: globality defined by economics only. 2) Alternative scenery: globality that takes into consideration other dimensions (cultural, social, environmental, etc.) except economy.
3) Solidarity scenery: globality that includes a major integration and articulation of local processes.


Based on some census indicators, the article presents the educational situation of women in Mexico, highlighting illiteracy and lack of education. The author affirms that, according to INEGI indicators, almost 10 millions of women have not finished primary school and approx. 4 millions of women are illiterates. She also shows that the rural sector has the major educational lack (farming women and indigenous women). Several educational strategies to tackle this problem are: a) linking training actions to the social and economical context of the participating women, b) considering the regional diversity of the country and the set of natural, social and cultural environments when designing educational programs, c) designing a menu of educational services that really respond to the needs of farming, indigenous, working women in the whole country, d) obtaining strong participation of local and governmental governments institutions, beside the active participation of the women themselves.


Seminar lecture on the World Conference on Education for All, the economical transformation and educational research. Three challenges are stated for adult education in the region that may serve as relevant criteria for action: a) quality, with emphasis on training themes, b) strengthening decentralised and co-ordinated institutionalisation, with the necessary multiplicity of educational rationality in response to social demands, c) a systematisation that allows social re-evaluation.


Collection of working documents presented in the Latin-American Seminar on Education and Work (UNICAMP, Brazil 1993). The main issue is the impact technological change has on labour organisation and conditions, in education and training. The author indicates that in Latin America have been transformations have been initiated that are associated with the world-wide productive process. The documents refer to the new economical paradigm, leaving behind a development model that was based on import substitution. They also refer to processes of political re-democratisation and re-organisation of the civil society.


Working document analysing the restructuring process of the Brazilian industry, emphasising relations between companies and their effects on employment and work. In the most modern companies and sectors of Brazil, the new paradigms of industrial organisation appear in a context marked by diffusion of technological innovations, recession and political opening, the ‘new labour unions’, and the crisis of the model for industrial relations that was valid during the ‘wonder’ period. During the last two decades a social process of trial-error is applied to forward successive changes, which are analysed in the document. Three kinds of strategies are distinguished: restrictive, partial and systematic, pointing out that those companies succeeded best that pursued the third strategy.

The author reflects on environmental problems and alternatives for solution. He relates these to environmental education, communication and an ethic code for environmental communicators. He points out the importance of adult education and the significant role of non-formal processes with their social and cultural impacts. These processes might incorporate the use of information that adults receive by different means of communication (written, electronic, audio-visual and printed). Nevertheless it is necessary to recognise that these means are not open for themes of environmental education, that there is a lack of information, and that there are controversial information existing. Furthermore, the language used is very technical. The environmental communicator needs to be able to translate this information into daily life. On the other hand, he should personalise technical and scientific information and translate them into concrete actions.


Report revisiting the experiences made in the last 20 years in Chilean medium technical-vocational training (EMTP). It seeks to contribute to the discussion about the medium educational reform. The social economic stratum is strongly linked to the kind of institution and the modality of education that its members access. 77.7% of the EMTP graduates belong to lower strata, compared to 42.0% of those entering the scientific-humanist educational modality. The majority of EMTP establishments do not offer qualified education. Nevertheless it is considered to be more efficient than the scientific-humanist education. In certain regions educational offers do not improve their resources: e.g. in the regions I, II, III, IV and VIII only three establishments of the maritime branch exist, and curricula are not up to date. Little emphasis is put on work-related educational programs.


Essay based on lectures presented in the CENEP meeting in Tepoztlán (October 1992). Being the last educational level for the majority of the population, secondary education is expected to offer an adequate preparation for the world of work. Instead, a segmentation between those destined to go to university and those who will start working generates problems of justice. Therefore it is thought about a skill profile which identifies the aims of medium education a productive citizen should achieve (covering the fields of communication, socio-history, mathematics, science and technology, critical and creative thinking).


Research report on the National Project of Training and Improvement of Employees, that targeted children and adolescents in difficult circumstances and enrolled them in the Co-operating Institutions and the Direct Administration of National Service of Minors. It reports about activities, evaluation of innovative training methodologies, and the project results. Directors, professionals and educators noted changes in their attitudes, behaviours, and capacities to implement new actions, as well as improved relations with children, and
better abilities using new educational tools. The ‘Program of Values Training’ for children that used the ‘tell stories’ methodology, and the distance course ‘Getting to Know Our Children and Adolescents’ have been especially successful.

Lectures compiled in the INEA specialist meeting on ‘Basic Needs of Adults’ (1994), documenting a profound debate about the being and origin of adult education. Main topics are: the situation of education; literacy and other basic educational needs of adults; means and subjects in adult basic education, focusing rural conditions, indigenous people and women; education models of adult basic education, making the need to diversify the education models visible.

**INEA. LA CAPACITACION PARA EL TRABAJO EN LA EDUCACION BASICA DE ADULTOS.** S.l. 1994. 74 p.
INEA presents an integrated proposal of training for work and its integration to adult basic education. The aim is to offer education that is actually related to the real needs of the population, as well as to contribute to new educational tendencies and politics within INEA.

This document comes in three volumes. The first one is on the history of adult education from pre-Hispanic Mexico until independence. Once liberated, the country started to practice educational ideas focusing on indigenous people and adults.

Contains the most relevant aspects of education during the presidential terms of Avila Camacho, Adolfo Ruiz Cortinez, Adolfo López Mateos, Miguel Alemán, Gustavo Díaz Ordaz, Luis Echeverria and José López Portillo. Addresses the theme of the role adult education had due to contributions made by Jaime Torres Bodet and José Vasconcelos as Secretary of Education: Describes which institutions were founded and which projects implemented in this period.

Working document that visualises the distance between discourse and practice concerning the importance of workers’ qualification, analysing the Venezuelan case. Economic opening, globalisation and technological changes privilege the importance of workers’ qualification in the Venezuelan companies’ discourse since 1989. The Japanese model inspired strategies and techniques which won major acceptance. Nevertheless, the experiences of new programs have not been translated into a significant process of workers’ requalification, considering aspects such as the intensity and orientation of training, the kind of staff it is addressing, technological and organisational modifications in the working process and the politics of human resources management. In this context the author discusses the limits the market displays in inducing the necessary changes in the vocational training system.
The article describes a literacy and basic education project for construction workers, developed in the City of Joao Pessoa, capital of Paraíba State in Brazil. This project was developed by the local labour union together with professors and students of the Federal University of Paraíba. It shows that constructing a collective identity is a problematic task, and even more among construction workers, given the climate of temporality and eventuality in this sector (non-registered workers, low salaries, low workers’ qualification, rural origin). It analyses the negotiations made to establish the school.

A proposal for training educational agents in the Cultural Missions in Michoacán State. It starts with a social, political and cultural contextualisation of rural communities world wide, Latin-American and national level, and describes the impacts of the Mexican state apparatus reduction on the incorporation of labour unions, workers and communal organisations, etc. to community work, followed by analysis of community work and educational practice of missions, their deficiencies and possibilities. The aim of adult education is to take into account the human personality, to respect human rights and the liberal fundaments. Izquierdo finishes by analysing the training programs offered by the Secretary of Public Education, and basic elements of social promotion.

The author points out the role the context has in adult literacy training, working on literacy strategies from the XVII century, from the beginnings of XIX century in England, the 70’s in Cuba and the literacy education for afro-americans. In Mexico, like in other countries, literacy has been considered a previous step to basic education. It is necessary to contextualise literacy in order to enable students to interact with their environment. According to the author it is linked to both personal and socio-political / socio-cultural processes. The wide definition makes it necessary to modify pre-established structures and to handle it as a long-term issue in order to see results.

Working document that analyses new tendencies of the process of technical innovation in the Brazilian industry. It indicates that companies are interested in changing the organisational and working processes, and in implementing a production ‘philosophy’ rather than in changing machinery and equipment. These processes generate new performance and qualification requirements concerning abilities, knowledge and attitudes. A new profile of qualification appears that is characterised by technical competencies, flexibility, initiative and promise. In order to confront these requirements and to supply deficiencies of basic schooling, companies invest a lot in workers’ training and re-qualification, using training systems such as SENAI.

Working document discussing the relation between technological innovation and industrial relations, based on a set of recent Brazilian researches. Within the analysed processes, three phases can be distinguished: first, adoption of technologies and equipment; second, the utilisation of conservative organisational changes; and third, (until the beginning of the 90s), an ‘epidemic’ of wider organisational changes, affecting significantly the politics related to working relations. In spite of a large diversity between sectors and regions and of traditionally difficult relations between Brazilian companies and labour unions, there is a well experienced sector (case of Autolatina) whose accelerated modernisation is the result of competitive pressures at international level, or of the so called ‘nuevo sindicalismo’ in the 70s.

LLOVERA Rojas, José Ramón. LA EDUCACION PARA EL TRABAJO EN LOS JOVENES NO ESCOLARIZADOS. Caracas. Universidad Católica Andrés Bello. 1994. 15 p.

Since 1958, there has been large mobilisation of the educational situation in Venezuela. Nevertheless, the education is of minimal quality, rigid structure, repetitive knowledge, and disconnected from the community. Annually, half a million of students, mostly between 14 and 24 years, drop out. On the other hand, the majority of the working class population has very little or none schooling at all. Nevertheless there are public and private instances that offer alternatives to the ‘formal services’. It is proposed to establish criteria for inter-institutional co-ordination in order to avoid duplication, to change the state’s paradigm as being the single responsible provider of initiatives by one of a decentralised state, and alliances with the civil society. The author presents community education, micro-companies and cultural-educational initiatives as training alternatives.


The present document is a proposal for curriculum evaluation in the diversified vocational secondary education for adults in Venezuela, including theoretical and methodological concepts.


The text reflects the results of the critical discussion of thirteen experts from Columbia, Chile, Brazil, Peru and USA who participated in the ‘Working Table No. 1’, focusing on research in adult education, especially about recent popular adult education. Another topic is the Conference of Education for All on education within the actual transformation of Latin American production sectors. Main themes are: tendencies of changes applied to adult education; conceptual-terminological clarification; criteria for action, and recommendations. It also refers to the Conference of Jomtien, and to the CEPAL-UNESCO proposal of transformation of the productive sector justly, including sciences and technology as positive training contents within the programs and services of adult education.
Manual on adult education and programs for minors, families and communities. It contains five elements reflecting what is ‘training to teach’, a critique of traditional educational practices, and an outlook on new educational practices with children. The five steps of how to teach are: to reflect and share, consult, debate and promise and evaluate. The last unit gives orientations about how to prepare a working session with adults.

Contains a reflective analysis of the foundation, methodology and didactic of educational proposals, dialogue of knowledge, or cultural dialogue that originates from the specific reflections and constant contributions of different disciplines of social sciences, and not only as a result of present political proposals.

Research describing the current state of non-formal technical training in the rural areas of Bolivia. 1. It summarises the situation of technical education in the country, particularly the rural areas, considering antecedents, organisation, international Cupertino, and the role of churches and non-governmental organisations. 2. It describes the characteristics of non-formal technical training, synthesising and classifying the institutions’ educational task, considering their politics, human resources, didactic and infrastructure. 3. It exposes the contributions non-formal technical education made to the development of conception and methodology. 4. It indicates practical limitations and difficulties of non-formal rural training, such as low community participation, lack of conception, and the missing evaluation of work in study plans.

Methodological proposal on education for work. Methodologically, education for work is based on four principles: integrity, pragmatism and functionality, flexibility, and participation. Essential steps in the education process include: community research, outlining a community development plan, and implementing productive and social activities. The aims are: 1. to promote and strengthen the organisation of 120 communities to incite a process of socio-economical (self) development, 2. to promote the increase of working opportunities for approx. 3.000 members of 120 communities, 3. to elevate the beneficiaries’ level of educational and productive quality.

Research trying to generate facts about the knowledge and information needs of inscribed INEA trainees, in order to assign a proposal for reformulating the educational contents. It was necessary to evaluate the suitability of textbook contents for meeting the adults’ needs and the aims of education. There are three hypothesis: a) education in population has an effect when they help adults to transform their daily life; b) their daily life is connected to
the assimilation of gender roles; c) transformations promoted by this education depend on identification of the daily life of each social group and the values articulated about it. In order to obtain the necessary information, a questionnaire was distributed to the trainees. Also, interviews were done with the consultants or advisors of study circles. Once obtained, the information was submitted to quantitative and qualitative analysis. Some of the obtained results are suggested to be integrated into adult education textbooks. Some observations and recommendations were made: 1) information on themes like population and development, family, environment, sexuality and women’s participation is deficient, insufficient or does not exist in the books, 2) the trainees at INEA consider the book contents as complex, 3) a new proposal of contents should better take into account the interests and learning models of the students. The teaching form shall be clear, complete and up to date, 4) the contents of population education should be closely linked with the population’s real life conditions. The aims of the redesign are: 1) to present clear and articulated information on the conceptual field and of the recent changes; 2) to overcome traditional values; 3) to address problems from a less restrained perspective; 4) that the information may be useful in the students daily life and 5) to present the phenomena that matter to them using a gender perspective.

Development of curriculum for radio-supported adult basic education. The contents are: 1) Base research: its results permitted to define the illiterate adult’s profile and the elaboration of distinct sections for each session within the master plan. 2) Curriculum design: A master plan was elaborated. Its main sources are the basic performances, the studies plan of the adults’ intensive primary education, and the methodology of educational radio. The plan consists of the following actions and curricular lines: reading and writing, mathematics, natural sciences, family and environmental education, social studies, technical education and vocational training.

Information about the Honduras Basic Education by Educational Radio Program which began in 1992. It contains the methodology of educational radio, and a description of the institutions involved. The idea is to offer integrated education to young persons and adults that did not have the opportunity to obtain it from formal primary education. The curriculum for the first year includes mathematics, reading-writing and contents of legal education, family education, women’s rights and environmental education.

Working document that analyses the integration of technology, training and work. The challenges for governmental policies are complex. According to the author it is necessary to equip training centres and universities with computers; to resolve illiteracy, injustice and inefficiency; to revise the curriculum according to the diverse social needs; to focus training at secondary technical schools and universities, considering the changing reality of labour market and basic needs of society; to give governmental support to innovative training concepts in companies, as well as major financial support to public secondary schools and universities.
The document contains four parts: 2) the nature of the project, 3) activities to be realised, 4) methodology, especially concerning the question of why Investigative Community Theatre and 5) the project’s systematisation. Other substantial elements include the time schedule, determination of resources, phases of the project, geographical localisation and project evaluation along specified criteria, aspects, and aims.

Since the 80s the regional countries, under the pressure of multilateral bodies, entered into a phase of transition. They try to reorient their development model looking for new ways of integration into the world markets, while applying conservative recipes of stabilisation and deregulation. Even though the results differed, the loss of work and increase of social costs was common. The author analyses the different strategies the countries pursued to define new national profiles for competition. Depending on the specific companies’ background, some of the main new tendencies are: to privilege regional trade blocks; to elevate competition by technological and organisational innovation - hereby to strengthen workers’ qualification; to refocus investment on the exploitation of natural resources.

Lecture based on the results of two researches done by the author and others. There are three socio-cultural aspects affecting the learning process of reading and writing: 1) transformations of the relations between community and government concerning education, e.g. strategies used by indigenous people to limit governmental authority, 2) the nature of modern bilingualism in the context of contemporary interculturality, 3) the crisis of graphocentrism or the autonomous literacy model. The author demonstrates different motivations of indigenous women who wish to participate in literacy programs. These are: social benefits; to resolve immediate needs, economical benefits and social mobility; concerns related to bilingualism, major acceptance to revert ‘castellianising practices’. Literacy is still not linked to the specific progress of indigenous rural communities: to learn how to read and write is associated with the functional domain of Spanish language.

Lecture presented in the ‘Encounter of Specialists about Adults’ Basic Educational Needs’ (Mexico, 1994). It describes, analyses and summarises aspects related to adult education and work: 1) INEA is obliged to support diverse organisations of small producers that contribute to the financing of training and to developing the social sector of the productive apparatus. 2) There exists a strong heterogeneity in integration, organisation and productivity of surveyed economic units. Most of them correspond to a family company model and lack economical rationality. 3) In order to be efficient, training programs need to be part of a set of mechanisms and politics. These should diminish the vulnerability of small producers in the generally oligopoly markets.

NOVICK, Marta; SENEN, Cecilia. LA HETEROGENEIDAD SECTORAL EN LA VINCULACION ENTRE CAMBIO TECNOLOGICO Y CALIFICACIONES. ALGUNOS
Working document reasoning about the difficulties in implementing vocational training politics without considering the sectors’ differing levels of competitive capacity. The process of technological change and the demand for new qualifications is considerably heterogeneous. Some threads appearing in the studies are: the increase of formal education’s requirements; the strong emphasis on training in companies; the search for a more generalist worker with aptitude for polyvalence.

OLAIZOLA, Celia María. LOS ADOLESCENTES EN LA EDUCACION DE ADULTOS: UN PROBLEMA NO ATENDIDO. S.l. CREFAL. 1994. 45 p.
This research project analyses the unresolved problem of integrating youth in Latin American adult education. It proposes didactic and pedagogical strategies. The project addresses processes of interactive communication, and the instructor’s role as a fundamental element in training.

Lecture defining educational needs concerning human rights, based on four axes: basic education, education for participation, training for work, and participation of youth. Adult educational needs go beyond reading and writing, the basic aim being to implement actions that contribute to developing the whole human personality. Living in a society that is characterised by violated human rights, it is a challenge to contribute to a new culture that dignifies the person and practices democracy. The author argues that education is a human right, presenting the respective articles of Mexican and international juridical documents. She points out important aspects to be considered in human rights and proposes curricular options.

Analysis of different adult education strategies, giving a systematisation for defining present politics. Adult education in Chile is comprised of formal basic and secondary adult education, non-formal adult education for local development, and non-formal education for elderly. The author associates these areas with different time periods, starting with 1928 when obligatory primary school education has been institutionalised, and analyses the different initiatives of each period. He states that it is necessary, due to the increasing identity awareness of culturally diverse groups, to replace the aim of educational homogeneity by criteria of heterogeneity aiming for a better quality of life.

This work aims at creating a training manual for advisors, which may permit to resolve the main problems of the INEA literacy problem in Chiapas. It gives information, techniques and methodologies for needed for education and community work.

Lecture presented in the meeting ‘Educational Proposals for Venezuela’ (22-30 Nov. 1994, Caracas). Empirical, descriptive-evaluative study of the situation in secondary technical
education, addressing the de-schooling of youth and the needs of social progress. He concludes that dropping out of school in Venezuela is an important phenomenon in spite of increasing activities in education. Some proposals are presented in the areas of (vocational) orientation, formal and non-formal technical training, funding, infrastructure, instructors and information.

Report on the research done with elderly people in Panama, indicating psychological, biological and social aspects that interact and have major incidence in the ageing process. It demonstrates an increasing trend towards the use of free time for recreation and resting, while forgetting that there is a large variety of activities that can still be done. It highlights the importance of creating university courses for senior persons.

Article about youth and adult education in Panama (EDJA), describing basic decisions in planning and administration of EDJA programs in different dimensions: contextual, institutional, technical-pedagogical, communicational and logistical. The results of EDJA politics are historically revisited, and some terms of reference for the elaboration of politics are given.

Anthology of texts on youth and adult education in Panama and Latin America, including investigations, reflections, program experiences, projects and proposals. The present situation of youth and adult education in Panama is critical due to impressive backlogs in adult literacy. The fundamental questioning is on social, educational and economic models and strategies that basically determine the present situation. More aggressive politics and strategies need to be developed to overcome the present panorama of youth and adult education in Panama.

The author presents an analysis about community education as non-vocational or non-formal education. The main thesis of this analysis refers to the fact that community education generally has a particularly significant role in terms of social positioning and cultural reproduction. He first describes nine threads within these programs, then presents some propositions for these programs to be able to fulfil their function. Community education courses should consider: a) activities that respond to the daily life needs marginalised groups, b) the characteristics of contexts in order to respond to particular local needs, c) to go beyond the needs stated by the population, also considering other urgent needs (nutrition, first aid, etc.), d) to have confidence in what people undertake and to respect their forms of organisation, e) that people can see the use of training and f) to promote new contents. For the economically, socially and politically marginalised, this would have significant effects in terms of liberation, learning, participation and democracy.
POSNER, Charles. LA EDUCACION DE ADULTOS Y EL TRABAJO. En: Necesidades educativas básicas de los adultos. Encuentro de Especialistas. S.l. INEA. 1994. Pp. 130-141. Research on ‘Adult Education and Work’. The first paragraph presents a general panorama of what happens in the dual adult and work education in developed countries, in contrast to Mexico. In the second one characteristics of formal education are pointed out and compared to the non-formal sector. The third paragraph is about how to change the process of knowledge transfer in order to achieve a positive and democratic learning environment. The forth paragraph concludes examining the needs required for a good relation between work and education, particularly in adult education. The author is convinced that by linking education with the labour market, the marginalised population will be excluded, and a system of most efficient social control in terms of social justice will be perpetuated. This might happen because Mexico adopted educational models from the United States and Europe, that do not consider neither Mexican organisational forms, nor labour market structures, nor the specific system of social stratification. In Mexico, education should not only consider the needs of social division, but also the characteristics of the economical and social structure, e.g. the largest and most active economical sector being the informal one. He also demonstrates that the non-formal sector already has a very efficient system to relate education with work. A link between universities doing field researches with organisations working in the area of education would be appropriate for further research.

RIQUELME, Graciela. LA GESTION DE CALIFICACIONES Y SABERES EN UN CONTEXTO DE REESTRUCTURACION PRODUCTIVA INTERNATIONAL. En: Reestructuración productiva, trabajo y educación en América Latina. Campinas. UNICAMP. 1994. Pp. 153-170. Working document analysing the role assigned to individuals in competition in companies, industrial sectors and nations. The analysis reviews research and development activities and the possibility to adopt new technologies realising efficient modifications in working processes, especially referring to the disposability of specialised staff. The author analyses the role of different social players within and between companies, and points out the challenge of bridging opposite positions between entrepreneurs, labour unions, and training institutions concerning the aims and strategies of education or professional re-adaptation.

RIVERA, Jorge. EDUCACION DE ADULTOS EN AREAS URBANO-MARGINALES. En: La educación de adultos en América Latina ante el próximo siglo. Santiago. UNESCO/UNICEF. 1994. 51-73. Seminar lecture characterising educational spaces and proposing policies. In the region, education has largely lost its ability to influence the social mobility of youth. This is shown by the secondary level’s disability to satisfy training needs, by a separation between vocational training and production, by low quality of many formal adult education programs, by the polarisation of adequate training in modern companies and a great lack of qualified training for the informal sector. This situation has provoked a set of gaps in formal adult education and vocational training programs.

RODRIGUEZ Escobar, Eduardo. SISTEMATIZACION DE PROYECTOS DESARROLLADOS EN EDUCACION DE JOVENES A ADULTOS EN LA ZONA LIMITROFE COLOMBO-VENEZOLANA. Pátzcuaro. CREFAL. 1994. 70 p. As a final asset for achieving the diploma, the course participants were asked to develop a prototype or representative project related to the country, environment, institution and/or work place. This paper is one reference source.
Lecture describing the limits of the Ecuadorian educational system and the problem of women’s discrimination through smaller wages and a deficient preparation. A profile has been made on the relation of education and work situation of women. In order to diminish women’s discrimination it is necessary to support them through national public and private bodies, international organisations, foundations and loans, in order to promote and strengthen women’s entrepreneurial and leadership organisations. The author calls for introducing the issue of women’s discrimination in educational plans and programs; promoting coeducation as an essential resource to overcome sexist education; and for using mediums of social communication to bring forward awareness raising campaigns. Her major areas of concern are education for population and family planning, basics of human rights, the facilitation of micro-companies for women at the national level, and the development of environmental education and ecological culture.

Didactic material developed in a bi-national project, described as ‘Reflections, Strategies and Techniques for Educators’. The material is consists of two kinds of cards: for the first term, 7 ‘Letters’ on mental health, our youth, psycho-social diseases in youth, cognitive development, personal development, interpersonal communication and valorisation of work. These are followed by 15 cards on ‘Cognitive Development’, dealing with perception exercises, spatial orientation, spatial relations, transfer exercises, temporal relations, family relations, classification, abstraction, generalisation and problem resolution.

Working document pointing out critical questions concerning the changes in field of working relations. These resulted from adjustments realised by industrial companies in order to adapt productivity and quality to international standards. To Latin American countries, including MERCOSUR, the dynamics of adjustment bring not only economical restructuring, but also profound negative social consequences.

This project is a result of the 1994 CREFAL diploma courses in adult education. It proposes an innovative working alternative to be included in the context of INEA programs in the state of Oaxaca. This state is characterised by cultural heterogeneity, educational backlog and bureaucracy.

Lecture presented in the ‘I. Galego Congress on Distance Education’. It presents one of the most problematic present training sectors, the world of work. It considers the different modalities of self-training and the possible combinations. By linking the open learning model with the methodology of self-training, the author expects a deep change of the teaching-learning model.
Lecture indicating that converting regional farmers into active participants of national life requires to strengthen indigenous identity and basis organisations. For several reasons, ‘Defarming’ is not an alternative in Latin America. The lack of non-agrarian employment opportunities for the displaced farmers means migration to the cities and creates masses characterised by insecure living conditions. Rural production has an important role in the alimentation of the regional countries, and adds strongly to their cultural physiognomy.

Basic document prepared for the indicated seminar, proposing a definition of ‘Basic Learning Needs’. From a Latin American perspective, adult education has the instrumental function of supporting personal and social aims for development and transformation. Being aware of essential needs - to survive - is a precondition for successful adult education. Thus, adult educational remains determined first by a link of necessity, and second, by assigning competencies based on the requirements.

Inaugural lecture. This study aims at linking the political orientation of adult education in Mexico as close as possible to recent world-wide researches on the theme. In this sense, it becomes necessary to address a set of ruptures in the way adult education is conceived and operated in the county, considering three aspects: 1) the conditions of rural adults who are illiterate or had little school education, 2) the exhaustion of the traditional model, characterised by a replication of primary education for children, 3) existing researches and innovative experiences in Latin America, generated as a consequence of economical and political changes, offer the provisions for a profound reorientation of adult education. The present analysis contains four paragraphs: ‘Diagnostics of Adult Education’, the second and third about ‘Conceptual Advancements’, and the last about ‘Great Strategies’. Main issues are the social and political valuation of adult education, the integration of educational systems and its diverse modalities, diversification of educational offers for adults, and linking adult education with external institutions. Civil society should co-operate with the government on building literate environments, focusing on integrating adult education into the national educational processes, as well as on improving quality and gaining back social prestige for this field of education.

Historical-analytical research. The relation between school and productive work is one of the clearest threads in this intended historical reconstruction of Latin American school. Throughout history the separation between study and work, which the bourgeois school made, has been one of the reasons for the model’s increasing inefficiency. From the first models of Inca schooling onwards, the educational foundation of school’s productive functions is based in transferring multifaceted formation in ‘knowing to do’. The attempt to recover work as fundamental principle of education and school pervades all Latin American education. It finds its expression in the intent that schools should assume their productive...
functions. From this point of view, school assumes a ‘cushioning’ role between tradition and modernity, operating as mediator in the social and cultural milieu: the school in the middle of cultures, between culture and technique, city and country side, traditional structures and technological transformations.


Report outlining orientation guidelines for formulating proposals of training educators in youth and adult basic education. It presents conclusions of the seminar: the actualisation of information by organising documentation centres; exchange of specialised staff; consolidation of national networks; co-operation in research; training events: discussion groups, congresses, conferences, and workshops; scholarships and internships; training the trainers; and creating a permanent training system in the sub-region.


Interdisciplinary study sponsored by the DNP project for public sector reform. It aims at identifying long term administrative and political adjustments that SENA requires in order to respond successfully to the XXI Century’s new challenges that emerge from the international environment. These bring important changes for production and the division of work and for the different economic sectors’ levels of qualification. A human resources training model is required that should be in accordance with the national development strategies.


Analyses aspects of continuing education in Argentina. Empirical evidence confirms the hypothesis that the prolongation of education creates and strengthens social differences. Some of the contradictions in the country’s present socio-economical and political contexts are identified. These present new challenges for future politics of continuing youth and adult education, e.g. the very low educational and vocational training levels of big parts of the population, the differentiation and segmentation of the educational system, and the role of non-formal education.


Departing from the contradictions of economical exclusion and political inclusion, educational intervention should contribute to re-assembling the mesh of civil society as a space of increasing capacity for real popular participation. The second part is dedicated to the following themes: 1) critical description of the roots of participatory research in Latin America in the fields of sociology and education, 2) description of experiences with participatory research and curriculum development in Brazil and Panama, 3) reflections on derived key aspects. Even though participatory research can be introduced in determined moments of curricular renewal, it cannot be seen in an isolated way, just focusing on one phase or instance. Social demand should not be studied as something given, but as an area to be investigated; asking not only for the demand, but how it originates, how the needs are identified and demands are expressed, how this demand is transformed and under what conditions it converts into a political question. Concerning the idea of social participation
understood as a historical process of conquest and learning, some working alternatives and models are suggested that should be applied in the curricula. Special attention is paid to cultural circles, to facilitating and inhibiting, institutional, psycho-social conditions, and to technical equipment.


Strategic plan for youth and adult education in Costa Rica. It shows the problems of the present adult educational system, such as the loss of capability to respond to training and human development requirements. It presents a new study plan based on long distance and proficiency education.


Report on training experience and youth employment in the VI Jornadas Fe y Cultura (1994, Coro), forwarded by the Venezuelan Association of Catholic Education (Asociación Venezolana de Educación Católica - AVEC) and financed by the Ministry of Family Affairs. It describes the association’s history which aims at training and integrating uneducated 14-24 year-old unemployed persons into work.


Report of the seminar ‘Adult Education: Strategic Priorities for the Last Decades of the Century’ (Bogota, May 1992), from the perspective of the new economical and socio-political conditions of regional countries. It includes the lectures and ground work prepared for this event, as well as comments and the synthesis of the comissions' work.


The article reports the experience of technical assistance for persons seeking to access a credit line of the Federal Investment Fond, Federal University of Patagonia Austral (Academic Unit San Julián). It indicates the application requirements and gives a description of the different credit types and characteristics.


Basic document prepared for the indicated seminar. It refers to the role of productive work as a fundamental element in adult education. Adult education that incorporates a working and production culture should include both training for determined occupations, as well as for the development of new attitudes on the meaning of productive work and its environment.

Lecture presented in the indicated seminar. Education - and especially adult education - can constitute a space in which women might experience processes of personal growth, enrol abilities of common action and acquire competencies to perform important roles in society. Traditionally, adult education in the region had a compensatory character, and aimed at reducing budgetary assignations. Within this perspective, the author picks up descriptions of the regional women’s situation, and also refers to suggestions to affirm female identity and to achieve women’s incorporation in social life.


The article describes the social situation Colombian women face in paid productive work. Women have traditionally performed the central part in family caring, education and welfare at home. They got involved now in spheres of paid productive work due to education and training programs, struggling to sustain the family. Nevertheless, they stay in inferior positions due to the patriarchal and macho regime. Therefore, it is necessary to focus on the following points: 1) women’s situation in Colombian public sectors, 2) vocational training: an option for women, 3) vocational training programs on working with women, 4) action guidelines for women empowerment.

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Underlines the most important elements in training and planning of adult education curriculum in order to provide qualified basic cultural training and to realise equal education opportunities. It departs from formal education to establish possibilities for continuing education, and to promote adult’s access to higher education.


Case study on the autonomous Centres for Youth and Adult Popular Education (Centros Autogestionados de Educación Popular de Jóvenes y Adultos - CAEPA), which are conceived as open spaces for knowledge and culture, linked to the community. The CAEPA originated in 1989 after an initiative of the Ministry of National Education, and focus on problems and aspirations of the community. Its structure is participatory and self-managed, decentralised and autonomous. Their character is inter-institutional and they are integrated in community development plans. Their installation process is structured in five steps: motivation at the municipal and local levels, socio-educational and cultural diagnostics, elaboration of an educational and communitarian cultural development plan, realisation of projects issued there, monitoring, systematisation and evaluation.

Historical analysis of general education and human resources training in the Panama University of Technology. Basic knowledge, as well as many of the skills and abilities required by adults, are acquired during the first years of life. That is why the lack of values, self-discipline, clear and mature aims are a product of the deficiencies that were generated in the family. The lack of parental support during compulsory schooling, little parents-teachers relation in the children’s and adolescents’ learning and training process, the lack of models in our society, and the negative influence projected values of communication media are clear effects of the lack of national development plans in order to train human resources.


Report on the CREFAL course, structuring its processes and results. The Diploma offered by CREFAL on adults teachers’ training emphasises literacy and community action. It targets officers with higher studies or equivalent practice who work at the technical and program implementation levels of adult education. It requires the development of a feasible project to be implemented in the area of the participants’ work.


Study about the evolution of Uruguayan economy and the population’s ability to adapt to this change and enter the labour market. It presents a brief history of the evolution of Uruguayan economy and the capacity of the educational system to supply the productive sector’s needs. Courses offered by the University of Work of Uruguay (Universidad del Trabajo del Uruguay - UTU) have an important role for training. It also refers to the Vocational Training Centre (Centro de Capacitación Profesional - COCAP), a result of the collaboration between the economy and the public sector, providing a more punctual training. Some new experiences include the proliferation of courses by private centres. The focus on main actors such as state, UTU, COCAP, and the private sector clarifies their impact on training programs (general education, technical training, public secondary education, private specialised training), their interconnection, results and challenges.


The lecture presented at the International Youth Training and Employment Seminar (Quito, 1995) presents the situation of youth situation as well as the fundaments, aims, activities, and criteria of national policies and strategies design. Even though there existed respective programs since the 40s, they targeted the already integrated population, whereas the program described here focuses on youth, which is excluded especially in urban areas due to illiteracy, school retention, low educational quality, and youth unemployment. The program’s general aim is to offer traditional or non-formal working opportunities, to reform training corresponding to the young people’s needs, and to manage the available resources. It is attempted to investigate the situation, to formalise the political discussions and programs, and to mobilise international funding for them. Attached are some proposals for regional meetings and per country reports, covering the general situation (employment and training), policies referring to an organisational frame, players, perspectives, and alternative politics. Conclusions refer to diagnostics, evolution of proposed policies, perspectives and recommendations.
It presents the aims, beneficiaries, coverage, agents, operating mechanisms and supporting subprograms integrated in the Youth Chile Program (Programa Chile Joven). The aim of this program is to generate opportunities for integrating young unemployed persons between 15 and 24 years old into the labour market, utilising training actions and working practice. The responsible institutions include the Ministry of Work and Social Prevention, the National Service of Training and Employment (Servicio Nacional de Capacitación y Empleo - SENCE), and the Ministry of Education and Fond of Solidarity and Social Inversion (Ministerio de Educación y el Fondo de Solidaridad e Inversión Social - FOSIS). Four subprograms include: 1) training and working experience in companies, 2) training for independent work, 3) training in basic technical competencies for youth, 4) support of personal development. It also provides specific support for women’s participation in the program. The program presents an adequate localisation, the post-program work situation reveals a significant progress, employment’s quality increases. Employers are satisfied with this experience, as are the training bodies.

Case study on the experience of the Directorate of Adult Education (Dirección de Educación del Adulto - DINEA), together with the Electrical Services of Gran Buenos Aires (Sevicios Eléctricos del Gran Buenos Aires (SEGBA), the Labour Union of Light and Power, and their Association of Superior Staff (Sindicato de Luz y Fuerza y la Asociación de Personal Superior).

Article that analyses diverse proposals of vocational training, work and employment, and presents some reflections on human resources training for development in the Latin American context. The reflections by Greinert and Achtenhagen refer to institutional control, the present situation of vocational training in Germany and its inherent problems. Punk and Singh discuss aims, concepts and processes that characterise vocational training in theory and practice. Latin American countries such as Argentina, Brazil and Chile, among others, attempted to improve their educational systems by universalising basic education and adjusting education to the requirements of the productive sector. The real progress of modernisation processes promises to be complex and slow. It is suggested to overcome structural difficulties in the short and medium term.

A discussion about links and distinctions between pedagogy and andragogy. It intends to specify historical and social conditions that lead to a new educational concept, a product of interdisciplinary theory and investigation. In this way, it demonstrates the necessity of an interdisciplinary focus for understanding the relation between pedagogy and andragogy, and presents the challenges of the third millennium. The article gives precise definitions of pedagogy, andragogy, education, training, their links, ideological roots and present functions.
This chapter evaluates the main formal and non-formal educational efforts, understanding them as procedures and means for transforming the productive sector, realised within a complex institutional frame within a context of economical reactivation, post war reconstruction, and peace process consolidation. Formal and non-formal training levels are examined.


Investigation report exposing the main recent changes of the labour market, and the role of education facing these changes. Education’s importance has increased but its role was modified. In the context of expanding unemployment and informal work, educational credits can be understood as passports to access to regular jobs. Nevertheless, in times of a decreasing labour market and global descend of living conditions for large population sectors, education stops being the trampoline that allows access to better employment, but converts into a parachute slowing down social descent. Among others, the disadjustment between education and labour market shows in the narrowed demand for qualified work and the increasing duration of schooling.


Case study on the rural Comayagua Education for Work Project (Proyecto en Comayagua de Educación para el Trabajo – POCET). POCET is an adult education for work project directed to the poorest population of rural communities that faces problems of illiteracy, unemployment, underemployment and lack of participation in development. Its educational activities concentrate on productive work.


Report of the seminar ‘Education for Work Facing the Challenges of the XXI Century: Technological Change and Industrial Transformation, and the Access of Popular Sectors to Qualified Training’ (Buenos Aires, April 1994). It contains research results on various projects CIID-CENEP supported in the region), outlining two problems concerning vocational training: the first refers to changes in the organisation of work. These changes boil down to the concepts of technological innovation and productive restructuring. The second refers to unemployment and poverty in the labour force. Systematic evaluation of present training modalities is necessary to improve education-work relation and to implement new training programs.

It presents the variety, achievements, characteristics, problems and proposals picked up in the Working Table about the theme in the ‘National Pedagogic Congress of Faith and Happiness’ (Congreso Pedagógico Nacional de Fe y Alegria, June 1995). The eleven experiences presented are characterised by diversity: some focused on productive work, others on the curricular connection with the Third Level, some target communities and
others those who are excluded from the formal schooling system. An achievement and characteristic is identified in the orientation towards the production sector, and the search for a deepened relation with the academia. One problem is the lack of national plans, leading to a lack of co-ordination and poor planning within the school management. The need to elaborate a national proposal of education in and for work is stated, with an equipment that guarantees support and monitoring. Also, a communication system is required that allows the exchange of information and experiences.

The article discusses three models of vocational training: market-based, in-school and dual. These are classified along the criteria of who exercises administrative, academic and financial control, and of how and where vocational training is acquired. Special emphasis is put on the historical development, consolidation, and places of training under the dual vocational training system in Germany.

It investigates the theoretical specificity of andragogy and pedagogy. It is concluded that there should be only one general theory of education. The article is based on the analysis of one of the current affirmations in Andragogy, which claims that the close relation between hall interaction and academic performance constitute a specific aspect of Adult education, conceived as science. Consequently, such an affirmation would become one of the features that distinguish Andragogy from Pedagogy. The author examines whether interaction in classroom increases only academic performance, specifically in the context of adult education. He comes to the result that there were significant differences between the performance of groups submitted to high and low classroom interaction, regardless their age. This result strengthens the interaction model the author developed, and leads to the conclusion that there might be only one general theory of education.

Investigation report examining Mexican experiences of co-operation between industry and technical schools. It identifies, describes and characterises the possible sense and nature of such relations. The historical analysis of technical training at the mid level allows to discover the persistent approaches and plans, all of them targeting population with little resources. The two institutions are both basically linked to the productive sector and structure their curricula with a logic related to production and work. Both institutions offer approx. 100 training options. The students' preferences concentrate in seven careers. Both institutions suffer the problem of final effectiveness. There are no sufficient data to evaluate access of the graduates to the labour market. One hypothesis is that the kind of work the graduate achieves depends on the major studied, the kind of working centre that he/she had access to, the facility of this access, structure and dynamics of the local labour market, and on the quality of the received training.

The article refers to the evolution of educational research on literacy and adult education since the 60s; as well as to the challenges that adult education in the region will have to confront.


In spite of the credentials devaluation process in Argentina and the descending quality of secondary school, the diploma of secondary education constitutes a more and more important prerequisite to enter the labour market. Nevertheless, thousands of young persons do not reach this level. What is the alternative these young persons have to improve their ‘employability’ in a context that, besides the education credential, demands multiple and diverse working skills? What is the role of vocational training concerning this employability?

KAPLUN, Mario. LOS MATERIALES DE AUTOAPRENDIZAJE. MARCO PARA SU ELABORACION. Santiago. OREALC. 1995. 142 p.

Guideline for instructors to the production of self-learning materials for young adults. The material is divided into the following modules: 1. Adult Education. An amplified vision. 2. Learning process. 3. Open or closed materials? Or: what to understand (and not to understand) by self-learning? 4. Pedagogy of self-learning materials. 5. The material production process. 6. Creative development.


Lecture presented in the First International Encounter of CREFAL Graduates (February 1996). It revisits the approaches to popular education, being aware of the persistent exclusion of certain subjects from adult education in most of the regional countries. It opens quoting Peter Drucker about the obstinate delay of educational forms that prevail in modern societies, especially concerning the requirements of the world of work. Thus, it is necessary to follow a popular adult education that creates inventive and productive personalities with efficient and suitable knowledge. Three methodological necessities can be stated: a) waking up the intellectual curiosity by discovering the own ability to learn, b) access to data sources that can be transformed into information that is useful for learners, c) to support experiences of invention and of constructing useful knowledge.

LEITE, Marcia de Paula. MODERNIZACION TECNOLOGICA Y CALIFICACION. En: La formación para el trabajo en el final de siglo. Santiago. CIID-CENEP - OREALC. 1995. Pp. 31-64.

Lecture reflecting a research done in a large machinery-producing company, established in Brazil since 1955. In 1987 this company initiated processes of technological modernisation through a system of synchronised manufacturing. Work continued to be divided and organised along the production line. A training program was organised and extended to the whole factory. The labour union was marginalised by a ‘political cleaning’ with about 400 labour union militants and activists being fired. The pattern of labour force management stayed conservative and hierarchically structured, characterised by high rotation rates that made co-operation difficult. The strategy was successful: from a loss of USD 4 millions in 1987 it went to a USD 10 millions profit in 1992. When the factory was studied, it ended the year with a USD 14 million profit. Productivity increased, working accidents
diminished, quality improved and half of the costs of delays and overwork diminished, all in one year.

In the Seminar-Workshop in Rionegro (Colombia, April 1993) OREALC proposed to publish a book that would pick up current and earlier study results, and that would include results from countries. The book is comprised of three parts: 1) thematically axes of the new institutionality and quality in youth and adult education, 2) subsystems of youth and adult education, alternatives for transformation, 3) the seminar-workshop’s results and proposals elaborated for the construction of such a transformed system.

Article pointing out important elements of long distance adult education: the professors’ attitudes and activities, and the curricular conception. Emphasis is on self-training. It indicates that training adults requires a training conception that promotes autonomy. Therefore, sustained interactivity is required. This is a task for the instructors’ skills, and for a coherent curricular conception that aims at the personal development of the learners. Students’ initiative and participation is required, as well as self-evaluation that is based on the student’s individual responsibility.

Case study referring to a popular adult education experience that integrates school and out-of-school contents. The project ‘Popular Community Adults’ School’ was implemented in two locations which took different developments. Between 1981 and 1991, the Integral Educational Centre of the Maipú community realised elemental technical education. In 1991 a new stage was started in the La Florida Community, under the administration of the municipal education authority. Both programs are dedicated to youth that dropped out from the formal schooling system. It was followed-up by the Interdisciplinary Program of Investigation in Education (Programa Interdisciplinario de Investigaciones en Educación - PIIE).

The article that revises and criticises common conceptions of adult literacy. After 45 years the idea of universal literacy was followed, it has not been possible to realise it. Between absolute and functional illiteracy there are almost thousand millions of persons who are not able to read a written text comprehensively. Assuming that the process of literacy education aims at constructing the writing system and its appropriation, one could think of the following strategies: a) to begin with adults’ activity, b) to give priority to individual time needed for assimilation, c) to support the building of literate environments, d) to aim not at diminishing illiteracy rates but to train readers and writers, e) to stimulate processes of reflection in the instructors and learners, f) to give importance to what is written and read, and to leave text work for later phases, g) to promote text development based on a model, h) to consider spaces in which literacy is given and others that are left outside, i) to work with different text bearers.

In programs of Young Chile (Chile Joven) there is a major masculine participation (60-65%). Training activities for the informal sector are limited to micro-businesses developed by NGOs and, with less coverage, by governmental programs. The lack of broad official politics for the informal sector, self-employment and micro-companies does not contradict the persistence of this sector. It provides almost 40% of youth employment. At the same time, there is a focus on short term public initiatives in emergency plans for unemployed youth. In this context efforts of a methodological definition for the non-formal sector seem to be important, because these may result in programs such as CIDE’s.


Investigation systematising innovative experiences in basic adult education. Programs are analysed in Argentina, Chile, Colombia, Ecuador, Honduras and Venezuela. The regional comparative study show how innovations contribute theory development. Innovation in this context is not a fixed point but to be understood as a ‘being on the way’. Three central components of innovative proposals: Orientation towards the forgotten ones; to create an educational space open to social demand; and the promise to carry the project ahead. So far adult education has still a marginal political weight in the region. Most common risks are: bureaucratisation, institutional survival only, verticality, self-contemplation. The innovation’s success depends very much on what is done in the areas of training and sustaining.


Context, aims, users, strategies, costs, risks, monitoring and schedule of the Youth Training and Employment Project. The general economical situation of Bolivia faces deep transformations due to the exhaustion of the mining accumulation, diminished exports increasing importance of the third sector. This leads to increasing poverty in the urban and rural areas, characterised by a lack of basic services, illiteracy and low educational coverage, unemployment and increasing sub-employment, especially affecting youth. Politics are urgently required to generate more training, work and longer schooling. It is also urgently required to examine training capacities. The project’s general aim is to contribute to Bolivian human development by a better vocational training. The specific aims are to develop a national training system for poor adolescents and youth, to generate employment, to reduce sub-employment and to strengthen the planning and management capacities of local qualification and employment. The project targets seven provincial capitals and El Alto.


Document analysing national educational systems of Cuba, taking in consideration the adult education subsystem in order to enable workers and adults to perform actively in their places of residence.

Organización de Estados Iberoamericanos para la Educación, la Ciencia y la Cultura. II TALLER SUBREGIONAL SOBRE REFORMA DE LA EDUCACION TECNICA Y LA

II subregional workshop on the ‘Reform of Technical Education and Vocational Training’ (Buenos Aires, 22.-24. September 1994), organised by the Argentinian Ministry of Culture and Education and the Organisation of Ibero-American States for Education, Sciences and Culture (Organización de Estados Iberoamericanos para la Educación, la Ciencia y la Cultura (OEI) with representatives of vocational training from Argentina, Brazil, Chile, Spain, Mexico, Paraguay, Peru and Uruguay and assisted by CINTERFOR, IMAF, OIJ and OREAL. The general aim was to characterise and propose alternative models, strategies and instruments for the reform of technical education and vocational training from an intersectional perspective, linking both governmental and non-governmental organisations. The specific aims were: 1) to systematise and elaborate proposals for the reform of technical education and vocational training, to improve their quality responding the demands of economical sectors, 2) to characterise curricular models and strategies linking education to productive work, 3) to develop alternative proposals to establish modalities of co-ordination or intersectional systems of education, work and employment. Recommendations read as follows: 1) to promote experience exchange on evaluation in the area of reforming technical education and vocational training, 2) to give way to a study about the centres’ decentralisation and autonomy, 3) to define basic competencies for access to technological training and to analyse methodologies for its inclusion in the curricula, 4) to design programs for teacher training, 5) to build an information network for technical education and vocational training in order to link the experiences, 6) to select in the Ministry both specialists for teacher training and technicians who are able to transfer experiences made in other countries, 7) to identify diversities of the technical education and vocational training system in order to strengthen integration with other countries, 8) to exchange experiences between the European Community and MERCOSUR about the recognition of certifications in technical education and vocational training.


This document is a proposal for reforming the sub-system of youth and adult education in Paraguay. Several studies, seminars and workshops were realised in order to contribute to the efforts of improving the quality of education.


Lecture presenting the author’s doctoral thesis in the Institute for Education of the University of London. The non-formal educational experience has a particular code students are in permanent contact with. Non-formal education fulfils particularly significant functions of legitimation, social control and reproduction. This is achieved by three processes: 1) the participants’ social positioning resulting from their identification with the educational code, 2) decrease of the participants’ expectations as a consequence of marginal and marginalising characteristics of the educational process, and 3) the fact that courses respond to motivations and satisfy the participants’ interests.


The article analyses motivations for participating in community education programs. Characteristics such as age, sex, marital status and schooling have a significant influence on
the functions, motives and meaning of non-formal education. Women aged 15 -25 years have motivations mainly associated with working expectations; women between 25 and 40 years are interested in courses linked with their daily domestic activities; those aged 40 and above are rather looking for relaxation and socialisation. Men aged 25-40 years are mostly married, they are especially interested in connecting their training with productive activities, or with the labour market. People with better social and economic positions normally do not face difficulties in participating in the courses.

Lecture presented in the 1995 Seminar ‘Reflections on Adult Education in Education for Work and Literacy in Latin America’, organised by the Regional Co-operation Centre for Adult Education in Latin America and Caribbean (Centro de Cooperación Regional para la Educación de Adultos en América Latina y el Caribe – CREFAL). It targeted instructors of the Chilean Ministry of Education. It gives a general overview on the crisis the valid economical development model in the region is going through, and offers answers to the population's demands for employment.

Case study on the bilingual literacy program by the National Direction of Bilingual Intercultural Education. The program targets illiterate indigenous adults and youth who have not finished primary school, based on community participation and strengthening indigenous organisations. Reading and writing in vernacular language is encouraged. The program started in July 1988, achieving 45,000 participants in 1991. Until1993 the program entered a critical phase due to the lack of political and financial support.

Lecture presenting research on three companies in Brazil. It examines the adoption and effects of different quality control models: JIT (Just-in-time), CCC (Quality Control Circles), CEP (Statistic Process Control) and CCT (Total Quality Control). Each of these processes implicated changes for the individual, especially in their training.

Analysis, reflection and theoretical constructions on popular education, based on the ‘Democracy, Public School and Popular Education’ research. It seems as if Latin-American educational systems are lagging behind adjusting themselves to the accelerate rhythm of scientific and technological development, in a context where democratisation processes are intertwined with economical models and neo-liberal politics. Central concerns of Popular Education (P.E.) are: facing the political-pedagogical rupture, defence of social transformation, emphasis on processes of awareness raising and social organisation. It is shown that P.E. should deepen its global ideas about training-learning theoretically, methodologically and operationally, if it wants to give a substantial support to school transformation and to re-integrate the political dimension into the new democratic scenery. The construction of a new school model recognises as its central issues: a) the condition of its subject within society, b) accepting differences, c) a new teaching-learning model and d) a deeply democratic institutional organisation.
Rivero works on the regional problem of economy and its repercussion in the transformation and development of adult basic education in Latin America. It suggests elements to be considered in order to restructure a new phase in educational development, and indicates the close relation of present political, social, economical contexts to redefining action models and establishing educational politics in the transformation, quality and viability of an adult education that responds to the social, economical and productive challenges in Latin America.

On tendencies, organisation and funding of main regional programs and projects, as well as on progress and challenges in decentralisation and local development. NGO activities create national and regional networks for co-operative actions. Normally they are financed by international organisations such as World Bank, PNUD, UNESCO, UNICEF. Governmental activities also address adult education, although there are very few countries having effectively addressed the organisation of the adult education subsystems. Regional projects and programs launched by governments, NGOs and international organisations include e.g. the Main Education Project (Proyecto Principal de Educación); REDALF; programs of the American States Organisation (ASO); and action lines by the Ibero-American States Organisation of Education, Sciences and Culture (Organización de los Estados Iberoamericanos para la Educación, la Ciencia y la Cultura - OEI). Among the most significant supports for adult education in the region has been the creation of the Regional Centre of Adult education and Alphabetisation for Latin America (Centro Regional de Educación de Adultos y Alfabetización para América Latina - CREFAL), implementing training for technical and professional staff with the support by UNESCO and ASO. Options are stated for local development and decentralisation, pointing out that the Latin American experience corresponds to different focuses which are expressed by three modalities: educational centralisation, regionalisation and municipalisation. Various regional experiences are mentioned that demonstrate local communities’ capacities for social politics in this time of crisis. Overcoming poverty and achieving local development will depend on a set of aspects among which the educational ones are not the most important and decisive.

Lecture from the international seminar on ‘Youth Training and Employment in the Andean Countries’ (June 1995, Montevideo). It presents the regional situation of youth employment, reflections on existing problems, and options for resolving them in the near future. Recent statistics indicate a precarious situation of the regional youth: their unemployment rate is at least three times as high as adult unemployment. It is necessary to articulate and implement long range training and employment programs, based on productive transformation, democratic affirmation and social justice. The Inter-American Youth Training and Employment Program, forwarded by OAS in the context of the Inter-American Conference of the Ministry of Work (Conferencia Interamericana de Ministerio del Trabajo), with technical collaboration by CINTEFOR/ILO and the active participation of the Ibero-American Youth Organisation (Organización Iberoamericana de la Juventud), has the following general aims: a) to offer adequate employment opportunities in the economy’s modern and informal sectors, b) to reform the training system, c) to support the
articulation of institutions. Strategic priorities include training programs, support to micro-
companies and internships, the use of competitive methodologies, mobilising governmental
subsidies and non financial incentives to companies, as well as the sensibilisation of public
opinion. Local initiatives are considered to be an important occasional support.

ROJAS, Luis; SANCHEZ, Modesto. CAPACITACION Y EMPLEO JUVENIL EN
VENEZUELA. Caracas. Instituto Nacional de Capacitación Educativa. Ministerio del
Lecture held in the international seminar on ‘Youth Training and Employment in Andean
Countries’ (June 1995, Montevideo). It presents aims, coverage, agents and programs of the
National Youth Training and Employment Plan in the context of the regional system. The
National Youth’s Training, Employment and Social Insertion Plan has been developed by
an inter-institutional technical commission (Ministry of Family, Education and Work, INCE
and CORDIPLAN). In the present context of structural adjustment, youth employment is
deteriorating. The program’s aim is to achieve youth’s social integration in the process, to
convert the traditional petrol-based ‘rentier economy’ into a diversified productive
economy, for which vocational training is required.

SALCEDO, Gisela. LA EVALUACION ANDRAGOGIA: UN RETO PARA LA
It conceptualises an evaluation model for continuing education, and an educational concept
with sound epistemological, instrumental and operative bases. The aim is to appreciate and
value cognitive and attitudinal acquisitions of adults in the context where they acquired
them, in order to found a new research paradigm that responds to humanist conception. Up
to now, the evaluation of learning does not correspond to the objects of andragogy, but to
traditional pedagogical evaluation. The results of evaluating of adults’ training is all
together referred to the function of the adults’ rational and responsible autonomy. It is
concluded that the critical evaluation model, which departs from the learning contract,
corresponds to andragogical conceptualisation, but that evaluation in practice keeps using
the traditional pedagogical model. The proposed model is presented as a challenge for the
future.

SANCHEZ, Modesto. LA FORMACION DE LOS JOVENES DESOCUPADOS EN
VENEZUELA: OPORTUNIDADES Y RETOS. Caracas. Instituto Nacional de
Lecture held in the ‘International Seminar Youth’s Training and Employment in Andean
Countries’ (June 1995, Montevideo). A summary of the INCE proposal for training
unemployed youth. The main problems were considered to be the following: a) the majority
of people in Venezuela live in critical or relative poverty. b) youth is most affected by the
impact of economical adjustment politics, c) the interruption of school education because of
missing resources, the need to work, or contradictions between real life and school
curriculum, d) almost 40% of the population between 15 and 18 years have one or more
children, and 78% ask for courses on training for work. This indicates the need for an
educational reform that addresses the excluding character of the present system and the
absence of coherent policies for youth.

SERVICIO DE ADiestramiento en TrABAJO INDUSTRIAL-SENATI-
PROPUESTA DEL SENATI PARA EL MEJORAMIENTO DE LA FORMACION
INDUSTRIAL EN EL PERU. Quito. Servicio de Adiestramiento en Trabajo Industrial.
Lecture held in the international seminar ‘Youth Training and Employment in the Andean Countries’ (June 1995, Montevideo) presenting the SENATI experience in vocational training, and the situation of Peruvian youth. SENATI, founded in 1961 by initiatives of industrial groups, offers a dual training in order to improve technical education. Its action lines respond to both the industrial sector’s needs and the youth’s requirements concerning initial vocational training. SENATI recommends to establish a national system with a clear distribution of qualification levels, to promote corresponding institutions in other branches of economical production, and to transfer SENATI’s educational technology to other institutions of vocational training, especially the Dual Training System.

Historical and sociological Essay based on the need to revise technical education in Argentina. The focus is on its superior level. The author relates his discourse to present globalisation tendencies, discovering roots that suggest the need to revise definitions and aims concerning sciences and technology. This calls for revising the functions of superior education in these fields. The essay also revisits the historical discourse on technical education in Argentina, as well as relations between technology, sciences and work. It deduces deficiencies in engineers’ training and finishes proposing challenges for a reformed university.

Lecture prepared for the seminar-workshop ‘Reform of Secondary Education in Chile: More Justice?’ (1995, Santiago). It analyses the cross-roads of justice witnessed in three main phases of the secondary technical vocational training (enseñanza media técnico profesional - EMTP) process. Statistics and studies confirm that EMTP students represent a high risk group concerning both its chances at high school and its occupational and educational destination. The majority belongs to poor families, with a family background of low education. Youth and their parents consider high school training a channel of occupational mobility. The indicators show that EMTP does not fulfil its aims and promise. In basic skills (Spanish and mathematics) and self-learning abilities, EMTP is inferior to the humanist-scientific secondary education (enseñanza media científico humanista), including the municipal services. EMTP would rather serve as a hurdle than a catalyst.

The article presents problems concerning the justice of education and social exclusion. As in most of the countries of the region, the illiteracy problem in Chile has been changing from absolute to functional illiteracy. Almost half of the 15+ population did not finish primary school, yielding to the supposition that they have not achieved full literacy skills. Poverty and deprivation are problems that have to be resolved by the social structure, and not by education. On the other hand, economical processes start to require new abilities of the individual. International agreements create mega-markets and generate important changes in the consumers’ customs and social consciousness. At the same time they produce a multiplicity of demands in the fields of productive work that lead us far away from any educational tradition. The possibilities to generate educational alternatives depend on the dynamics of domination and subordination within society. But it seems that the subordinated have no capacity for resistance.

Lecture held at the ‘Educational Policies and Practices with Adult Population en Today's Mexico Forum’ (Foro Políticas y Practicas Educativas con la Población Adulta en el México de Hoy, 1994, University of Mexico) which was organised by the Academy of Adult Education of the National Pedagogical University. This lecture presents the experience of the Group for Popular Education with Women, A.C. (Grupo de Educación Popular con Mujeres, A. C. - GEM).


In order to be effective, strategies for adult have to depart from characterizing their target groups in occupational terms. Such strategies would possess the necessary differentiation, relevance and personal experience; could make use of local resources and would ensure participation, self-administration and self-determination of the groups involved.


The phenomenon of growth without employment indicates an increasing detachment between social necessities and the dynamics of production. The question of employment in Latin America is not only about individual participation in the markets, but is particularly relevant to personal participation in the nation state. Joining the workforce is a principal exercise of citizenship and of self-identification as a member of society. Education has a fundamental role to play by linking the processes of cultural communication and economic progress. It communicates the appropriate values, recognises common identities and develops the capacity for intercultural dialogue which brings together nations.


Study which analyses the experiences with technical and vocational training in the region, identifies deficiencies and suggests new methods. Rather than submitting formal recommendations, the author provides an orientation for policy makers. He lists the following headings: a) the nature of reform, b) reasons for reform, c) bases of the reform, d) how to achieve it, e) its types, f) the results, g) the difficulties they face, h) the lessons to learn from reforms, i) why reforms failed, j) which actions to take in order to strengthen vocational and technical training.

The document contains specific contributions for reconsidering and reorienting adult education in Colombia. It is based on 15 case studies, developed during a research program on significant experiences with adult popular education (PESEP).

**ST: 54**

**1996**


A general panorama of vocational training, analysing the emergence of institutions and the conceptual evolution of training as well as the operative strategies used for preparing the human resources for national development. The attention focuses on young people and workers who require complementary training, conversion, skills upgrading or specialisation. Focusing on the individual instead of the workplace is considered a fundamental turn in the concept of vocational training. At present, professional training institutions do not only carry out their task to train workers, but also discover and develop human attitudes for an active, productive and satisfactory life.


The document describes the first practical experience of the education for work project by the government of Honduras, the Netherlands, PNUD and OIT. It describes the history, development and elements of POCET throughout its implementation.

AMARILIS Pineda, Nidia; MARTINEZ, Marco Antonio. EL DESARROLLO CURRICULAR EN LA EDUCACION PARA EL TRABAJO: LA EXPERIENCIA DEL POCET. (The curricular development in the education for labor: the experience of POCET) Tegucigalpa. POCET. 1996. 112 p.

A technical report on the POCET project in Comayagua, Honduras, that started in 1990. Education and work are central to this innovative experience, serving as a reference framework for researchers interested in adult education. The annex contains practical information, the curricular model, community work, objectives of curriculum, methodological process, education for work, and training programs.

ARCINIEGAS, María Emilia. LA PEDAGOGIA EN EL SENA. (The pedagogy in SENA) Santafé de Bogotá. CORPRODIC. 1996. 55 p.

Study on the technical-educational development of the national apprenticeship services in Colombia (SENA) during its first ten years (1957–1967).

This document is part of the evaluation of the Argentinian project on completing primary education through distance training. It presents the design, its epistemological framework and the instruments for gathering information. The study focuses on the strategies to address trainees’ retention from the centers, the number of pupils completing their apprenticeships, and the achieved quality of learning.

In addition, the study focuses on an opinion poll and exploratory interviews in order to highlight the project benefits.


Part of the methodology of education for work collection. It reviews the experience with a methodology that was designed to stimulate women’s participation in community development. The strategy focused on gender and establishing a work culture that took into consideration the different social roles and responsibilities of men and women.


Study prepared for OIT in 1994 revisiting the views of entrepreneurs, workers and educators in Brasil. While there are convergences and divergences on the relationship between education and work, there is a common view that education ought to aim at training workers who, apart from being able to master both the work and the scientific knowledge involved, are also apt to develop their intellectual and creative capacities in order to face a challenging and demanding work. When following these objectives, training will not only prepare workers for technical competence but will also serve to broaden their view of themselves and society.


The indicated section focuses on necessities and opportunities of young people and adults concerning their access to work. The percentage of employed young people has diminished, and their pay has decreased. Women are particularly affected. Secondary education has deteriorated and has been devaluated, becoming merely a form of training for productive life. Mid-level education lacks identity. Vocational training has also lost its importance compared to the training of personnel which has already entered the labour market. University education in Latin America is characterised by its polarisation between academic excellence and mass education. The whole concept of secondary education and its relationship with occupation and academic training requires reconsideration.


The included study comments the ‘efficient school’ developed by the Escuela Ciudadana in Paraná, Brasil. It is characterised by: a) the presence of strong leadership, b) systematic planning of the course activities, c) permanent control and supervision, d) high expectations towards the students’ results, e) stimulation and evaluation, f) clear and well defined objectives. The educational basis of the Escuela Ciudadana is defined as being open and constructive. It is not a static model, but each community discusses the general
concept and adapts it to the specific context. In Paraná it originated from the 1980s teachers’ strikes.

MARTINS, Saádia Maria Borba. MERCOSUL. FORMAÇÃO PROFISSIONAL E LEGISLAÇÃO. Canoas. ULBRA. 1996. 159 p. + anexos.

Signing the Asunción treaty of which created MERCOSUR is the starting point of a transformation process. This integration requires an appropriate education to face the uncertainties and challenges within a new economic block. The research draws on treaties, letters of intentions, and agreements adopted within MERCOSUR. Going beyond the economic dimension, regional integration is comprised of the discussion and development of common interests, the exchange of experiences, and relations between individuals. The obstacles to integration are: a) the lack of practice to identify political-ideological affinities, b) the isolationist attitude of Latin American countries in the world markets which produces a lack of respective knowledge of the other, c) different linguistic codes that restrict the communication between people and, most importantly, d) the missing preparation of human resources to implement MERCOSUR. Enhancing the professional skills of human resources enables the individual to engage in a dialogue with reality. He thus becomes an agent of change, open to knowledge. On all levels, the teaching institutions ought to deepen the knowledge about the regional history, and broaden the exchange of ideas with other countries and among its own citizens.


This paper presents two experiences the Peruvian government made with training for work, in the context of diminishing poverty.


Systematic review of a project in El Salvador (ELS/94/PO1) that aimed at integrating the population’s educational resource units, in order to support teacher training and raising awareness in the community. Its objective is to improve the quality of education in the fields of population-fertility, environment, and quality of life.


The study analyses aspects of Chilean technical vocational training, especially looking at its graduates entering the labour market. Despite the progress achieved in the medium level curriculum, it is still insufficient, particularly for young people with small economic resources. The medium level training for technical occupations has undergone consecutive political changes, with an intermediary slowdown of its development during the 80s. Nevertheless, evaluations of the results are not available.

OSORIO, Jorge. LA EDUCACION DE LAS PERSONAS ADULTAS Y LAS EXIGENCIAS DEL DESARROLLO EN AMERICA LATINA. (The education of adult persons and the requirements of development in Latin America) En: Educación de Adultos
The article outlines a framework for interpreting the adult education and development in Latin America. It recognises that Latin American adult education is heterogeneous, and closely related to social and political transformation.


The PPH targets fathers of children up to the age of 6 years. It refers to elements of child development, the orientations and forms of education in every age, and the importance of family in the socialisation process. Trained instructors work with groups of fathers. Methods draw on individual experience and use teamwork, applying ‘topic-based interaction’ (Cohn 1991).

TORRES, Alfonso; CUEVAS, Pilar; NARANJO, José E. DISCURSOS, PRACTICAS Y ACTORES DE LA EDUCACION POPULAR EN COLOMBIA DURANTE LA DECADA DE LOS OCHENTA. (Discourses, practices and players of popular education in Colombia during the 80s) Santafé de Bogotá. Universidad Pedagógica Nacional. 1996. 128 p.

Research on popular education teachers and the development of popular education, from the beginnings to its consolidation in the fields of literacy, adult education, and the work in various quarters of Bogota.

ST: 16

1997


Essay examining the alternatives of post-primary education. If the expansion of basic education achieves its goals, most of the 800,000 young people who were about 15 years old in 2001 will complete their nine years of primary education. But for many of them, medium level training at the grades 10 and 11 will not be attractive. Many will need to work, due to the economic conditions at home; others will have parents who are not able to finance post-primary studies; and some will also feel the desire to enter the labour market. An estimated 40 percent might be interested in higher education: that means 300,000 out of 800,000. What happens to the rest? This question has provoked diverse requests for education for work.


A study on the training of supervisors of school administration and management at the Ministry of Education in the Tucumán province. Earlier evaluations carried out in Argentina frequently referred to the quality of the teaching personnel. The processes of decentralisation reveal the necessity to clarify the operational space of management and administration, and to determine the technical and political capacities required to improve decision making on educational matters. This suggests the need for a professional
reassessment of the supervisor in terms of their income and recruitment, their professional training and the preparation for their role.

Analyses private enterprises’ contribution to professional training in Venezuela. Despite a growing interest of the private sector in vocational training during the last fifteen years, the coverage of professional non-academic training remains low, partially because it was not possible to incorporate small and medium-sized companies in this process, and partially because of the young people’s reluctant demands for these programs.

Document summarising the Colombian findings from research on reading and arithmetics skills. The research was co-ordinated by UNESCO and conducted in seven Latin American countries. It comes up with results related to family, school, work and social environment which ought to be considered when designing programs for young people and adults. The regional study involved Mexico, Venezuela, Brazil, Colombia, Paraguay, Chile and Argentina. The first part displays the diverse research instruments that have been applied. It also includes a synopsis of qualitative research, an annex on the difficulties that were faced when comparing the different studies’ results, and the methodology for sample selection.

GOMEZ Campo, Víctor Manuel. EVOLUCION Y ESTADO ACTUAL DEL PENSAMIENTO SOBRE EDUCACION TECNICA Y TECNOLOGICA DE NIVEL SUPERIOR EN COLOMBIA. (Evolution and current state of thought about higher technical and technological education in Colombia) Bogotá. Asociación Colombiana de Universidades -ASCUN-. 1997. 127 p.
The essay interprets the evolution of the concepts behind technical education, discusses the impact of two legal decrees, and presents options for a national policy. It concludes that establishing a technical and technological ‘culture’, together with the corresponding training, is a long process that starts with basic education, is reinforced in medium level education and specialised in higher education. Technical and technological education requires close co-operation with the sector of production. It is necessary to identify and evaluate the possible modalities of such co-operation, and to design schemes to stimulate and promote better relations.

HOEVEN, Renate van der; VELASQUEZ, Guillermo; BERMUDEZ, Ana Cristina. ESTRATEGIAS PARA EL SISTEMA DE EDUCACION TECNICA EN EL PROCESO DE FORMACION E INCORPORACION PRODUCTIVA DE LAS MUJERES ADOLESCENTES. (Strategies for a system of technical education in the process of training and productive incorporation of young women) San José. 1997. 256 p.
Diagnosis of the situation of young women’s technical education in Costa Rica. Strategies should aim at improving education by taking into account the needs of students and industry. The study is based on a sample of 15 colleges and 92 students, applying gender-related conceptual instruments. The quantitative and qualitative information is supplemented by individual and group discussions with teachers, students, tutors and co-ordinators.
The general tendency of gender specific segregation is reflected in the modalities and specialisations that men and women choose to study. Whereas the overall attendance of women in technical colleges almost equals that of men, it is concentrated in the fields of
secretarial training and accountancy. Only a minority of colleges promotes a more active participation of women.


Part of a series produced by the Regional Office of UNESCO to support Latin American educators in editing self-learning materials (MEDAs). The first part provides a general positioning of the education-work relation, and criteria for elaborating MEDAs which assist young people entering the labor market. The second part develops examples on integrating one or several MEDAs that address young people.


Refers to the results of the seminary for Latin America and the Caribbean on the poor teaching of maths in literacy campaigns. The needs of those learning arithmetical skills usually relate to greater autonomy and better working conditions. Participants in this type of programs are highly heterogeneous, making it difficult to launch specific teaching programs. One of the least developed aspects of these programs is evaluation. There is little data on teachers and initiators. From the side of teachers, there was only very poor reaction on distributed questionnaires.


Report on the PIIE project that is run in three communities of Greater Santiago, which is aimed at understanding the decisions of local public servants. The report identifies the relations that exist in the communities between the educational and the productive sector. It provides suggestions on how to develop strategies for improving technical vocational training and bringing both sectors together locally. The results of the field study suggest that the economic dynamics have not been accounted for when educational policies were formulated. The companies recruit their staff mainly following employees’ recommendations, and to a lesser extent by ads in the press. The municipal office for placements is not used, and often unknown. The relations between municipalities and industry is limited and, where it exists, does not follow an established policy. Training within the companies is limited to what is provided by the most experienced workers. On part of the industry, there is no policy of communication with the municipality, although there is a growing awareness of such a need.


Carried out in the inter-communal project on educational development, promoted by PIIE in three communities of Greater Santiago, this study covers the project’s ‘education of young
people and adults’ component. It reflects on: 1) understanding education out of its development, 2) current tendencies in the education of young people and adults, with special reference to Latin America and Chile, 3) diagnosis of young people and adults’ school education in Chile, including data on enrolment, 4) the perception of players. The education of young people and adults appears to be limited to governmental programs for finalising interrupted formal schooling, although there are programs which intend to broaden its scope. In general terms, this type of education does not possess the mechanisms, procedures and level of organisation that would be necessary to ensure an educational management serving the individual needs for development.

Descriptive research on current activities in training unemployed young people from poor social backgrounds. Between 1991 and 1995, 101,505 young urban poor underwent training provided by the Young Chile program. While the program has met some of the intended aims of training and labour market integration, there is still room for improvement in terms of the training quality, the target groups focused on, and the relations between the program and its managing bodies.

Outlines the program which aims at establishing relations between regional universities and the economy. Entrepreneurs, the public sector, financial bodies, research centers and universities joined this program. Some experiences include the following: creation of biotec companies in the Andean countries; training of entrepreneurs in Central America; ‘we are talking about business at university’ in Peru; an agreement with the universities’ network in Compostela, and subsequent linking with the European network of universities.

The paper provides a synthesis of the general principles and legislation of the educational system in Uruguay. It highlights the illiteracy situation., the scope of the administration and centres devoted to adult education, study plans, as well as the characteristics and required attributes of teachers. In a second part the paper comments on several current national educational projects.

ST: 14

1998

The article revises recent meetings and detects guidelines for future adult education. Coming in the form of an essay, the article cites and analyses bibliographical sources. It indicates that today globalisation seems to have crushed the historical political mission of adult education. Despite calls for awareness and prudence at the international summits of
Rio, Cairo, Copenhague and Peking, neither policies nor plans and practices have complied with their declarations and agendas. The programs launched by the conference of Education for All (1990) have assigned a supplementary role to adult education - likewise the UNESCO report on the International Commission of Education for the 21st century (1996). The Fifth International Conference on Adult Education, held in Hamburg in 1997, was marked by strengthening compromise and solidarity. Nevertheless, the challenge persists to approach the problem of globalisation, the development of democracy and the socialization of humanity for coexistence in the 21st century.

The study analyses the evolution of vocational training policies, and its impact on the training systems. Not long ago, Latin American countries had systems of vocational training which drew much attention to their creative solutions, but the regional economies have changed too fast for these systems to keep pace. It is no longer necessary to train as many workers as possible. Instead, the challenge is to satisfy the changing demands of an unsteady market.

The second report on a research carried out in seven Latin American countries, coordinated by UNESCO-OREALC and supported by the Ministry of Education in Colombia, examining the project ‘Reading and Writing Abilities of Persons Belonging to the First Four Socio-Economic Layers’. Basically, the report refers to results obtained from a questionnaire on education and work. It also contains an article which offers a historical panorama of the last three decades’ different concepts on the relations between education and work.

During the last years the labour market has deteriorated, increasing the importance of education for improving one’s work opportunities. Those having a minor level of education have ever less chances to get access to work. If they achieve entry, they are grouped in the most precarious jobs which tend to diminish rapidly. The combination of new technologies based on the introduction of informatics and microelectronics, joined by a radically different organisation of work, generates a new productive paradigm which requires workers who possess a set of skills that are very different from those needed in the past. This implies a substantial transformation of the schools based on the Fordian model. The required skills are related to: a global understanding of the technological processes; a multifaceted training which prepares for the necessities of job rotation; the ability to make decisions and to work in groups; continous re-qualification of workers.

This study analyses the relations between education and qualification of working people in the context of poverty. The new technological paradigm transforms the characteristically
low level of qualification of the Brazilian workforce into a factor that restricts the expansion of modern and competitive industries. The new concept of technical qualification, which is based upon basic schooling of a certain quality, becomes problematic when depending on an inefficient education system like Brazil’s.

The book analyses the role governmental institutions, political parties, academia, the civil society, and mechanisms of the democratic system play in the training of leaders. The disappointment of the voters with political parties and politics in general results from the political parties’ reluctance to identify, articulate and respond to the ideological and material necessities of the people. Any program for the training of young leaders should therefore attempt to strengthen the role of political parties and to promote closer ties between parties and the young.

The paper addresses its topic from the perspective of democratic participation of the whole population, and productive development within regional integration. Participation in social life depends on the acquisition of competencies which enable individuals to discern their options and facilitate their growth. This requires to reduce inequalities in access to education that are related to origin. Moreover, the re-entry of redundant adult workers to the labour market requires greater relevance of the training they receive.

The article emphasises the imbalance between technical training and previous education, and discusses the options for correction. The success of global policies and training strategies for productive work depends largely on the existing level of basic skills. The costs of training vary according to the level of general education of those who enter productive work.
The research concludes that training cannot replace basic education, that technological change comes in conjunction with a growing demand for workers with a high education level, and that one of the most fruit-bearing effects of primary education is to facilitate post-school training.

Guide for teaching the first level of adult basic education, addressing the education process as well curricular contents.
The publication includes three papers referring to women’s access to schooling, to education for work, and to training programs.

With regard to vocational training, the problems affecting female workers in Chile are often similar to the problems of men: a) they have no access to individual grants for training, b) the allowances are decided upon by the company, c) the access of women to training programs within the companies is inferior to their representation in the workforce.

While education alone does not solve the problem of unemployment, it is impossible to find a solution without education. The paper strongly requests the strengthening of an educational system which not only transfer the scientific-technological knowledge that is demanded by the labour market, but also aims at the whole person. In the case of Argentina, the system of vocational training has suffered from the absence of national policies. The permanently necessary education is not only a problem of the government, but rather a task for the co-operation between the state, the industry, and the unions.

ST: 12

1999

Paper analysing the process of change in Chilean modern sector companies, and its impact on the employees. In contrast to the traditional paradigm of task-specific training, the required new skills can be characterised as competencies to understand processes. This calls for a dialogue between school and industry. On the other hand, the schooling system must carefully avoid being assimilated by the system of values which prevail in the productive sector, in order to carry out its role as the primary agency in charge of transferring the ethics of citizenship and participation.

Although their objectives are focused particularly on adolescent women, some of the organisations in the Central District that were selected for this study do also train men. Technical training is mainly part of the non-formal education system, overwhelmingly served by private organisations and NGOs. The women participate in traditional subjects
such as dressmaking, beauty and handicrafts. Only slowly they get involved in traditionally male activities.

Research on the current and future demand for training in small, medium and large enterprises. This research forms the basis for the design of technical training profiles and programs in El Salvador.

GAJARDO, Marcela; MILOS, Pedro. CAPACITACION DE LOS JOVENES POBRES EN CHILE. SITUACION RECIENTE Y PERSPECTIVA. (Training of young poor people in Chile. Recent situation and perspective) Santiago. MIDEPLAN. 1999. 184 p.
Due to their lack of competencies, more than half a million young Chileans have little chance to access sustainable employment. Paradoxically, society offers these people few opportunities for technical education in comparison to the range of services available to those who have already entered the labour market.

IBARROLA, María de. LOS CAMBIOS ESTRUCTURALES Y LAS POLITICAS DE FORMACION Y CAPACITACION EN MEXICO". (Structural changes and the policies of technical training in Mexico.) En: Memoria del Seminario de Formación y Capacitación ante los Retos que Plantea la Apertura Económica y La Reestructuración de las Empresas. México. CEE. 1999. pp. 57-65.
The paper analyses the structural changes of the economy which triggered many important modifications of national technical training policies. It describes the gap between policies on the national and local level. In general, the interest for education and training as a momentum for change is growing.

Article on the role technical training played in the national development of Honduras. The concept of technical training has changed from the simple transmission of abilities and skills towards promoting a culture of work in a process of continuous training. The article views vocational and technical training as an element in the process of technological transfer.

Consultative paper on the institutions that generate information on technical training and employment in El Salvador. It provides general and detailed pictures of applicants and employment offers. The document describes its objectives and the operations required to identify and collect the material, shows the kind of information generated by the institutions, and analyses its relation to technical training and employment.
Report presenting the theoretical framework and post-1994 experiences regarding the use of communication media in rural education. The project, which is supported with contributions by FAO and PNUD, applies video technology in rural and marginal urban areas. The document gives a detailed account of the experience with a pedagogic package on home breeding of chicken in the province of Tucumán.

MAGALLANES, Marcela Alejandra. EDUCACION Y FORMACION PARA EL MUNDO DEL TRABAJO. (Education and training for the world of labor) Argentina. Universidad Católica de Córdoba. 1999. 56 p.
Theoretical study on the relationship between education and work. As a frame of reference for defining the rights and duties of education, the author draws on church documents which highlight the dignity of mankind in work.

MARTINEZ, Eduardo. HACIA UNA POLITICA NACIONAL DE FORMACION PROFESIONAL EN OFICIOS. (Towards a national policy of technical training in trades) (Santiago. No indica unidad patrocinante), 1999. 87 p.
Report which compares three different Chilean programs of vocational training in terms of their return of investment.

The exercise book no. 6 for the second level of the literacy and basic adult education program in Nicaragua (PAEBANIC). It deals with the world of work, the labour rights manifested in the political constitution of Nicaragua, the duties and rights of the worker and employer concerning working hours, salary and means of protection, security and hygiene. It also deals with how to identify alternative jobs which match personal development.

Exercise book for the third level of adult education, responding to the characteristics, necessities and interests of the adult population. It approaches the subject ‘Energy, the Source of Progress’ providing lessons on the sources of light and heat, on how to build a solar kitchen, on types and use of fuel, on electricity and its use for the development of the country, on water, etc. The book is encourages team work and contains various exercises and questions. It also provides a bibliography and glossary.
CUADERNO. (Methodological guide for the instructor on literacy and basic education of adults. Third and fourth exercise book.) Managua. MECD. 1999. 76 p. This publication provides technical, methodological and pedagogical guidance to the exercise books number 3 and 4 (‘Education and Work’ and ‘We are of Equal Dignity’).

MURILLO, José. UNA EXPERIENCIA DE CAPACITACION Y EMPLEO JUVENIL: EL PROGRAMA CHILE JOVEN. (An experience of training and employment of the young: the program Young Chile) En: Los jóvenes en Chile y Europa. Santiago. CIDE. 1999. pp. 183 a 191. Paper reflecting the conditions of the young entering the labour market in Chile. Since 1997 the Young Chile program intends to qualify 75,000 young people per year. Research on the job-finding expectations of the young reveals the prevailing importance of previous work experience, territorial provenience, disadvantage of poor communities, and lesser hiring of women. The young also mention other factors of discrimination such as appearance, look and age. This means that programs like Young Chile are faced with labour market conditions that go beyond the need for vocational training.

NAJARRO Arriola, Armando. ALFABETIZACION INTERCULTURAL BILINGÜE: EXPERIENCIA Y PERSPECTIVAS. (Intercultural bilingual learning how to read and write: experience and perspectives) Guatemala. Universidad Rafael Landívar, Instituto de Lingüística y Educación. 1999. 144 p. This document provides general ideas on literacy and illiteracy; a short history of literacy strategies in Guatemala and the respective linguistic approaches, and reflections on adult education. It also outlines the literacy project of the Universidad Rafael Landívar and contains material on literacy training in indigenous languages.

PANTOJA, Urby. POLITICAS DE CAPACITACION JUVENIL Y MERCADO DEL TRABAJO EN VENEZUELA. (Policies of training the young and the labor market in Venezuela) Santiago. Universidad de Chile. 1999. 32 p. Drawing on a MSc thesis, this report analyses the policy of vocational training for young people in Venezuela. It is based on three programs. The main difficulties found arise from the lack of entry into work, a deficient allocation of resources, the absence of communication mechanisms and of agreements with the companies. The report concludes that in the absence of a non-traditional national vocational training strategy, these programs do not represent a sufficient policy of technical training.


URQUIA Lara, José Dolores; MARADIAGA, María Emilia. LA EDUCACION PARA EL TRABAJO EN EL SISTEMA DE EDUCACION MAGISTERIAL. (The education for work in the teaching system) En: IV Conferencia de Innovación Educativa. Tegucigalpa. 1999. 6 p. This paper presents the new approach to teacher training, focusing on integrating education and work. It outlines the experience of combining classroom lessons and practical work, such as the breeding of animals and farming, as well as business administration.
This proposal promotes the adaptation of learning and teaching to the requirements of agricultural production, fishery and forestry in the department of Lempira. It provides an account of the projected curricular consolidation of five institutions dedicated to the sustainable use of natural resources, and describes the expected benefits for the communities.

Qualitative research conducted on the perception of young people from Santiago on work and its relationship to their projects. The meaning young people attribute to work changes with the temporal perspective: first, it is an opportunity to gain money but in the future it may become a profession. This attitude might explain why they postpone their final entry to labour market, despite the work experience being part of their preparation. Depending on the economic situation of their families, young people prefer to enter higher education.

An empirical survey which completes the qualitative study portrayed above. It confirms that search for employment depends on the physical and symbolic resources which structure the individual’s social relations. Since the young people view work as an undesirable activity belonging to the world of adults that can be postponed, their immediate interest is to continue with higher education. A reason for concern is the situation of young people who attend science and humanities institutions, and who command few of such resources for entering employment. In general, the young people rely on strategies of personal relations rather than on activities to find employment. They ignore the mechanisms of the labour market.

CARABALLO, Darwin; DAMBRAUSKAS, Gabriel; RODRIGUEZ, Federico. ANALISIS DEL PERFIL SOCIO-ECONOMICO Y CULTURAL DEL ALUMNADO DE LAS ESCUELAS AGRARIAS DE TODO EL PAIS. (Analysis of the socio-economic and cultural profile of the alumni of agriculture schools of the whole country) Montevideo. ANEP. 2000. 34 p.
Research that explores the socio-economic characteristics of 1,859 alumni of 25 agricultural schools in order to collect data on the functioning of their courses. It provides general as well as particular profiles on the attended courses.
CASTRO, Claudio de Moura; CARNOY, Martin; WOLFF, Lawrence. LAS ESCUELAS DE SECUNDARIA EN AMERICA LATINA Y EL CARIBE Y LA TRANSICION AL MUNDO DEL TRABAJO. (Secondary schools in Latin America and the Caribbean, and the transition to the world of labor.) Washington. BID. 2000. 23 p.

This study finds that the traditional structure of secondary schooling in Latin America has become obsolete. Still, available new options have to account for cultural traditions. The common tendency of the new models is a progressive separation between vocational training and the academic strand. In some cases, technical studies are postponed to the post-secondary level, in others, the technical branch does no longer provide training for a specific vocation but is rather an academic education in some fields of occupation. The majority of successful technical schools are related to the industry.


An empirical study on the expectations of adult students who enter education. It contrasts the perceived offers and the realities found in the teaching-learning experience.

GOMEZ C., Víctor Manuel. LA EDUCACION TECNICA DE CALIDAD PUEDE SER TAMBIEN LA MEJOR EDUCACION ¿GENERAL O ACADÉMICA?. (The technical education of quality can also be the better education. General or academic.) En: Revista Acción y Reflexión Educativa. Panamá. ICASE. 2000. pp. 66 a 105.

Analyzes the modes of technical education of the secondary level in terms of quality and alternatives to the academic mode. Based on bibliographical data, it presents the problems of technical secondary education, such as low social status, the dichotomy between academic or general education, and the limits of building a technical and technological culture.

LANATA Moletto, Teresa (coord.); LUQUE González, Miguel; PINEDA Ortiz, Mónica Elena. MI NEGOCIO. (My business) México. INEA. 2000. 4 folletos.

Didactic material. ‘My Business’ is a diversified module for the medium and advanced levels. It intends support adults in setting up and running a business.

LANATA Moletto, Teresa (coord.); VARGAS Frescas, Flor María; ALVAREZ Holguín, Esther Margarita. JOVENES Y TRABAJO. (Young people and work) México. INEA. 2000.

Didactic material. ‘Young People and Work is a diversified module for advanced students. The users should recognise, strengthen and develop knowledge, abilities, attitudes and values which would allow them to find an occupation in accordance with their personal interests and capabilities.

LANATA Moletto, Teresa (coord.); PLACENCIA Ordaz, Leticia; LUQUE González, Miguel SER MEJOR EN EL TRABAJO. (Being better at work) México. INEA. 2000. 3 libros + material compl.

Didactic material. ‘Being Better at Work’ is a diversified module for advanced students. It targets young people and adults who have not concluded their basic studies and who desire to become better at work, which in turn would improve their quality of life. It is intended for any person working at home, in a workshop, office, trade, store or at any other place.
Exercise book for the third level of adult education. It deals with topics such as municipal government, municipal council and elections, participation of citizens, taxes, social security and work, social rights, public security, principles of co-operatives, etc. The topics are treated by lectures, teamwork and exercises in which the adults edit their comments, guided by the instructors. The book contains a glossary and bibliography.

Exercise book for the third level of adult education. It deals with Nicaraguan geography, democracy in Nicaragua, the basic components of the Nicaraguan state, the fundamental rights and duties of its citizens, Nicaragua and its international relations, etc. All exercises in the book are based on observations, reflections and conclusions that the students made with the help of their instructors.

Exercise book on ‘Our Health’ for the third adult education level. It deals with the senses and their respective perceptions, the human nervous system, mental diseases, human reproduction, sexual education for adolescents, menstruation, pregnancy, sexual hygiene, sexually transmitted diseases etc., covering assorted questions of literacy and numeracy. All exercises in the book are based on observations, reflections and conclusions that the students made with the help of their instructors.

Structures the experience of the literacy and basic education of young people and adults. The entire content of the project has been designed in the context of learning in and for productive work.

Outlines the strategies and actions of the program, starting with the process of collecting data for identifying its beneficiaries. The program started with 11.000 learners. In the second year it was extended to 30.000 in the first grade, and 6.600 in the second grade. The program receives funding from the Spanish government and the Organisation of Latin American States for Education, Science and Culture.

Characterizes the basic principles of the literacy and education of young people and adults program. PRALEBAH is based on national identity, vulnerable sectors, equality, promotion of woman, participation, unity and autonomy, and compulsory and free permanent education. The program draws on Paulo Freire, following the pattern: identification of problems, action, identification of problems, action. The article recommends to take into account the adults’ needs, particularly during the harvesting period.


The document is about adult literacy programs in the Dominican Republic. While priority is given to the basic education of children, the approach to adult education is based on the social status, culture, values and previous experiences of the individual. Albeit of national scope, the functioning of adult education requires attention to regional and local necessities and characteristics. Adult education in the Dominican Republic targets the group aged 14 years and above, which for different reasons has not commenced or finished the basic level.

2001


Analyses vocational preparation and training in the light of privatisation and the outsourcing of school management. Two tendencies characterise the training for work in the Dominican Republic: the emergence of private providers generating their own financial resources, and the transfer of school management to a third party, while the state retains control over finances and the type of training offered. Currently, a new period is taking shape that requires a profound change of the orientation of education for work. The same applies to the institutions involved in its provision.

Brito Recio, Ylda Confesora. PROYECTO DE EDUCACION TECNICA MODULAR BASADA EN COMPETENCIAS. (Project on technical modular education based in competences) Santo Domingo. PUCMM-RSTA. 2001. 71 h. + anexos.

MSc thesis analysing the technical modular education project by which the Dominican Republic seeks to provide education for young people and adults with unfinished school education. Such education is designed to convey occupational competencies, especially skills for problem solving. The government ran several successful projects for ironmongers and domestic plumbers.


Presents the approach of the National Technology Centers (CENATEC) on the basis of official documents. A policy of interaction between their different areas facilitate the constant actualisation of study programs.
MSc thesis. The employers and players in the field of technical education perceive internships as an adequate instrument for the preparation of human resources. They provide complementary training to which facilitates the students’ entry into the labour market. The author describes and analyses the design of different internship programs.

MSc thesis on the experience with popular education in Bogota, approching the practices of community groups and organisations from a historical perspective.

This study analyses how Latin American countries promoted a structure of their labour markets that limited the possibilities to generate high quality medium level schooling for all. Although secondary school ought to play a role in democratising the labour markets, it does meet this expectation.

Whereas the constitution of Guatemala guarantees a right for education, there are no public policies in place to secure this right. It is therefore a responsibility for both government and society to ensure schooling - not only for the children, but for all. In less developed countries, training for work is a means to avoid unemployment. The state, joined by public and private entities, is required to establish labour policies that account for these development needs.

Account of a seminar-workshop on setting up a viable strategy for a new social policy for the poor in Guatemala, and establishing a network for promotion. Three papers are included a) on education and its impact on vulnerability and health, b) on incorporating new players
into the social security and transforming the health system, and c) on social organization, training and participation to reduce unemployment and poverty.


Study on the different relations of governmental and private sector organisations that respond to the demand for non-formal vocational training. Technological change, restructuring of production and more flexible labour markets have produced a changing demand for qualifications, and thus caused a crisis of the traditional training systems. Facing this situation, a stronger link is required between basic schooling as provided by the educational system, and more specialised learning provided by the training system. The general tendencies observed in this area include a) the government maintaining the leading role in financing and regulating vocational training, b) the decentralisation (including outsourcing) of implementation and the definition of privileged strategic sectors.


The study introduces the possibility of common agendas among the different central unions of Brazil and other players concerned with the training for work.

GARCIA Jimenez, Juan B. SISTEMA DE VINCULACION INTERSECTORIAL EN LA ESCUELA NACIONAL DE ARTES Y OFICIOS (ENAO). (The system of intersectoral links in the national school of arts and professions.) Santo Domingo. PUCMM-RSTA. 2001. 46 h. + anexos.

MSc thesis on the inter-sectoral links of an industrial poly-technical school in the Dominican Republic.


The study identifies a new paradigm of vocational training in Mexico, which responds to the demands of the sectors at the cutting edge of the economy. To a lesser extent, the government has generated policies that support the unemployed and marginalized. Despite an increased importance of the schooling for children and young people, the number of benefiting young people has decreased.


The study indicates that the relationship between education and work limits the training programs, challenging many of its practices. The evaluation of training programs requires discussion on concept, methodology and political strategy. There is a need to look after their integrity and integration into the formal education system.
JASPEZ Nero, Juan Francisco. ESTRUCTURACION DEL PROGRAMA DE FORMACION DE DOCENTES Y DIRECTIVOS DE LA EDUCACION TECNICO-PROFESIONAL. (Structuring of the training program for lecturers and directors of the technical professional education. Santo Domingo. PUCMM-RSTA. 2001. 72 p.
MSc thesis analysing the structure of a program in the Dominican Republic that aims at improving the quality of teachers’ and managers’ training in the field of technical education.

Brings together different experiences on the theme that were collected by CEPAL.

A general view on the tendencies of public and private technical training in Latin America. In order to understand the rigidity and elasticity of the technical education systems, it is necessary to account for the heterogeneous demand for human resources that resulted from regional economic restructuring.

MSc thesis which analyzes a training program for secondary school teachers on values education. The concept of values education was set up to tackle problems such as violence, drugs consumption, early pregnancy and fatherhood, and lacking civic participation of young people. It involves families, the state and society as a whole.

MSc thesis about the Dominican Republic’s plans to train 14,000 teachers, lecturers and technicians in the use of information and communication technology.

Analyzes the vocational training in Mexico, and some of its institutions. For several decades, the technical training model of has been characterised by its decentralisation and participation of the private sector. This is not the case with technical education in schooling, which only recently took that direction.

Study critically analyzing the role of micro-enterprises in offering working opportunities to young people. The broad panorama of micro-enterprises is based on the expectation that the young people could set up their own productive activities. The problems of these projects are always the same: young age, lack of experience, deficiencies of education and lack of competence. The study questions the suitability of micro-enterprises for entering the world of work.


MSc thesis on three programs aimed at implementing a reform of Columbian adult education.


Research on alternative policies and programs of technical training for young people. It demonstrates the impact of poverty, gender and location of residence on the educational profile and work of the young. The lowest educational indicators correspond to impoverished young people: they have great difficulties to enter the labour market, they carry out the least qualified jobs and have the lowest income. The inequalities become even more pronounced when adding the variables of gender and location to the picture; poor women in rural areas being the worst off in terms of education and work.


The study revisits the main players’ positions and expectations. SENA in Columbia serves as an example. The study attempts to characterise the involved players, and to identify specific agents that produce an impulse for action.

RAMIREZ, Jaime. ESTRATEGIAS PARA GENERAR UNA TRANSICION FORMATIVA ESCUELA-TRABAJO EN LOS JOVENES POBRES URBANOS. EL PAPEL DE LOS FACTORES SOCIALES INVOLUCRADOS. (Strategies to generate a transition of the training in school and work of the young urban poor. The role of the social factors involved) En: Los jóvenes y el trabajo. México. Universidad Iberoamericana. 2001. pp. 333 a 354.

The study presents a plan of ‘training for change’, which should provide young, poor and unqualified people with coherent and integral processes of training and entry into work. It also suggests an analytical framework to understand the mixed social players which would be mobilised by subsequently applying the ‘training for transition’ model.

SALAZAR, Gabriel. CAPACITACION, COMPETITIVIDAD E INNOVACION TECNOLOGICA. LOGICAS SECTORIALES Y PERSPECTIVA HISTORICA. (Training, competitiveness and technological innovation. Sectoral logics and historical
Study explaining the positions of players within and outside the Chilean national training system. The study suggests that by purchasing new technologies from abroad, the investment in research and development is nullified because the import of machinery impedes co-operative links between industries that would be needed to generate technological innovation. According to this study, the education system will stay behind the strategic needs of the large enterprises as long as technological innovation in the country remains to be based on imports.

A case study from Uruguay demonstrates how the existence of a sustained and systematic policy of labour force qualification is closely linked to the enterprises’ policy of technological and organisational innovation.

Study on the impact of gender differences on the vocational training systems. In Latin America, gender inequality persists in terms of participation in the labour market and income. However, there are also signs of change in the younger generations’ attitudes.

The central objective of the presented plan is to demonstrate the necessity of technical training for senior adult population. The substantial transformations experienced require new modes and strategies to promote education for elderly adults, to prepare them for further participation in the socio-economic, political and cultural spheres.

MSC thesis analysing the technical training coverage in order to raise the qualification in welding.

State of the art compiling published and unpublished materials, supplementing the author’s own experience. The attempts to reform this educational sector have been principally motivated by the globalization of industry and commerce. It is necessary to understand the nature of the education systems to be able to explain why they are so resistant to change.

ST: 30
2002
An account of other countries’ experiences with the process of transforming medium level education. It discusses today’s most critical and pressing issues of vocational training, developing them from an international perspective.

Working paper revisiting experiences from Argentina, Brazil, Costa Rica and Mexico. Argentina has modified the respective curricular bases as a result of the experienced exclusion. Brazil is characterised by contradicting experiences made with basic education and formal schooling. In Costa Rica, young people and adult education have been affected by the shape of long term programs that do not reach far beyond the remedy of illiteracy. Mexico on the other hand, with its unique institute for adult education (INEA), surprises positively with its program of education for live and work.

ST: 2
T: 329

This part of the bibliography is sorted by the following topics:
- Education for \ focussed on indigenous and disadvantaged people
- Education and gender
- Education of young people
- Education for peasants-rural
- Teaching how to read and write
- Education and training - work
- Methodology
- Education, civil society and democratic-social development
- Education and ecology
- Education and the regional government – Latin America in general

Education for \ focussed on indigenous and disadvantaged people

Reflexiones en torno a la alfabetización y la educación básica de adultos. Ministerio de educación, Perú, UNESCO Perú, Instituto EDUCA

The present article is centered around the diverse processes of teaching how to read and write in a Peruvian district with a predominantly Quechuan population. The authors give an account on how the teachers of this district were trained in bilingual teaching. By means of establishing a ‘scale of vocabulary’ and didactic guides, it was possible to significantly improve learning.


This work indicates how the indigenous movement in Brazil, organized and protected by the new political constitution, has been able to initiate the creation of schools based on its own necessities and cultural inheritance.


The author considers that the challenges of modernity may actually provide an opportunity for indigenous people to become integrated in western society, in the sense that they could re-dimensionate their cultures thus allowing for a project of intercultural society. The author proposes a form of “revalidated” development via a bilingual education which respects indigenous habits, customs and rites. The suggestions are backed up with the opinions of several experts and the research by various international organizations.


A 1996-1997 field study of reasons for nonparticipation in literacy programs among illiterate Mayan adults in rural western Guatemala demonstrated an ethnic distinction within adult education. This distinction may be the critical determinant of success or failure of adult education efforts and can also explain gaps between theory, research, and the practice of adult education. Literacy programs have aimed to convert illiterate adults into literates. However, emit concepts held by illiterate adults in this study have made these attempts fail and deterred illiterate adults from participation in literacy programs. These concepts are generated and supported at four structural levels: individual: a) literacy is not work and b) the concept of schooling; family: a) family obligations and moral values and b) humiliation of the adult male; community: a) the concept of Maya and b) moral economy; national: a) loss of cultural identity b) indigenous community, and c) the irrelevance of literacy.


Recent developments in language policy and education reform in Peru, Ecuador and Bolivia, paralleling similar developments in the United States and elsewhere, have opened up new possibilities for indigenous languages and their speakers through bilingual
intercultural education. Examining the use and meanings of the term interculturality in policy documents and short practitioner narratives, this article explores the ideological paradox inherent in transforming a standardizing education into a diversifying one and in constructing a national identity that is also multilingual and multicultural. It concludes with implications for educational practice in linguistically and culturally diverse classrooms.


The author considers bilingual intercultural education to be the best way available to strengthen the cultural identity and conservation of the language. This text suggests delivering this knowledge to the woman, as she is the cultural treasurer par excellence. The idea is underpinned with examples from projects of bilingual intercultural education which focussed on the civic education of the indigenous woman, realized with the support of UNESCO in Peru and Ecuador.


This article reflects on the deficiencies of education in countries of peculiar and diverse cultural contexts. The author indicates the necessity to adopt some global principles, such as ‘interculturality’, and ‘social investment: private enterprises and parameters of the WTO’. Finally, attention is drawn to the importance of variety in time and the rhythm that the different productive processes of literacy campaigning ought to assume in each country.


Approaches the subject of strengthening particular peasant communities by means of applying public policies designed for the rural environment to impede migration to the town, thus evading the growth of poverty. The text draws on data compiled by research in the center for Latin American studies (CEPAL). It points out the necessity to center the debate around the subjects of illiteracy and adult education in a way that allows recognizing and validating ethnic and social knowledge as well as experience. Finally, the text highlights the importance of commanding certain codes of personal and cultural identity derived from productive participation and quality of life in the society.


This article characterises Columbia as a nation with a multi-ethnic culture. The text gives an account of the different areas of settlement of the indigenous population in Columbia and their organization aimed at defending their rights, known as OREWAs. The article provides an example of an educational experience by OREWAs working group on education.
Education and gender

The present article describes the intervention of GAMB, a Peruvian organism dedicated to the subjects of literacy and gender, particularly in Peru, but also in the rest of Latin America. The text attempts an analytical approach to the problem of female education, studying the formulation and application of methodologies by some sectors of the population, with the intention to enrich this process. The author emphasizes the importance that the mother tongue might have in the process of literacy campaigning.

CUETARA, C. (2001): GENDER, HIGHER EDUCATION, AND SOCIAL DEVELOPMENT IN MEXICO. In: The International Journal of Sociology and Social Policy; Patrington Vol. 21, Iss. 1/2; pp. 143-159
In this article the current scenario of the higher education - female employment relationship in a developing country - is presented. Some demographic data, and other data related to social development in Mexico, serve as the context to analyse national higher education in relation to other countries in Latin America and the world, as well as the professional situation of female graduates. The data shows the disadvantages for women even in the higher educational level in a social order of male predominance; the analysis invites reflection in the inter- and intra-gender distances and the final prospectus recovers the role of higher education for social development.

This article discusses the history, activities, contributions, and challenges of Raices, a women's collective based in Santiago, Chile, whose participants promote community change through popular education. The article explores the philosophical foundations of Raices and locates the collective in its political and historical contexts. Particular attention is paid to the ways in which Raices has confronted the tensions and contradictions of emergent democracy in a neoliberal economy, officialist feminism in state-sanctioned women's organizations, and everyday life for poor and working-class women who are marginalized by both. The implications for feminist social work practice are addressed.

The article intends to reconstruct the process by means of which the equality of gender starts to be viewed as a value and aim of development. It analyzes the present role of education in societies and finally recurs to the corresponding debate which took place during the meetings that followed the accords of the Conference of Hamburg (1977) and details the realities presented by each country in these meetings (Montevideo, Cochabamba and Patzcuaro).

Several books on women's literacy education in Latin America are reviewed, including "Women and education in Latin America: Knowledge, power and change" by M. Fink, and "Education and social change in Latin America" by N. Stromquist. These critical feminist authors insightfully portray the salient features and tensions of women's literacy in Latin America. Based on a view of literacy as a practice embedded in social relations, they argue that literacy programs must attend to women's interests and analyze the constraints to participating in and benefiting from literacy. The Salvadoran women developed strong literacy and social analysis skills due to mutual relationships, stimulating dialogue, and engagement with meaningful texts. Teachers' training and learners' familiarity with political discourse are also key factors. 

These texts suggest that although literacy education has powerful psychosocial, family, and community benefits, it does not necessarily promote widespread social change. The challenges for educators include linking literacy initiatives to social movements and institutions, building on and challenging women's knowledge and roles, and discerning how to use power to cultivate learners' freedom. Educators should also consider how to integrate spirituality in empowering ways, work with men, and help women answer the question, "liberation from and to what?" In this way, literacy education can equip women, their families, and communities to decide how they can, and should, shape their world.


Part of a special section on democracy and education in comparative education. Exclusions and inequalities that affect women and their participation are not being considered in government and international development agency discussions about educational reforms to strengthen democracy in Latin America. Adherence to male-dominated networks within international development agencies and research institutions gives rise to processes that uniformly ignore feminist contributions to social analysis in general and educational reform in particular. In the democratization of schooling in Latin America, definitions, agendas, practices, networks, and discourses reflect the existence of power asymmetries between men and women and are leading to dangerous delusions and exclusions in the treatment of gender. The writer employs a feminist perspective to ascertain the issues that are stated in ways that fail to resolve gender problems and those that render the disadvantaged condition of women invisible.


This book explores the involvement of nineteen women in an emancipatory literacy program conducted under the administration of Paulo Freire in Sao Paulo, Brazil. The study presents the classroom experiences of these women and the psychological, cognitive, and behavioral changes they undergo over a three-year period. Their low limited acquisition of literacy and their limited reading and writing practices are explored in the context of their circumscribed environment of poverty, living in families and societies that place definite boundaries and expectations regarding the everyday tasks they must perform. The analysis of the women's individual experiences is linked to a political and structural inquiry into the grassroots groups and the political party implementing the literacy program. In this way, contradictions, ambiguities, and antagonisms within and among social forces regarding literacy for social change are made transparent. Literacy acquisition is shown to be a process fraught with multiple exogenous demands that distance these women from the constant exposure to print required for literacy competence.
STROMQUIST, N. P. (2001): WHAT POVERTY DOES TO GIRLS' EDUCATION: THE INTERSECTION OF CLASS, GENDER AND POLICY IN LATIN AMERICA. Compare; Oxford; Mar 2001 Vol. 31, Iss. 1; p. 39
Stromquist discusses poverty and its implications for education in Latin America. The article focuses on gender as a social construct that differentiates the impact of poverty. Through the analysis of the interaction of gender, class and public policy, Stromquist examines aspects of national and global policy processes and educational disparities in society.

This article focusses on the debate about the problem of postponement of education experienced by girls and women of poor families living in rural and marginalized areas. Its intention is to make the reader aware of this problem. The author revises some policies of the state which are insufficient because they tend to discriminate in the spheres of culture and work, thus generating the well known endemic poverty that affects Latin America.

Relates the experience of participation of female communities in rural areas of Central America. It highlights the need for an education model capable to cover the different themes of gender, class and ethnic origin concerning the woman, with regard to constructing a new society which is suitable for women. The author proposes to use a methodology based on self generated communication in accordance with the ethnic necessities of each group or population, in order to reestablish the oral tradition, which frequently has been forgotten.

Despite diverse efforts over a long period of time, the condition and position of the woman in Latin America has not become more dignified and humane. This is the argument of the article which points out that rural women have been the actors most affected by the transformations that resulted from the processes of development. Up to the present, they are faced with harsh conditions of work, poverty, exploitation and violence. To palliate this situation, the author suggests an active participation which is fair and equal with regard to the situation of the women. In order to realize this plan the article indicates the areas of intervention, strategies and indicators for verification.

The document shows a regional scope but divided into sub-regions. Messina analyses the part correspondent to Latin America while Evans is in charge of the Caribbean related chapter. This contribution is part of the documents elaborated by UNESCO in order to conform a strategic framework on “gender equity in basic education”. The document was
presented at the Cochabamba Meeting, in March 2001, and published in March 2002 with the purpose of giving notice of the situation of girls and women education in the region. In addition to consider gender equity in formal education, particularly regarding girls and women of the region, the document pays attention to non-formal education for girls and women who couldn’t access formal education.

**Education of young people**

BENAVIDES, A. Martin (1996): **JUVENTUD, VIOLENCIA Y EDUCACIÓN. NECESIDADES DEMANDAS PARA UN CAMBIO EN EDUCACIÓN.** Foro educativo. Lima, Perú

This paper explains the phenomenon of violence in schools as a product of militarization and mass education (it provides a description of the violence practised by football supporters) The author argues that adult aggression towards children, the lack of a culture of participation and the models provided by the media push the young towards conducts of violence. In this sense, education is perceived as an axis of integration which promotes confidence and participation considering that neither families nor the media can be controlled..

GALLART, M.A. (2001): **POVERTY, YOUTH AND TRAINING: A STUDY ON FOUR COUNTRIES IN LATIN AMERICA.** Compare; Oxford; Mar 2001

Gallart suggests that in a context that stresses knowledge as the key instrument for labor market entry, poor youth miss the chance to acquire the necessary skills through formal education. Questions arise as to how far training systems compensate for these limitations and how well their courses are connected with the labor market.

**Rural education / Education for peasants**


This article synthesizes six new case studies of rural poverty in Latin America - for Chile, Colombia, El Salvador, Honduras, Paraguay, and Peru - and several thematic studies that examine land, labor, and poverty. Rural poverty is part of the natural evolution of the structure of the economy in the process of growth. The studies suggest the following: 1. The return to education in farming is surprisingly small. However, when education leads to employment it can be quite substantial. 2. There is a strong negative effect of family size and dependency on per capita income. 3. Land redistribution seems to have the potential to increase total farm output but may have less potential for increasing household income. 4. In some cases, per capita income of small farm households is not significantly different from landless households, but in others it is.

The studies suggest the following: 1) The return to education in farming is surprisingly small, in most cases US$20 per capita per year of additional schooling. However, when education leads to employment in the rural nonfarm sector or especially in the urban sector, the returns may be quite substantial. The main contribution of education in rural areas appears to be to prepare people to emigrate to urban areas and towns. 2) There is a strong negative effect of family size and dependency on per capita income, which we argue may be due to the effect of family size on income rather than the other way around. This points to the potential value of family planning programs as a poverty-reducing strategy. 3) Land redistribution seems to have the potential to increase total farm output but may have less potential for increasing household income. Overall, our analysis suggests that to have a
sizable impact on rural poverty, massive land redistribution would be necessary. Such a large redistribution of land could trigger an increase in land prices that would raise the cost of land redistribution even further. We believe that a better approach is to remove policy distortions that favor large landholders, such as tax preferences for farming (vis-a-vis other sectors), and to accelerate land titling programs, which will help small farmers gain access to credit. 4) In some cases, per capita income of small farm households is not significantly different from landless households (El Salvador), but in others, it is (Peru). In general, availability of off-farm employment increases

Relates the experience of participation of female communities in rural areas of Central America. It highlights the need for an education model capable to cover the different themes of gender, class and ethnic origin concerning the woman, with regard to constructing a new society which is suitable for women. The author proposes to use a methodology based on self generated communication in accordance with the ethnic necessities of each group or population, in order to reestablish the oral tradition, which frequently has been forgotten.

Teaching how to read and write

This article is based on a paper presented at a round table destined to debate the problems surrounding reading and writing. It identifies Latin America as the region with the greatest ratio of repetition in the whole world (40% in the first year). The fundamental cause is the way of teaching and the lack of resources to improve the quality of education. The article compares some experiences several countries with opposite results and suggests diverse forms to overcome the problem (e.g the understanding of reading and writing and the increase of budgets).

The present article describes the intervention of GAMB, a Peruvian organism dedicated to the subjects of literacy and gender, particularly in Peru, but also in the rest of Latin America. The text attempts an analytical approach to the problem of female education, studying the formulation and application of methodologies by some sectors of the population, with the intention to enrich this process. The author emphasizes the importance that the mother tongue might have in the process of literacy campaigning.

Presents useful information on a study published by UNESCO/OREALC regarding the problem of illiteracy ratios in Latin America. It comments on the role that writing plays in society and its distribution in the different layers of society. Moreover, the document presents some records regarding the phenomenon of functional illiteracy in some sectors of the population.

INFANTE, I. (2000): ALFABETISMO FUNCIONAL EN SIETE PAÍSES DE AMÉRICA LATINA. Santiago, Chile: Unesco
This publication shows the results obtained from a research developed in Argentina, Brazil (State of São Paulo), Colombia, Chile, Mexico, Paraguay and Venezuela, in the framework of the REDALF network, at the Major Project in the Field of Education in Latin America and the Caribbean. The aim of this research was to measure off and analyze functional literacy by using quantitative and qualitative tools, establishing on empirical basis a profile of the population in relation to their reading skills, and linking these skills to certain social and professional competencies which are supposed to be required in those urban areas were the research was applied. The research associated its tools with the fields of economy, production and daily life and was determined to contribute with higher schooling levels in order to reach the command of a real literacy. One of the most important results is that seven or more levels of basic education are necessary to acquire a basic command of literacy and that, in order to get a good level of competencies in all the subjects, in most of the countries, people should have attend school for 11, 12 or more years.

KALMAN, J. (1999): ALFABETIZACIÓN: ACCESO A LA CULTURA ESCRITA, A LA EDUCACIÓN Y A LA INFORMACIÓN. (Learning how to read and write: access to the written culture, to education and to information) Santiago, Chile, UNESCO. OREALC, pp. 28-46
This article resumes a book on the results of the strategy of following up in some processes of literacy campaigning. It gives an account of the early programs to erradicate illiteracy. It reminds the reader that during the seventies, underdevelopment was assumed to be directly proportional to illiteracy, a relationship which was later shown to be not that precise. The eighties are characterised by the two paradigms of literacy in order to prepare the people for industrialization promoted by the right vs. “common education”, supported by the left. The author comments on adult education and how it is not perceived to be useful for society.

The author stresses, that in adult education, the more distant the experience of communication, the more difficult becomes to learn how to read and write. She refers to Goody (1968), who emphasized that the context and the way we read and write determine also the forms of relationship in a society. By recogizing the importance of the context of teaching, the concepts become much broader, implying new challenges such as the construction of knowledge on the written culture, the reading and writing in the means of communication and the contribution of knowledge therein.

This paper shows that despite of the progress of schooling made in Latin America during the last 20 years, its ratios are still very unfavourable when considering the international competition that surround the processes at the end of the century. Besides informing about research in developed countries, the author details conclusions of research conducted in Spain as well as Chile, Peru, Argentina and other countries of the region (among these findings: the fundamental importance of the first five years of basic school with similar results in the different countries).


The present text analyzes the subject of functional illiteracy with regard to results obtained in regional surveys that have been conducted lately. They indicate the necessity to discuss sharing primary and adult education as a means to save time and resources. On the other hand, the author suggests to keep records of the experiences and material used, in order to merge the diverse thoughts on learning.


This work on adult education is divided into four sections. The first is fundamentally critical. The second has a conceptual character. It provides support for questioning the current systems of education and the plans for their transformation. The third, which is also of conceptual character focusses on the pedagogical contributions, drawing on recent research, experiments and new proposals. The fourth provides a synthesis expounding the strategies to face EDA in political decision making.

The authors show, how to construct a strategy for literacy in Mexico, which would achieve a fundamental transformation.(written in 1996)


This text gives an account of the literacy efforts in Ecuador. It points out the merits of the Ecuadorian literacy campaign in terms of participation of young people, but also reveals some weaknesses with regard to the lack of qualified personnel.

**Education and training for work**

This text approaches the relations between education and work from a descriptive empirical perspective. It provides an account of the school profile of the adult population of Mexico in relation to the economically active population. Finally, it analyzes some economic benefits of specialized education in the context of change.

CORVALÁN, O. (2002): EDUCACIÓN DE ADULTOS Y CAPACITACIÓN PARA LA PEQUEÑA Y MEDIANA EMPRESA DEL SECTOR TURISMO EN UNA REGIÓN DE CHILE. (Education of adults and training for the small and medium-sized enterprises of tourism in a region of Chile) En: Educación de adultos y desarrollo. Nr. 59. Bonn, Alemania. Instituto de Cooperación Internacional Asociación Alemana para la educación de adultos. This study gives a short review of adult education in Chile provided by some municipal establishments for free. The author focuses on the subject of training in small and medium-sized enterprises (SME) in a region with high potential for tourism. If 74% of employment in Chile is generated by SMEs, strategies of education and competences in tourism might as well take them into account.

GALLART, M.A. (2001): POVERTY, YOUTH AND TRAINING: A STUDY ON FOUR COUNTRIES IN LATIN AMERICA. En: Compare; Oxford; Mar 2001 Gallart suggests that in a context that stresses knowledge as the key instrument for labor market entry, poor youth miss the chance to acquire the necessary skills through formal education. Questions arise as to how far training systems compensate for these limitations and how well their courses are connected with the labor market.

HERNANÁDEZ Gloria, F., LANKSHER, C. (2000): FACING NAFTA: LITERACY AND WORK IN MEXICO. En: Journal of adolescent & adult Literacy; Newark; Nov. 2000 Looking at literacy in relation to some of the most visible features of everyday life and work in Mexico indicates the depth and complexity of the challenge it faces in its quest for closer economic integration with so-called advanced economies. If Mexico is to benefit long term from its participation in NAFTA and its commitment to OECD-style modernization goals, it will have to consider greatly expanding the social wage by actively supporting families in poverty, so that their children can complete basic education, and by underwriting radical reform of adult literacy and work-related training programs in the public domain.

KNOLL, J. (2002): EDUCACIÓN Y CAPACITACIÓN DE ADULTOS EN Y MEDIANTE ORGANIZACIONES INTERNACIONALES Y SUPRANACIONALES. (Education and training of adults in and by international and supranational organizations.) En: Educación de adultos y desarrollo. Nr. 59. Bonn, Alemania. Instituto de la Cooperación Internacional Asociación Alemana para la educación de adultos. This text informs about the cooperation of diverse international organisms with diverse groupings of Latin America regarding the policy on education, design of programs, etc. The author gives a reminder on some research conducted by UNESCO which confirms that in the last decades, national research has migrated to international organizations under the premises of thinking globally and acting locally.

WEINBERG, P. D. (1994): EDUCACIÓN DE ADULTOS Y TRABAJO PRODUCTIVO. (Education of adults and productive work) En UNESCO-UNICEF, La educación de adultos en América latina ante el próximo siglo, Santiago, UNESCO-UNICEF The text presents some successful and some alarming reflections related to the subject of adult education. The favourable findings refer to political changes which have occurred, whereas the alarming findings are related to the absence of those changes. The latter,
according to the author, is demonstrated by the impediment to incorporate the marginalized sectors into the process of modernity. Nevertheless, Wienberg highlights the development of humane and social attitudes among the working population.

**Methodology**


The author looks into the crisis of the old pedagogic system and on the other hand describes how the current social and political conditions facilitate an entry of common education into the logic of the market. In order to confront the crisis, Austin suggests to establish a more politicised adult education.


This work gives an account of the fundamental principles of sexual education and its importance for the development of different Latin American countries. It informs on how subjects such as AIDS prevention and aging of population have been incorporated in the 90s. At the same time it has to account for the themes surrounding the situation of young people, its needs and interests. The author provides some examples from Peru, Bolivia, Ecuador and Honduras and finally points to some possible lines of work.


This book develops a theory of learning by dialogue. The author suggests to summon a group of people without a major intellectual or cultural level which could read a great work of world literature. The basic idea behind such a literary gathering is the creation of an egalitarian dialogue, cultural intelligence, stimulation of sense, solidarity and equality of differences.


The author relates the experiences since the creation of CIAZO between 1993-1995. This experience revealed good results of active participation of some actors of education in certain civic organisations focussed on applying the methodology reflect-action (this methodology emphasizes the impact which the action of an actor has in the context of integrating literacy campaigning and development of communities).

The author suggests to apply a methodology for training, which values the modern tendencies, is capable of strengthening the adult’s experience of work through teaching and applying new theoretical knowledge. One element of this work is the design of a theoretical matrix which includes themes on ethics as well as on institutional organization and their relation with higher education.


The paper by Schmelkes stresses the necessity to link education of adults to solving their problems of survival and self-sufficiency. According to the author this plan requires to identify and define the basic necessities, skills and values that tend to overcome urban marginalization.


Despite diverse efforts over a long period of time, the condition and position of the woman in Latin America has not become more dignified and humane. This is the argument of the article which points out that rural women have been the actors most affected by the transformations that resulted from the processes of development. Up to the present, they are faced with harsh conditions of work, poverty, exploitation and violence. To palliate this situation, the author suggests an active participation which is fair and equal with regard to the situation of the women. In order to realize this plan the article indicates the areas of intervention, strategies and indicators for verification.


Valla discusses popular education and knowledge of political systems in the poor of Brazil. The assertion is that the poor do develop distinct views of political systems.

Education, civil society and democratic-social development


Research on liberal democracy in newly developing countries has been hampered by the view of civil society as a bounded realm; by insufficient attention to power, class, and legal-juridical institutions; and by too limited a conception of social movements with democratic potential. In a study of urban migrants’ struggle for property rights, the migrants’ political action is found to be associated with a capitalist social movement. The legal changes that the movement helped institute and the means that it employed have enhanced democracy by extending property rights to the poor and by opening up policy processes to public debate and input. The study reveals that liberal reform can have a popular content even if supported by elites. The findings suggest that the realization of full citizenship rights is, for
now, at least as crucial to the future of Latin American democracy as the narrowing of economic inequalities.

Mobilization around claims for social citizenship rights in the Southern Cone has contributed to the construction of a gendered actor. Women's movements are discussed.

This work analyzes the phenomenon of adult education from a perspective of communication and culture. It develops the assumed essentials of instrumental and ethical rationality, necessary for the strategies of social education. The text ends on a note about the present challenges of change and modernity.

This text gives an account of the role played by the concept of democracy for the processes of adult education in Mexico. It discusses a project aimed at preparing educators from the distance. The authors adress democracy as a cosmic vision with the need to comprehend it as a social, political and cultural process.

In an excerpt from a speech, Diamond offers a comprehensive survey of the state of stable, liberal democratic government in the Americas, focusing on the individual citizen. Civic education is especially important in ensuring the future stability of democracy.

This paper expounds reflections and experiences surrounding the political formation aimed at strengthening and supporting adult education. The text draws on the example of Chile as a country that has suffered 17 years of military dictatorship. It shows how the foundation IDEAS links a varied range of organisms dedicated to the defense of citizens’ rights and democratic culture.

Grassroots environmental activism among Latin America's poor has altered the debate over environmental policy, social welfare, and citizenship. Yet the question remains whether this
social mobilization of the poor is part of a larger trend toward broader environmental concerns and democratic political participation, or a shortlived movement susceptible to the same pressures that have dissolved community mobilization in the past. This article compares Brazil with other Latin American and European countries in surveys on environmental awareness, concerns, and reported behavior. It finds that Brazilians residing in the urban periphery link their own local environmental concerns to more global considerations, and that concern for and activism on environmental issues is positively related to wider community involvement.


Leading Latin American academics, under the auspices of the Social Science Research Council, look at the relationship between human rights issues and activist organizations and the institutions of the democratic regimes established in Latin America in the 1980s. Taking the discussion beyond the now extensive literature on the transition from authoritarianism, which tended to focus on formal mechanisms of democratic representation, elections, political parties, and constitutions, these scholars focus on grassroots movements and the continuing violation of the human rights of large sectors of the population living in poverty and marginality. In fact, the authors see the struggle to achieve these social demands as the key mobilization issue of the 1990s. The international aspects of the human rights networks are well described by Kathryn Sikkink, and detailed chapters look at the roles of ethnic, gender, and racial discrimination. Overall, this is an excellent introduction to the complexities involved in the emergence of civil societies in Latin America and the redefinition of participation in still fragile democratic systems.


In this article, we begin by describing how literacy is placed within a social and, consequently, political context and how the present predominant conceptualization of literacy necessarily insinuates a democratic context. We outline a philosophical basis for linking education and democracy by briefly defining the construction of self community, and citizenship before returning to articulate the link between education, literacy, and democracy. The international community is engaged in this conversation, and in the context of globalization, it is suggested that such a conversation may be critical to community survival. Essential to meaningful discussion of critical literacy is reference to a means for practical responses to the literature itself. A model practical application of the theoretical construct presented here is briefly described.


While identity politics has come under increasing criticism, Stephen contends that, no matter how flawed, it is still useful to grassroots movements. She maintains that the key to understanding identification is to see it not as static but as "conditional, lodged in contingency"

As a fundamental requisite of adult education, this text demands the application of methodologies which are adequate to the adults. As an example, the text comments on the importance to find solutions linked to the subject of survival as well as on the development of initiatives to use citizens’ rights to achieve a transformation of society in the long run.

The three books under review focus on the role of the popular sectors, or lower classes, in recent democratization processes in Latin America, but from apparently radically different perspectives. Together they highlight the important contributions that popular sector social movements have made to those processes; at the same time, they raise important questions about the limits of such contributions and the consequent shortcomings of Latin American democratic regimes. Individually, they provide a wealth of knowledge about the nature of democracy and democratic struggles in the region; but it is a specific type of knowledge, with its own strengths and weaknesses. Whereas Citizenship Rights and Social Movements focuses on national-level studies and cross-regional findings, the other two books deal with subnational and local processes.

Paradoxically, while a growing number of studies are focusing on the shortcomings of Latin American democracies, the literature on social movements is manifesting an unprecedented richness. This bounty stems from the breadth of issues and actors studied. It also reflects efforts by researchers to cross disciplinary boundaries and develop theoretical approaches whose sophistication is up to the task of understanding these complex social and political phenomena. Now that most Latin Americans live under what can be meaningfully described as democratic regimes, the eleven books under review here can help us understand what that actually might mean.

For scholars concerned with the relationship between political liberalization and economic reform in Latin America, Philip Oxhorn and Pamela Starr's new edited volume should be of prime interest and concern. Replete with empirical evidence and theory, this volume argues that there is no clear and necessary relationship between political liberalization and free market reforms in Latin America. Instead, the contributors assert that there are "autonomous" political and economic logics (mutually reinforcing, contradictory, and sometimes independent relationships between the state and society) that are found within any type of democratic system. The volume concludes by arguing that a comparison of autonomous political logics instead of regime types provides a clearer, more persuasive analysis of the politics of reform in Latin America.

Since 1986 diverse Brazilian NGOs create a network of cooperation called RAAAB aimed at enhancing the dynamics of certain processes of education and to establish social networks. 
among the actors of the educational process. This system of social networks has the objective to stimulate a debate on concepts such as political compromise and transformation of social conditions.


Citizenship in Latin America is a set of highly conflictive and contested statuses around which the strategies of elites are played out, particularly over the marking of the modern nation as seen historically in the treatment of indigenous peoples.

**Education and ecology**


A survey of 101 Tawahka Amerindian households in the Honduran rain forest examined the effects of schooling on the clearance of old-growth rain forest. The results of tobit, ordinary least square, probit, and median regressions suggest that: (i) each additional year of education lowers the probability of cutting old-growth rain forest by about 4% and reduces the area cut by 0.06 ha/family each year, and (ii) the effect of education on deforestation is non-linear. With up to 2 years of schooling forest clearance declines; with between 2 and 4 years of schooling, clearance increases, but beyond 4 years education once again seems to curb deforestation. Even a little education curbs forest clearance because it is easier for individuals to acquire information about new farm technologies from outsiders in order to intensify term production by river banks. Estimates of the social rate of return to education for indigenous populations of Latin American have been shown to be high. We suggest that these rates of return may need reappraisal for Amerindians in the rain forest to take into account the positive and negative environmental externalities of education.


Grassroots environmental activism among Latin America’s poor has altered the debate over environmental policy, social welfare, and citizenship. Yet the question remains whether this social mobilization of the poor is part of a larger trend toward broader environmental concerns and democratic political participation, or a shortlived movement susceptible to the same pressures that have dissolved community mobilization in the past. This article compares Brazil with other Latin American and European countries in surveys of environmental awareness, concerns, and reported behavior. It finds that Brazilians residing in the urban periphery link their own local environmental concerns to more global considerations, and that concern for and activism on environmental issues is positively related to wider community involvement.


Part of a special issue on environmental adult education. A research project examined the role of environmental popular education workshops in promoting collective action on environmental problems in Mexico. In Huitzilac, central Mexico, land degradation and deforestation threatened the well-being of local people and other regional communities. There was a pressing need for community-based forest management and effective local
participation in formal decision making. However, the government's repressive conservation efforts increased distrust and conflict with local people. In order to increase local capacity to organize for environmental sustainability, nongovernmental organizations held education workshops in Huitzilac. The workshop sessions allowed participants to share their knowledge and frustrations concerning forestry and facilitated discussions on the political and economic causes of local environmental problems.

Education and the regional government – Latin America in general

The adult education policies of Mexico and Nicaragua are examined to illustrate how the goals, content, methods, and results of adult education differ according to state policy. Mexico (1970-1990) represents a "corporatist" state, taking an incrementalist approach to the provision of literacy for political legitimation and social integration intentions. Adult education in Mexico has depended on nontraditional routes and has a particularly compensatory orientation, catering for those sectors of the population that remain on the periphery of the the school system. In contrast to Mexico, Nicaragua, during the period of the Sandinista rule (1979-1990), represents a ‘revolutionary state’, attempting to use education as the principal method of initiating radical social change and overcoming the historic traits of a 'conditioned state'. Both countries depict the limitations and potential of literacy, adult education programs, and popular education in contributing to social change.

It is argued that a political sociological perspective facilitates analysis of the potential and limitations of education to contribute to national development in Latin America. Such a perspective enables policy makers, practitioners and researchers to take into account historical forces, institutional contradictions and contextual factors, both national and international, that shape the possibilities of educational and social change.

This unique work is the result of research conducted by the INEA in cooperation with researchers of the Colegio de Mexico. Its three volumes provide a historical panorama on the education of adults in Mexico, that reaches from pre-hispanic times to the liberal reforms during the government of Carlos Salinas de Gortari.

The author, an active member of OREALC, foresees some challenges that Latin America might face in the near future with regard to adult education. She points out that some of the debates on modernization and learning strategies in accordance with specific populations
are due to a large extent to research designed to look into the social, political and cultural problems which are part of the diverse processes of education.

INFANTE, I. (2000): ALFABETISMO FUNCIONAL EN SIETE PAÍSES DE AMÉRICA LATINA. Santiago, Chile: Unesco
This publication shows the results obtained from a research developed in Argentina, Brazil (State of São Paulo), Colombia, Chile, Mexico, Paraguay and Venezuela, in the framework of the REDALF network, at the Major Project in the Field of Education in Latin America and the Caribbean. The aim of this research was to measure off and analyze functional literacy by using quantitative and qualitative tools, establishing on empirical basis a profile of the population in relation to their reading skills, and linking these skills to certain social and professional competencies which are supposed to be required in those urban areas were the research was applied. The research associated its tools with the fields of economy, production and daily life and was determined to contribute with higher schooling levels in order to reach the command of a real literacy. One of the most important results is that seven or more levels of basic education are necessary to acquire a basic command of literacy and that, in order to get a good level of competencies in all the subjects, in most of the countries, people should have attend school for 11, 12 or more years.

These include community-based programmes, literacy, fundamental education, community development, technical vocational training, extension education, consciousness raising, popular education, and community schooling. With the economic downturn in the 1980s, non formal education became less viable as part of socio-economic development strategies owing partly to the social progress made in the region, a shift to schooling as a priority and the pulling back of governments from social service funding. Nevertheless, the 1980s saw the informal economy and social movements as emerging avenues for non formal education programming and non governmental agencies became the dominant vehicle for educational delivery. During the 1990s, technical education was going through privatization and adult basic education was being criticized and overhauled. Citizenship education, a potential avenue for non-formal education investment in the newly democratized region is identified as an area overlooked by policy makers. Similarly, the growing needs of the indigenous populations of the region and urban youth unemployment are singled out as potential areas for non-formal education programming.

This text is based on research regarding the feasibility of certain public policies aimed at promoting social change and development in the field of adult education. This work develops some important topics such as the gap which according to some researchers separates basic teaching of adults from their specific needs. The work provides examples of some projects in the field of common education which live on ideas such as personal growth.

This work on adult education is divided into four sections. The first is fundamentally critical. The second has a conceptual character. It provides support for questioning the current systems of education and the plans for their transformation. The third, which is also of conceptual character, focuses on the pedagogical contributions, drawing on recent research, experiments and new proposals. The fourth provides a synthesis expounding the strategies to face EDA in political decision making.

The authors show how to construct a strategy for literacy in Mexico, which would achieve a fundamental transformation (written in 1996).


This text gives an account of the literacy efforts in Ecuador. It points out the merits of the Ecuadorian literacy campaign in terms of participation of young people, but also reveals some weaknesses with regard to the lack of qualified personnel.

UNESCO (2000): MARCO DE ACCIÓN REGIONAL DE LA EDUCACIÓN DE PERSONAS JÓVENES Y ADULTAS (EPJA) EN AMÉRICA LATINA Y EL CARIBE. UNESCO; CREFAL; INEA; CEAAL. UNESCO

This Framework of Action was elaborated in August 2000, during a regional technical meeting on ‘The new challenges of permanent education in youth and adult education in Latin America’, held in Santiago, Chile. This meeting took place after the elaboration of the Regional Framework for Action (Santo Domingo, February 2000), the World Education Forum of Education for All (Dakar, April 2000), and the assessment of the Major Project and REDALF (Supporting Network for Literacy and Adult Education). The Framework of Action also remarked the preparatory meeting to CONFINTÉA V (Brasilia, January 1997), where the priority groups and intervention areas were identified, as well as the national and sub-regional meetings held for giving notice of the results of CONFINTÉA V and for going deeper in the regional thinking about priority groups and areas of action.


This publication contains the follow-up process to the Hamburg Conference in the region of Latin America and the Caribbean, consistent of meetings at national and regional levels. The follow-up process made possible institutional learning at the organising bodies, as well as the specification of knowledge concerning the youth and adult education topics which were defined as a priority in Latin America. The products obtained at each meeting were compiled in one which contains the seven priority topics: literacy, education and work, education and citizenship, peasant and indigenous education, education and youth, education and gender, and education and local development.


This book compiles the results of the regional process of the follow-up to the Conference in Hamburg. It became a collective work which contains seven documents as a final product. In addition to the development of priority subjects, the book presents a synthesis of the Latin American and international context of the education of young and adult people, how
is it linked to the current processes of educational change and the main elements of this process, having Brasilia and Hamburg as milestones. The publication contains as well a prospective vision of the education for youth and adults in the Latin American region. Main recipients of this publication are public organisms, ministries and secretariats of education and non-governmental organizations, and other bodies from civil society in particular, involved and identified with the mentioned priority areas which work with youth and adults through a multiplicity of projects and programmes.

UNESCO (2001) BALANCE DE LOS 20 AÑOS DEL PROYECTO PRINCIPAL DE EDUCACIÓN EN AMÉRICA LATINA Y EL CARIBE. Santiago, Chile, UNESCO

The purpose of this document is to report the significance of the Major Project in the Field of Education in Latin America and the Caribbean along these 20 years. It contains an analysis of the advancement in the countries of the region, related to the goals and main elements of the Project and, at the same time, identifying pending tasks for the next fifteen years. The report is divided in four parts. The first one is a historical reconstruction of the major project, which describes and characterizes its main stages along the twenty years. The second one presents the educational situation of the countries related to the three goals of the major project, - youth and adult literacy is one of them -, as well as the situation in the countries according to educational equity, early childhood education and educational financing. The third part of the document describes the contributions of UNESCO and the Major Project, particularly its networks, including REDALF included. The last part points at the main conclusions according to the proposed goals and elements of the major project.


This publication is the fifth and last report of a series about the Educational Situation in the Region, prepared in the framework of the Major Project in the Field of Education. It is complementary to the Report of the 20 Years of the Major Project and the Assessment of the Education for All Programme (1990-2000). This report puts the stress on the analysis of the educational situation in each country during the period between 1980 and 2000 and remarks the relation of the education to the context and its social impact. The book is divided in three parts: the first one analyses synthetically the situation of the education in the region during the mentioned period. The second part examines in detail the categories of indicators for each country, establishing a difference between Latin American and the Caribbean countries. The third one presents statistical tables that make possible to analyse specific items of the situation in each country along the twenty years of implementation of the Major Project.

In order to develop this work, data regularly sent by countries to UNESCO Institute of Statistics was used. These data were complemented with available information from CELADE, CEPAL and REDUC. In addition, each country enriched its information by reviewing the preliminary drafts prepared by UNESCO. This publication is one of the actions undertaken in order to strengthen the national information systems and its link to the processes of decision-making. On the other hand, it is also linked to the Regional Education Indicators Project which is being developed within the framework of the II Summit of the Americas.

UNESCO (2001): PROMEDLAC VII. DECLARACIÓN DE COCHABAMBA Y RECOMENDACIONES PARA LAS POLÍTICAS EDUCATIVAS A COMIENZOS DEL SIGLO XXI. Santiago, Chile. UNESCO.
This publication contains the Declaration and Recommendations produced at the Seventh Meeting of the Regional Intergovernmental Committee of the Major Project in the Field of Education in Latin America and the Caribbean, held in Cochabamba from 5 to 7 March, 2001.

The results of the assessment of the 20 years of the Major Project were analysed at the meeting. A prospective analysis of the possible settings at political, social, economical and cultural levels in which the education of the region will be developed during the next 15 years. At this occasion, it was shown a renewed vision of literacy in the framework of the United Nations Literacy Decade. This subject is included in Cochabamba Declaration as well as in the Recommendations numbers 26 to 31, under the following epigraph Broadening and diversifying life-long learning opportunities.


The Regional Education Indicators Project (PRIE) is an initiative born from the Agreements of the Second Summit of the Americas in which State and Government Heads identified education as the first priority in the region. While searching for effective educational policies in the region, the decision was made in order to reinforce the compilation of data and information to allow the construction of comparable indicators. These indicators would help to look at our situation more effectively and so contribute to the definition of more effective policies for reaching the proposed goals. The Regional Education Indicators Project has joined different initiatives of construction of comparable indicators at an international level. It also has worked joint to UNESCO Institute of Statistics in the construction of indicators.

The report shows the educational panorama of the Americas at the end of the 90’s, revealing the considerable progress in some items such as coverage and gender equity, as well as important challenges linked to equity, efficiency and assignment of resources to education. An educational situation with strong incidence in the possibilities of development in our region may be appreciate through the analysis.


The First Intergovernmental Meeting of the Regional Education Project for Latin America and the Caribbean (PRELAC) 2002-2017 took place in Havana, Cuba, from 14 to 16 November, 2002. The Regional Project, along with its follow-up model and the Havana Declaration, was approved by the ministers of education of the region. One of the priority lines of action to be mentioned is literacy and youth and adult education, through the strengthening of pedagogical training and qualification for teachers and directors in literacy.
4.4 On-Line Sources and Relevant Websites

The websites and on-line information is presented as follows:

I. CONFINTEA V Conference Papers and related articles in Spanish and English

II. The Literacy Decade; UNESCO websites and on-line articles

III. Adult Literacy (websites and on-line articles in Spanish)

IV. Adult Education in General: websites and on-line articles about equity and gender, rural and economic integration and indigenous people in Latin America and the Caribbean. Also MOE websites on EPJA and statistical information on the region.

V. On-Line Bibliographies

I. CONFINTEA V

EN LA PAGINA PRINCIPAL DE LA QUINTA CONFERENCIA INTERNACIONAL DE EDUCACIÓN DE LAS PERSONAS ADULTAS - CONFINTEA V, UNESCO, INSTITUTO DE EDUCACIÓN PARA TODOS se ofrecen vínculos a información suplementaria relacionada al tema de educación para adultos y la CONFINTEA V. La mayoría de los artículos están disponibles en inglés, algunos también en francés y español.

http://www.unesco.org/education/uie/confintea/index.html

CONFINTEA V – EDUCACIÓN DE LAS PERSONAS ADULTAS Y LOS DESAFÍOS DEL SIGLO XXI
Una serie de 29 folletos documentando los grupos de trabajo que se llevaron a cabo en la Quinta Conferencia Internacional de Educación de las Personas Adultas

http://www.unesco.org/education/uie/confintea/folletos.html

Esta página web presenta el acceso a varios textos en formato pdf relacionados a los temas siguientes:

- Educación de las personas adultas y los desafíos del siglo XXI
- Mejorar la calidad de la educación de las personas adultas
- Los derechos universales, la alfabetización y la educación básica
- Promover la equidad de género
- Educación de las personas adultas y el mundo del trabajo
- Educación de adultos y medio ambiente, salud y población
- Educación de personas adultas: comunicación y cultura
- Las personas adultas y grupos con necesidades especiales
- Aspectos económicos
- La cooperación y la solidaridad internacional

DECLARACIÓN DE HAMBURGO
PLAN DE ACCIÓN PARA EL FUTURO
UNESCO, Instituto para la Educación, Hamburgo, Alemania

http://www.unesco.org/education/uie/confintea/pdf/con5spa.pdf

DECLARACIÓN DE HAMBURGO
INFORME FINAL
UNESCO, Instituto para la Educación, Hamburgo, Alemania
http://www.unesco.org/education/ue/CONFINTEA/pdf/finrepspa.pdf

Educación de las personas adultas y los desafíos del siglo XXI: Una serie de 29 folletos
documentando los grupos de trabajo que se llevaron a cabo en la Quinta Conferencia
Internacional de Educación de las Personas Adultas
Publicación relacionada con la CONFINTEA
http://www.unesco.org/education/ue/CONFINTEA/folletos.html

CONFINTEA FOLLOW-UP REPORT TO THE GENERAL CONFERENCE OF
UNESCO
UIE 1999
Publicación relacionada con la CONFINTEA

FROM IDEA TO VIRTUAL REALITY: ALADIN - THE ADULT LEARNING
DOCUMENTATION AND INFORMATION NETWORK
Report of a CONFINTEA V Workshop and its Follow-up
Edited by Ursula Giere and Susan Imel
Publicación relacionada con la CONFINTEA

LEARNING GENDER JUSTICE THROUGH WOMEN'S DISCOURSES. REPORT OF
THEME IV
edited by Carolyn-Medel-Añonuevo
Publicación relacionada con la CONFINTEA

REUNIÓN CONFINTEA – BALANCE INTERMEDIO (SEPTIEMBRE 2003,
TAILANDIA)
SEGUIMIENTO DE LAS RECOMENDACIONES HECHAS DURANTE LA QUINTA
CONFERENCIA INTERNACIONAL DE LAS PERSONAS ADULTAS – CONFINTEA
(HAMBURGO, ALEMANIA, EN JULIO DE 1997)
UNESCO
http://www.unesco.org/education/ue/pdf/ConfinteaRevSumSP.pdf

ENCUESTA NACIONAL DE EDUCACIÓN DE ADULTOS INDÍGENAS. ESTUDIO
NACIONAL GUATEMALA.
Los pueblos indígenas y la educación de adultos en Guatemala. 2000
Instituto de la Unesco para la Educación
Fundación Rigoberta Menchu Tumv – Instituto Indigina para la educación

RECOMENDACIÓN RELATIVA AL DESARROLLO DE LA EDUCACIÓN DE
ADULTOS Aprobada por la Conferencia General en su decimonovena reunión, Nairobi, 26
de Noviembre de 1997
http://www.unesco.org/education/ue/CONFINTEA/nairob_s.pdf

LA DECLARACIÓN DE MUMBAI SOBRE EL APRENDIZAJE PERMANENTE, LA
CIUDADANÍA ACTIVA Y LA REFORMA DE LA EDUCACIÓN SUPERIOR
http://www.unesco.org/education/ue/CONFINTEA/mumbspa.html

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EL DERECHO AL APRENDIZAJE DURANTE TODA LA VIDA. MONITOREANDO EL CUMPLIMIENTO DE LOS ACUERDOS DE CONFINTEA Y LAS METAS DE EDUCACIÓN PARA TODOS (EPA)
Por el Consejo Internacional de Educación de Adultos – ICAE
http://www.web.net/icae/icaepdfs/indspa.pdf

ESTRATEGIA REGIONAL DE SEGUIMIENTO A CONFINTEA V
Reuniones subregionales de Montevideo (Mercosur y Chile), Cochabamba (área andina) y Pátzcuaro (México, América Central y Caribe latino).

II. THE LITERACY DECADE

UNITED NATIONS LITERACY DECADE 2002-2012
Sitio web sobre la Década de la Alfabetización proclamada por la Naciones Unidas

RESOLUCIÓN APROBADA POR LA ASAMBLEA GENERAL
DECENIO DE LAS NACIONES UNIDAS DE LA ALFABETIZACIÓN: LA EDUCACIÓN PARA TODOS
http://www.unesco.org/education/unlitdecade/Resolution_spanish.pdf

PROYECTO DE PROPUESTA Y PLAN DE ACCIÓN DE UN DECENIO DE LAS NACIONES UNIDAS DE LA ALFABETIZACIÓN
Nota del Secretario General
Asamblea General de las Naciones Unidas
Consejo Económico y Social
http://www.unesco.org/education/unlitdecade/draft_proposal_and_plan_spanish.pdf

STATISTICS SHOW SLOW PROGRESS TOWARDS UNIVERSAL LITERACY

HIGHER EDUCACION FOR SALE
NEWSLETTER EDUCACION TODAY

SPEECH BY MISTER KOFI ANNAN, UN-SECRETARY GENERAL

SPEECH BY MR KOÏCHIRO MATSUURA, DIRECTOR-GENERAL OF UNESCO

ADULT EDUCACION EN INDIA: SELECTED PAPERS
A collection of research articles on adult education in India
ALFABETISMO FUNCIONAL EN SIETE PAÍSES DE AMÉRICA LATINA
Por M. Isabel Infante R., Coordinadora técnica
UNESCO-Santiago

ALFABETIZACIÓN: CONSTRUIR EL FUTURO
Estudios de la Educación comparada
Por Daniel A. Wagner

UNESCO/ULJ ADULT LITERACY EXCHANGE NETWORK ON DEVELOPING COUNTRIES
DIRECTORY OF MEMBERS/RÉPERTOIRE DES MEMBRES/DIRECTORIO DE LOS MIEMBROS
Ursula Giere and A. Mahinda Ranaweera with the assistance of Imke Beh

NON-FORMAL ADULT EDUCATION FACILITATORS: UNESCO HANDBOOK

THE SOLIDARITY IN LITERACY PROGRAMME, BRAZIL

WORLD BANK COMMITMENTS TO LITERACY AND EDUCATION

WORLD FOOD PROGRAMME (WFP) AND LITERACY

UNITED NATIONS POPULATION FUND (UNFPA) AND LITERACY

UNITED NATIONS DEVELOPMENT PROGRAMME AND LITERACY

DÉCADA DE ALFABETIZACIÓN DE NACIONES UNIDAS
Presentación de documento base

MINGA NACIONAL POR LA LECTURA Y LA ESCRITURA
El país frente a la Década de la Alfabetización de Naciones Unidas (2003-2012)
ECUADOR
http://www.mec.gov.ec/minga/Ec_lee_y_escribe.zip
http://www.mec.gov.ec/minga/presentacion.zip
III. ADULT LITERACY

ALFABETIZACIÓN BILINGÜE SIMULTÁNEA
La pagina web de la CEPAL/ECLAC ofrece información sobre proyectos realizados en diferentes países de América Latina respecto al tema de la bi-alfabetización de los pueblos indígenas. La pagina presenta para cada proyecto un archivo en formato pdf. El objetivo principal es lograr desarrollar una estrategia regional de disminución de la pobreza y el analfabetismo de los pueblos indígenas.
http://www.eclac.cl/bialfa/

ORGANIZACIÓN INTERNACIONAL DEL TRABAJO-OIT
La pagina web presenta el acceso a un artículo de la Universidad Iberoamericana en México. Se tratan diferentes preguntas respecto al tema de la alfabetización y sobre sus relaciones con el mercado del trabajo. Se enfoca el desarrollo de una estrategia para los sectores desfavorecidos en su educación.

AMBIENTES DE LENGUAJE Y ALFABETIZACIÓN EN PROGRAMAS PREESCOLARES
Catherine E. Snow, M. Susan Burns y Peg Griffin

ALFABETIZACIÓN DE LAS PERSONAS QUE SON SORDAS E INVIDENTES
Por Barbara Miles, Maestría en Educación / DB-LINK
http://www.tr.wou.edu/dblink/lit-span.htm

EL ESCENARIO DE ALFABETIZACIÓN TECNOLÓGICO PARA EL PROGRESO EDUCATIVO: UNA FILOSOFÍA COMUNICACIONAL EN EL DISEÑO DE INTERFACES. UNA EXPERIENCIA EN LA UNIVERSIDAD SIMÓN BOLIVAR
Por Mariella Azzato Sordo, Venezuela
http://168.143.67.65/congreso/ponencias/ponencia-34.pdf

ALFABETIZACIÓN Y CULTURA.
Por Brian V. Street. Publicado en el Boletín 32 del Proyecto Principal de Educación de la UNESCO.

EL UNIVERSO VOCABULAR EN EL PROCESO DE ALFABETIZACIÓN ENTRE
Autores: Prof. Marta Liliana Iovanovich Prof. Omar Juan Bautista Abratte.
http://atzimba.crefal.edu.mx/bibdigital/temas/UNIVOCA.doc

UN DECENIO DE LAS NACIONES UNIDAS DE LA ALFABETIZACIÓN: LA EDUCACIÓN PARA TODOS.

ALFABETIZACIÓN EN EL MUNDO: ¿DÓNDE ESTÁ LA FALLA?
Mohamed Maamouri, director adjunto del Instituto Internacional de Alfabetización, Universidad de Pennsylvania (Estados Unidos)

MUJERES: UNA ALFABETIZACIÓN A MEDIDA
Anna Robinson-Pant, investigadora británica de la Universidad de Sussex, Reino Unido, obtuvo en 1999 el Premio Internacional de la UNESCO de Investigación sobre la Alfabetización
http://www.unesco.org/courier/1999_10/sp/apprend/txt1.htm

UNESCO INTERNACIONAL LITERACY DAY, 8 DE SEPTIEMBRE, 2000
Pagina web con textos sobre la celebración del día de la alfabetización proclamado por la UNESCO
http://www.unesco.org/education/literacy_2000/

LAS MUJERES EN LA EXTENSIÓN Y LA EDUCACIÓN AGRÍCOLAS
DEPARTAMENTO DE DESARROLLO SOSTENIBLE (SD) DE LA ORGANIZACIÓN DE LA NACIONES UNIDAS PARA LA AGRICULTURA Y LA ALIMENTACIÓN (FAO)
Page in English:
http://www.fao.org/sd/EXdirect/EXan0016.htm

EL PAPEL DE LA EDUCACIÓN Y LA CAPACITACIÓN: ENFOCAR LA POBREZA RURAL
Departamento de Desarrollo Sostenible (SD) de la Organización de la Naciones Unidas para la Agricultura y la Alimentación (FAO)

REVISIÓN DE LOS CONCEPTOS DE ALFABETIZACIÓN INFORMAL Y ALFABETIZACIÓN DIGITAL
Por David Bawden
Department of Information Science,
City University London
http://www.um.es/fccd/anales/ad05/ad0521.pdf

PROYECTO ALFABETIZACIÓN PRODUCTIVA PARA MUJERES CAMPESINAS - (BOLIVIA)
Pagina web UNESCO -Chile
http://innovemos.unesco.cl/evt/bi/ccimcatbolivia/

ESTUDIO SOBRE ALFABETISMO FUNCIONAL
Los procesos y resultados de una investigación regional sobre alfabetismo funcional en siete países (Argentina, Brasil, Colombia, Chile, México, Paraguay y Venezuela) es lo que resume la nueva publicación de la UNESCO-OREALC.
UNESCO - Chile, pagina web programas y proyectos
http://www.unesco.cl/070801.htm#34
IV. ADULT EDUCATION

ADULT LEARNING DOCUMENTACION AND INFORMACION NETWORK – ALADIN
La pagina web presenta vínculos a varios paginas y artículos respecto al tema de la educación para adultos y alfabetización. La información está disponible principalmente en inglés, algunos documentos están ofrecidos en español. Se cubre el área geográfico mundial.
Aparte de los vínculos generales con paginas cómo por ejemplo ABLE – Adult basic Learning and Educacion e Internacional Council for Adult Educacion, se pueden encontrar links a diferentes enciclopedias relacionadas al sujeto de educación de adultos. Ademá sis existen vínculos a varios documentos estadísticos (Statistics on Education and Literacy, UNESCO, etc.), bibliografías y reportajes sobre los proyectos realizados en este ámbito.
http://www.unesco.org/education/aladin/Adult_learning_Links.html

LITERACY EXCHANGE: WORLD RESOURCES ON LITERACY
La pagina web dirigida desde la sede del Instituto para la Educación de la UNESCO en Hamburgo ofrece el acceso a un excelente catálogo de documentos en línea respecto al tema de alfabetización en diferentes países en desarrollo. Como objetivos principales se presentan los diferentes documentos y materiales organizados por países y la realización de un curso en línea a base de estos materiales, con el fin de mejorar la ejecución de los programas de alfabetización. También hay acceso a diferentes vínculos a documentos estadísticas, como por ejemplo informaciones del Banco Mundial, bibliografías en línea y documentos relacionados con la estrategia de alfabetización en diferentes organizaciones y organismos educacionales en el mundo.
La pagina está disponible en ingles.
http://www.literacyexchange.net

INSTITUTO NACIONAL PARA LA EDUCACIÓN DE LOS ADULTOS - INEA
La pagina web presenta informaciones sobre los diferentes programas y cursos en Línea que realiza este organismo para los adultos respecto a la alfabetización y al complemento de sus estudios de primaria y secundaria. Además se ofrecen vínculos directos a los varios institutos estatales relacionados con la educación en México. Del mismo modo se presentan datos estadísticos respecto al tema de la educación de adultos, alfabetización de indígenas, etc…
http://www.inea.sep.gob.mx/default.htm

CONSEJO DE EDUCACIÓN DE ADULTOS EN AMÉRICA LATINA – CEAAL
La pagina web ofrece informaciones sobre acciones educativas en múltiples campos del desarrollo social y con múltiples sujetos sociales, como por ejemplo la alfabetización y la educación en derechos humanos. Además ofrece vínculos directos para cada uno de los 21 países afiliados con contactos a las diferentes organizaciones nacionales relacionados al tema de educación de adultos.
http://www.ceaal.org/index001.htm

CENTRO DE COOPERACIÓN REGIONAL PARA LA EDUCACIÓN DE ADULTOS EN AMÉRICA LATINA Y EL CARIBE – CREFAL
La pagina web de esa organización non gubernamental ofrece un servicio de una excelente biblioteca digital con acceso a varios artículos cubriendo una gran área de temas
relacionados con la educación de adultos, desde la formación del educador, educación en derechos humanos, hasta la integración educacional de los indígenas, etc. Todos los artículos están disponibles en castellano. Además se presenta información suplementaria a través de videos y una webteca con publicaciones periódicas de diferentes revistas relacionadas al tema de educación de adultos.
http://www.crefal.edu.mx

LA EDUCACIÓN PARA ADULTOS EN LAS AMÉRICAS: EL TRIUNFO DE LA ACCIÓN ESPONTáNEA
Por Claudio de Moura Castro

ASPECTOS ECONóMICOS DE LA EDUCACIÓN DE ADULTOS
Por UNESCO (1997)
El objetivo principal del grupo de trabajo fue proponer una nueva visión de los aspectos económicos de la educación de personas adultas, una visión que la considere una inversión que debe analizarse y administrarse como tal.
http://pluto.unesco.org/education/uie/confintea/pdf/9a_span.pdf

DOCUMENTACIÓN PUBLICADA SOBRE EDUCACIÓN DE PERSONAS ADULTAS
Por Galey Hermoso, B. (1998)
Es una página personal en la que se pueden encontrar múltiples enlaces al tema y documentación publicada sobre Educación de Personas Adultas.
http://personal.redestb.es/bgaley/principa.htm

LAS POSIBILIDADES DE LAS NUEVAS TECNOLOGíAS DE LA INFORMACIÓN Y LA COMUNICACIÓN PARA LOS DESAFíOS DE LA EDUCACIÓN DE LAS PERSONAS ADULTAS
Por Cabrero Almenara, J.
Institucionalización e importancia de las NTICs en la educación de adultos y en el sistema educativo (formal y permanente). Los medios como instrumentos curriculares para lograr los objetivos educativos

LOS CAMBIOS EN EL MUNDO LABORAL Y LOS PROGRAMAS DE EDUCACIÓN DE ADULTOS
Por UNESCO (1997)
El mundo está sujeto a cambios y mutaciones continuas y en él la educación de personas adultas debe valorizar al ser humano. Las competencias no sólo son sus habilidades sino también sus valores, actitudes, relaciones, etc. En este marco son importantes tanto la educación formal como la no formal y la informal.

NUEVAS TECNOLOGíAS DE LA INFORMACíON Y EDUCACIÓN DE ADULTOS
Por Instituto UNESCO para la Educación. Alemania (1999)
Relaciones entre educando, instructores, organizaciones de educación de personas adultas, gobiernos locales y nacionales. Se necesitan nuevos enfoques en la educación de personas adultas en aspectos como Acceso y contenido, respeto por las diferentes culturas, idiomas y enfoques autodidácticos
http://www.unesco.org/education/uie/confintea/pdf/7a_span.pdf
SOCIEDAD DE LA INFORMACIÓN Y ANALFABETISMO TECNOLÓGICOS: NUEVOS RETOS PARA LA EDUCACIÓN DE ADULTOS
Por Area Moreira, M.
El desafío al que se enfrenta la educación de adultos en un mundo donde el concepto de alfabetización ha cambiado. El analfabetismo tecnológico dificulta la inserción del joven-adulto en el mercado laboral. La meta será formar adultos críticos e inteligentes que no estén indefensos intelectual ni culturalmente.
http://webpages.ull.es/users/manarea/Documentos/documento10.htm

UNA PROPUESTA DE APROXIMACIÓN A LOS SECTORES POPULARES. LA EDUCACIÓN DE ADULTOS FRENTE A LOS DESAFÍOS DE LA MODERNIZACIÓN
Por Lacayo Parajón, F.
Reflexión sobre para qué educar y cómo se debe educar al adulto que trabaja estudiando y al adulto desempleado. Contenidos, metodología y objeto de estudio. Una educación de adultos popular.

ANÁLISIS GLOBAL SOBRE LAS NUEVAS VINCULACIONES ENTRE EDUCACIÓN, TRABAJO Y EMPLEO.
http://www.campus-oei.org/oeivirt/rie02a00b.htm

LA EDUCACIÓN PARA EL TRABAJO EN EL MERCOSUR: SITUACIÓN Y DESAFÍOS
Por María Antonia Gallart
http://www.iacd.oas.org/Interamer/gallart.htm

LOS VALORES EDUCATIVOS Y EL EMPLEO EN MÉXICO
Por Humberto Muñoz García
http://www.crim.unam.mx/lib/valores/

EL DIAGNÓSTICO INTEGRADOR PARTICIPATIVO-PROYECTO: UN SALTO A LA TRANSFORMACIÓN DE LA EDUCACIÓN ENTRE ADULTOS
Por Prof. Marta Liliana Iovanovich y Lic. Prof. Emilia Mercedes Alurralde Argentina.
http://atzimba.crefal.edu.mx/bibdigital/temas/DIAGNI.doc

EDUCACIÓN MORAL, POSTMODERNIDAD Y DEMOCRACIA. MÁS ALLÁ DEL LIBERALISMO Y DEL COMUNITARISMO
Por Rubio Carracedo, José.
En: Revista de Filosofía. Departamento de Filosofía de la Universidad Iberoamericana, plantel México.
http://www.hemerodigital.unam.mx/ANUIES/ibero/filosofia/revista14/sec_17.html

EDUCACIÓN EN DERECHOS HUMANOS Y EN DEMOCRACIA
Por Rosa María Mujica
En: artículo publicado en la gaceta no. 19. Enero - marzo de 200
http://www.cedhj.org.mx/Articulos%20Gaceta/educaci%F3n%20en%20derechos%20humanos%20y%20democ.html
EDUCACIÓN, VALORES Y DEMOCRACIA.
Por Luis González Martínez
Profesor Titular del Departamento de Educación y Valores del ITESO.
En: "Sinéctica", No. 12, ene-jun 1998 (ITESO)

EL PROGRAMA NACIONAL DE CAPACITACIÓN EN GUATEMALA.
En: Revista Latinoamericana de Innovaciones Educativas, Nº 29
Por María Esther Ortega Rivas de Morales.
Guatemala
http://www.me.gov.ar/revistalatinoamericana/revista29/guatemala.html

LAS REFORMAS ECONÓMICAS Y LA FORMACIÓN PARA EL TRABAJO
Por Guillermo Labarca
En: Revista Iberoamericana de Educación, Nº 30
http://www.campus-oei.org/revista/rie30a06.PDF

SUGERENCIAS PARA EL ESTABLECIMIENTO DE FONDOS INDIVIDUALES DE CAPACITACIÓN Y FORMACIÓN
Por Guillermo Labarca; Víctor Agüero

DECLARACIÓN DE OCHO RÍOS.
APRENDIZAJE DE LAS PERSONAS ADULTAS:
UNA LLAVE PARA LA CIUDADANÍA DEMOCRÁTICA Y LA ACCIÓN GLOBAL.
Por el Consejo Internacional de Educación de Adultos – ICAE
http://www.web.net/icae/eng/ordecspa.html

DECLARACIÓN DE DAMASCO.
LLAMADO A LA ACCIÓN
ALFABETIZACIÓN Y EDUCACIÓN DE PERSONAS ADULTAS
Por el Consejo Internacional de Educación de Adultos – ICAE
http://www.web.net/icae/eng/damdecs.html

CAPACITACIÓN PROFESIONAL Y TÉCNICA: UNA ESTRATEGIA DEL BID
Por SDS (12/00, E, S)
http://www.iadb.org/sds/publication/publication_1463_s.htm

CAPACITACIÓN DE LA FUERZA LABORAL EN AMÉRICA LATINA: ¿QUÉ DEBE HACERSE?.
Por Gustavo Márquez
Departamento de Desarrollo Sostenible del Banco Interamericano de Desarrollo

¿CÓMO PODEMOS CONOCER A LA COMUNIDAD?
Por Alurraide, Emilia Mercedes
Educación de adultos, biblioteca digital del OEI

LOS PROGRAMAS DE FORMACIÓN DE PADRES: UNA EXPERIENCIA EDUCATIVA
EL UNIVERSO VOCABULAR EN EL PROCESO DE ALFABETIZACIÓN ENTRE ADULTOS
¿CÓMO PODEMOS CONOCER A LA COMUNIDAD?
Por Iovanovich, Marta Liliana
Educación de adultos, biblioteca digital del OEI

CASO PILOTO PARA DETERMINAR LAS NORMAS DE COMPETENCIA LABORAL DEL EDUCADOR DE ADULTOS
Por Molina Morales, Mónica
Educación de adultos, biblioteca digital del OEI
http://www.campus-oei.org/revista/experiencias1.htm

POLÍTICA Y ALTERNANCIA EN EL CAMPO DE LA EDUCACIÓN DE ADULTOS EN MÉXICO
EL PROBLEMA DEL ANAFLABETISMO
Por Mercedes Ruiz Muñoz
http://www.pedagogia.netfirms.com/cuaderno/aruiz.html

PROGRAMA OPERATIVO ANUAL 2002
Instituto Nacional para la Educación de Adultos INEA

ACUERDO MARCO PARA LA EDUCACIÓN DE JÓVENES Y ADULTOS
Introducción El presente documento constituye el Acuerdo Marco de la Educación de Jóvenes y Adultos con el fin de transformar esta educación, garantizada en el artículo 30 de la Ley Federal de Educación N° 24.195, a las necesidades del siglo XXI y articularla al conjunto de las transformaciones
http://fdocente.me.gov.ar/consejo/documentos/dcmto-ja.html

APRENDIZAJE A LO LARGO DE LA VIDA:
Un nuevo momento y una nueva oportunidad para el aprendizaje y la educación básica de las personas adultas (AEBA) en los países en desarrollo. Estudio encargado por la ASDI (Asociación Sueca para el Desarrollo Internacional)
Por Rosa María Torres
Instituto fronesis Argentina
http://www.bellanet.org/adultlearning/ABLE_RMTorres_Esp.doc

La introducción de nuevas tecnologías a la educación de personas adultas exige que se reconsideren las relaciones que siempre han existido – entre educandos, instructores, organizaciones de educación de personas adultas, gobiernos locales y nacionales y muchos otros gestores en este campo – y que se desarrollen nuevas relaciones.
http://www.unesco.org/education/uiry/confinetea/pdf/7a_span.pdf

ASPECTOS ECONÓMICOS DE LA EDUCACIÓN DE ADULTOS
UNESCO (1997) El objetivo principal del grupo de trabajo fue proponer una nueva visión de los aspectos económicos de la educación de personas adultas, una visión que la considere una inversión que debe analizarse y administrarse como tal.
http://pluto/unesco.org/education/ue/confinitea/pdf/9a_span.pdf

ASPECTOS METODOLÓGICOS DE LA FORMACIÓN DE ADULTOS
Ameijeiras Saíz, R. Características generales del adulto, concepto de sí mismo, experiencia, momentos para aprender, perspectiva personal. Rol del formador de adultos.
http://www.arrakis.es/~neila/D_Rosa.htm

DOCUMENTACIÓN PUBLICADA SOBRE EDUCACIÓN DE PERSONAS ADULTAS
http://personal.redestb.es/bgaley/principa.htm

EDUCACIÓN PARA LA VIDA: UNA PROPUESTA DE EDUCACIÓN ABIERTA PARA LAS PERSONAS JÓVENES Y ADULTAS
María Castro, L. y Mendoza S. La propuesta, está fundamentada frente a la necesidad de mejorar la calidad de vida de sus destinatarios. La idea es hacer efectivo el derecho básico a la educación. El punto esencial de la propuesta esta dado en la formación de competencias básicas de los sujeto tendiente a la mejora de la comunicación, resolución de problemas, razonamiento y participación.
http://132.248.45.5/edulinea/sualin/ponencia/mesa2/luzCM.doc

FORMACIÓN PERMANENTE DE PROFESORES DE ADULTOS. DISEÑO E IMPLEMENTACIÓN DE UNA HERRAMIENTA TELEMÁTICA
Del Dujo, A., Martín García, A.; Pérez Grande M; Muñoz Rodríguez J y Gonzales Rodero, L - (2001).
http://www.educared.net/pdf/congreso-i/Fx1adul.pdf

LAS POSIBILIDADES DE LAS NUEVAS TECNOLOGÍAS DE LA INFORMACIÓN Y LA COMUNICACIÓN PARA LOS DESAFÍOS DE LA EDUCACIÓN DE LAS PERSONAS ADULTAS
Cabrero Almenara, J. - Institucionalización e importancia de las NTICs en la educación de adultos y en el sistema educativo (formal y permanente). Los medios como instrumentos curriculares para lograr los objetivos educativos.

LOS CAMBIOS EN EL MUNDO LABORAL Y LOS PROGRAMAS DE EDUCACIÓN DE ADULTOS
UNESCO (1997 ) - El mundo está sujeto a cambios y mutaciones continuas y en él la educación de personas adultas debe valorizar al ser humano. Las competencias no sólo son sus habilidades sino también sus valores, actitudes, relaciones, etc. En este marco son importantes tanto la educación formal como la no formal y la informal.

POLÍTICA EN EDUCACIÓN DE ADULTOS
Domínguez Rodríguez, E. - Etapas de la educación de adultos en España, principios de la educación de adultos asumidos por la UNESCO y el Consejo de Europa, el Libro Blanco de Educación de Adultos. Diferencias entre educación de adultos y educación permanente, el futuro de la Educación a Distancia.
SIGNIFICACIÓN Y ALCANCES DE LAS MODALIDADES DE EDUCACIÓN A DISTANCIA PARA LA EDUCACIÓN DE ADULTOS
Cirigliano, G. y Lampe A. - Relaciones entre educación abierta y a distancia, vinculaciones con el enfoque de educación para adultos ya un modelo curricular básico. Actividades que la Universidad Nacional Abierta ha programado en las actividades de extensión universitaria.
http://www.ulsan.#edu.mx/~edudist/significacion.doc

SOCIEDAD DE LA INFORMACIÓN Y ANAFLABETISMO TECNOLÓGICOS: NUEVOS RETOS PARA LA EDUCACIÓN DE ADULTOS
Area Moreira, M. - El desafío al que se enfrenta la educación de adultos en un mundo donde el concepto de alfabetización ha cambiado. El analfabetismo tecnológico dificulta la inserción del joven-adulto en el mercado laboral. La meta será formar adultos críticos e inteligentes que no estén indefensos intelectual ni culturalmente.
http://webpages.ull.es/users/manarea/Documentos/documento10.htm

EL PAPEL DE LA EDUCACIÓN Y LA CAPACITACIÓN: ENFOCAR LA POBREZA RURAL
Departamento de Desarrollo Sostenible (SD) de la Organización de las Naciones Unidas para la Agricultura y la Alimentación (FAO)

UN COMPLEMENTO DE LAS EXPERIENCIAS DE LA FAO EN EDUCACIÓN BÁSICA: TODOS PARA LA EDUCACIÓN Y LA ALIMENTACIÓN PARA TODOS
Departamento de Desarrollo Sostenible (SD) de la Organización de las Naciones Unidas para la Agricultura y la Alimentación (FAO)

IN TURNING THE TIDE AGAINST HIV/AIDS, EDUCATION IS THE KEY.
Joint World-Bank, UNESCO, UNAIDS Press release 2002
http://www.unaids.org/whatsnew/press/eng/pressarc02/educationandhivaid%5F181002%5F Fen.html

HACIA UNA EDUCACIÓN SIN EXCLUSIONES
Documento elaborado por la UNESCO, el Consejo de Educación de Adultos de América Latina (CEAAL), Centro de Cooperación Regional para la Educación de Adultos en América Latina y el Caribe (CREFAL) y el Instituto Nacional para la Educación de los Adultos (NEA-México).
UNESCO, página web programas y proyectos

LA EDUCACIÓN CON PERSONAS JÓVENES Y ADULTAS EN AMÉRICA LATINA Y EL CARIBE: PRIORIDADES DE ACCIÓN EN EL SIGLO XXI.
Texto editado por la UNESCO, el Consejo de Educación de Adultos de América Latina (CEAAL), el Centro de Cooperación Regional para la Educación de Adultos en América Latina y el Caribe (CREFAL) y el Instituto Nacional para la Educación de los Adultos (INEA-México).
UNESCO, página web programas y proyectos
http://www.unesco.cl/070801.htm#35
LA POLÍTICA DE LA INTERNACIONAL DE LA EDUCACIÓN
Oficina Regional de la Internacional de la Educación para América Latina
Centro de Información y Comunicación
http://www.ei-ie.org/pub/spanish/spb_eial_politica.PDF

MARCO DE ACCIÓN REGIONAL DE LA EDUCACIÓN DE PERSONAS JÓVENES Y ADULTAS (EPJA) EN AMÉRICA LATINA Y EL CARIBE
Pagina de la UNESCO – Chile, programas y proyectos

English Version:
REGIONAL FRAMEWORK FOR ACTION ON ADULT AND YOUTH EDUCATION (EPJA) IN LATIN AMERICA AND THE CARIBBEAN

PROGRAMAS Y PROYECTOS EJECUTADOS POR EL INSTITUTO DE EDUCACIÓN POPULAR EL ABROJO.
Observatorio de experiencias: Uruguay

ALGUNAS EXPERIENCIAS DE FORMACIÓN Y CERTIFICACIÓN BASADA EN COMPETENCIA EN AMÉRICA LATINA.
LA OFERTA PRIVADA DE CAPACITACIÓN TAMBIÉN HA INCORPORADO EL ENFOQUE DE COMPETENCIA EN ALGUNOS PAÍSES
Organización Internacional del Trabajo-OIT
http://www.ilo.org/public/spanish/region/ampro/cinterfor/publ/sala/vargas/exp_fb/i_c.htm

¿EQUIDAD EN LA EDUCACIÓN? REFORMA Y DESIGUALDAD EDUCATIVA EN AMÉRICA LATINA.
Por José Rivero
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