

## A B S T R A C T S

**Public policy challenges for learning and education with young and adult persons in Latin America and the Caribbean**

MARIA CLARA DI PIERRO

This article presents a general framework on the situation of young and adult persons' education in Latin America and the Caribbean, specifically regarding public policies geared towards this particular field. It also provides a synthesis of the challenges facing the issue. International gatherings headed by United Nations institutions and their usefulness as "temporal and conceptual borders"—i.e. with great capacity to place certain topics in national agendas, but with low effects as far as results go— are also considered. The strategic relevance of young and adult persons' education is highlighted and contrasted with the marginal position it still holds in national policies and, above all, in budgetary considerations. Regarding challenges, the specific situations of the most disadvantaged and less schooled populations—youth, migrants, indigenous and the elder among others— are touched upon.

**Literacy in the 21st. Century: A consideration from Latin America and the Caribbean**

MARÍA EUGENIA LETELIER GÁLVEZ

This article ponders present challenges faced by literacy, taking into account the evolution of the concept and its specific features in Latin America and the Caribbean. It undertakes revision beginning in the 1950s, when literacy was understood as an ability acquired by connecting sounds to graphemes. Under the lifelong learning vision, literacy focuses on guaranteeing the necessary conditions for people to read and write as well as continue to learn throughout their lifetime. To advance this perspective in the Latin-American context, characterized by diversity and inequity, it is posed, among other things, that literacy should be part of the permanent educational policies of young and adult persons, and should be developed through flexible and modular packages, adjusted to the life and work conditions of the target populations. Public policies must support the full acquisition of literacy as an act of social justice and an exercise of citizenship.

**Migration and literacy in the Americas**

LESLEY BARTLETT Y GABRIELLE OLIVEIRA

Migratory streams in the Americas have increased notably during the past decade. This translates into 6 important challenges to education, described in this article as: 1) the falling behind in school of children and youth who remain in their home-towns when their parents migrate; 2) children who migrate with their parents and face conditions of poverty and limited access to education; 3) youngsters that abandon their basic education when they plan to migrate, as they perceive no advantage in furthering their education; 4) educational and work disadvantages due to not knowing the language of the receiving country; 5) governments' priorities rest in children's and adolescents' education, and very meager resources are allocated to the attention of migrant populations; 6) the separation of families and alienation of children and youth due to deportations. This last situation urges countries to effect changes in their policies and practices at the transnational, national and local levels to care for the needs of migrant populations.

**The path from Belem to Suwon: A Latin American perspective**

TIMOTHY D. IRELAND

Suwon's Mid-Term Review (2017), between Belem and the VII Conference to be held in 2021, proposed to review adults' learning and education's state of the art globally. The aim was for every country to ponder upon the commitments and responsibilities each took on when joining Belem's Framework for Action (BFA) in 2009. Suwon's meeting was also concerned with adults' learning and educa-

### Which direction are education policies towards young and adult persons taking? An international, Latin American and local perspective

MARCELLA MILANA

tion's contribution to the Sustainable Development Agenda (SDG) and the Education Agenda of 2030. Regarding Latin America and the Caribbean, the report of adult education presented by the CEAAL underscores that: 1) instructional and compensatory functions of the region's adult education fall quite short from fulfillment of acquisition of "21st century skills"; 2) there is low financing and reduced cooperation; 3) there is exclusion of subjects from the definition of curricula, contents and structure; 4) there is a lack of quantitative information in the countries of the LAC region.

CONFINTEA VI's mid-term review monitored advances in global agreements relative to adult education (*Belem Framework for Action*, 2009, and UNESCO's *Recommendation on Adult Learning and Education*, 2015) and also discussed expectations of states, party to the United Nations, regarding young and adult education's contribution to global transformation. The article describes: 1) progress of international policies towards young and adult persons' education since the 1940s; 2) Iberian American and Latin American public policies for this modality, particularly the Plan Iberoamericano de Alfabetización y Educación Básica 2007-2015, and the Education Targets (2010), both linked to the Millennium Development Goals. The text also tackles some outcomes of the qualitative research the author undertook of international education policies for young and adult persons in basic and secondary levels in Buenos Aires, São Paulo and João Pessoa.

### The challenges of innovating: The 2009 Plan of the Basic Middle Education Cycle in Uruguay

VERÓNICA FILARDO

This article analyzes implementation of the Plan 2009 Basic Cycle of Uruguay, oriented towards the over 21 years of age population which has not begun or completed the basic cycle of middle education. In Uruguay, access to middle education exceeds 90 per cent of the young between 12 and 15 since twenty years ago. However, graduation rates are the lowest in the regional ranking. Plan 2009 is experimental; it is implemented in 7 of the 289 public schools in Uruguay, with an annual average of 2,400 participating students (2009-2013). Curricular organization is set apart from the usual basic cycle in that: it is shorter; training is not based on contents and subjects but in skills acquisition, as well as in evaluation; curriculum is organized in areas of knowledge and tackled in projects which bring together several fields. The Plan's evaluations show students and teachers high satisfaction, as well as an increase in graduation rate from 27 per cent in 2009, to 45 per cent in 2012.

### Acknowledgement of acquired learning through experience in adults' education policy in Portugal

CARMEN CAVACO

Acknowledgement, validation and certification of knowledge acquired through experience was implemented in Portugal since 2001, framed in policies focused on adults with little schooling, with the aim of increasing school certification. This process is undertaken in the network of Grading Centers (Centros Califica) which, by 2018, numbered 299. Between 2001 and 2010, 21 per cent of low schooling levels' adult population living in Portugal enrolled in these centers. The process of acknowledgement and validation of knowledge acquired through experience is based on a set of benchmarks linked to key competencies. The student is accompanied by the center's personnel in her/his decision to enroll in adult classes or to begin a process of acknowledgement, validation and certification. The text analyzes the results of a research done in 12 Centros Califica, with information provided by students and participants of the technical teams. One of the cross-cutting effects identified by the researcher is the personal trust and fulfillment felt by students, which has a positive impact in their life project.

## University experience in Argentinian prisons

JUAN MARTÍN CASTRO, FRANCISCO SCARFÓ Y ANDREA GODOY

The need to guarantee the right to education of all populations, including those that live in confinement, has been recorded in international agreements and in the specific legislations of many nations. In Latin America, Argentina is acknowledged as one of the most advanced societies regarding university level education within the prison system. Since over a decade ago, several universities have developed outreach and development projects geared at university level studies in jails. This is the case of the Universidad Nacional de La Plata (UNLP). This paper describes the situation of imprisoned population in Argentina, as well as the difficulties involved in the development of educational programs for them. It touches upon some of the formal and informal education programs run by the UNLP, geared towards fulfillment of government's provisions vis-a-vis implementation of the right to education in prison. Work devoted to education for people in confinement not only shows positive results for the population part of its programs, but also an effect on the strengthening of the legislative framework of the University itself, directed at improving and widening educational activities with the imprisoned population.

## Training of indigenous professors at Roraima's Federal University

Ethical and epistemological foundations of a differentiating, critical and liberating pedagogical practice in the Intercultural B.A.

GEISEL BENTO JULIÃO

This paper deals with devaluation of indigenous knowledge in traditional school's curriculum; its goal is to make the ethical and epistemological foundations of a *differentiated, critical and liberating* pedagogy explicit, based on valuing indigenous knowledge. The analysis is done around the Licenciatura Intercultural (Intercultural B.A.) of the Universidad Federal de Roraima, where indigenous professors are trained. The historical itinerary of indigenous education is divided into two parts: integrationism, up to the sixties and seventies of last century and, later, a perspective based on recognition of indigenous knowledge, erected from indigenous communities themselves. The ethical foundation of this practice lies in the production, reproduction and development of the material and cultural life of the different Brazilian indigenous peoples. It has implied changes in every level: legal, teachers' education, contents and curricular design on the basis of a non-integrationist theoretical and epistemological discussion.

\*\*\*

## Breaking preconceptions down, organizing hope

MIRIAM CAMILO RECIO

Miriam Camilo is presently General Director of Young and Adult Persons Education in the Education Ministry of Dominican Republic. With a career of 40 years as a popular educator and promoter of literacy and education of youth and adults, she is an emblematic actor in education's management and practice in this field, not only in her country, but in Latin America as a whole. In her text she reviews progress in public policy —training of actors involved in adult education, changes in normative frameworks, evaluation of learning and investment— and superficially describes some programs and actions, such as the basic education and education for employment offer, in flexible modality, which began in 100 centers nationally. Some of the challenges mentioned are: creation of a new institutionality and strengthening of instances dedicated to this modality within the education system; creation of mechanisms for the acknowledgement, certification and accreditation of learning; institutionalizing the reorganization of basic education centers and work schools with flexibility in mind; and assigning full time young and adult persons' education professors.