

A B S T R A C T S

**Education of Young and Adult
Persons and Work:
A Complex and Vital Field**

ENRIQUE PIECK GOCHICOA

The author of the article offers a broad review of the complex relation between education and work, with emphasis on the field of youth and adult education. The relationship of human beings to their work is defined as a basic relationship that comprises and defines us, out of which multiple relations with the social are established. In that sense the author asserts that despite the fact that education for the workplace constitutes one of highest priority demands for the socially vulnerable population, it does not receive the attention it merits from the educational standpoint. An education for work that is pertinent to the population in conditions of poverty must tend to be integral and attend to the diversity of the demanding population, besides being connected to government and non-government institutions that develop educational, health and work - training programs.

**Juvenile Self-employment:
Possibilities and Alterations**

LORENA YAZMÍN GARCÍA MENDOZA

This text deals with the meaning given by 38 Mexican youth to the fact of having turned out winners (between 2005 and 2007) of the contest titled "*Autoempleo juvenil*" ("Juvenile self-employment"), which is promoted by the Mexican Institute for Youth. The article asserts that for these youngsters having a business of their own is regarded as an important achievement, inasmuch as it allows them to be independent, manage the money earned and organize their time according to their needs. Besides, it represents an element of self-esteem and the possibility of eluding the risk of exclusion due to lack of work; therefore it constitutes an effective strategy for dealing with the problem of unemployment and precariousness of work that they face.

**Dreams and Frustrations
of Rural Youth with
Respect to Work**

SILVIA KREMENCHUTZKY

JESSICA KALWILL

In this article the authors share the results of research concerning rural youths from northwestern Argentina that was carried out at the end of 2007. It focuses on study, work, and the relation between them, taking into account the experiences, meanings attached them, opinions and expectations of these youth. Important changes during the last decades in economic and cultural terms have redefined the limits between the rural and urban realms and generated a new articulation between the local and the global. These changes become manifest as generational differences between the youth and their parents with respect to work activities and expectations. However, it is noteworthy that this "openness" (to the urban and global) does not modify the desire for a future professional and family life that takes place in their own hometown. What it does seem to modify is the level of illusion and then frustration when the local reality does not allow for those projects to become a reality.

**“Precarious” Educational Paths
of Youth from Popular Sectors:**

**An Obstacle for
Professional Education**

MARÍA IRENE GUERRA RAMÍREZ

This article analyzes the educational and professional paths of youth from popular urban sectors in Mexico and provides information about the reality that numerous groups of youngsters face in terms of education, insertion and social integration. It shows that among youth in popular sectors, learning for work happens mainly through the system of networks and local family and community spaces in which they live. These practices tend to provide low expectations for learning and development, which explains the discontinuity and fragmentation of their professional paths. The conclusion is that Mexican society today presents a difficult horizon for the youth with respect to the accessibility of professional education and their future insertion into the workplace.

**Education and Work in
Populations under Social
Vulnerability Conditions**

ALICIA BEATRIZ ACÍN

This article deals with key aspects regarding education and work in vulnerable populations, specifically sex workers and people deprived of their freedom, that emerge from current and previous research. It allows us insight into the perception of these two groups in relation to education and work and the place they occupy within professional and educational futures, and the conditions under which both processes are currently unfolding in relation to their involvement in an organization (in the case of the first group), and the imprisonment context (for the second group).

**Young Street People:
How to Contribute to Their
Preparation for Work?**

FRANCISCO URRUTIA DE LA TORRE

This paper presents an evaluation of the results of the work-oriented educational strategies of two Mexican NGO's dedicated to the attention of street youth. The research finds that the progress reached by these youth within the time frame of the study is statistically significant at the level of 90%, and that the differences between their performance averages are associated with their level of schooling with a significance of 99%. The findings of the study can be used as decision-making criteria for educational policies that NGO's, the government and cooperation agencies promote in favor of the youth who have lived and/or worked in the streets of Mexico and Latin America.

**The Way Youth Build
their Own Selves:**

**The Particular Case of those who
Studied in a Technical High School**

GRACIELA MESSINA RAIMONDI

The “globalizing” process for the most marginalized social groups, and in particular for youth in marginalized sectors, has meant living and growing up under conditions of increasing inequality and fragmentation. Recognizing that diversity is part of being young, the text deals with youth who have finished technical high school in Mexico and the way in which they continue their lives from that point on, both in terms of study and work, as well as their personal stories. From the conclusions that this research arrives at, the author identifies seven challenges for youth and adult education that are related to the generation of opportunities for education and work prospects that also serve as spaces for civic education, while strengthening the relationships among youth, and between youth and adults.

**Education for the Workplace in
a Rural Middle School:**

**Long-distance Middle Schools Linked
to the Community, Mexico**

ENRIQUE PIECK GOCHICOA

The article analyzes an innovative middle-school education experience in a rural area of the northern sierra in Puebla, Mexico, which has been implemented since 1982 in 14 middle schools in the long-distance modality linked to the community whose core component is education for the workplace. The author underlines four aspects that describe this experience: a) the strong appreciation students have for their teachers’ work, which is related to the fact that they come from communities in that area and in many cases they were students at those same schools; b) the link between educational and productive activities that allows them to go from theory to practice and from practice to theory while training the students for productive work; c) the strong presence of values such as responsibility and organization; d) the development of self-confidence, self-esteem and oral and written expression abilities in students, among others.

***Así se hace*, the Contest:
A Road of Shared Learnings**

ILIANA PEREYRA SARTI

The contest titled *Así se hace* (“That’s how it’s done”), aimed at rewarding and promoting social enterprises led by Latin American women, is an initiative of the ‘Network of Popular Education among Women’ and its creation dates from 1996. At this time, the contest has been held six times and produced the same number of books that compile the 40 winning experiences. The contest illustrates success in the following areas: making women entrepreneurs and their enterprises more visible, generating educational spaces for them, creating links and relations between institutions, as well as connecting strategies political influence.

Evaluation as Institutional Learning

CRISTINA GIRARDO
EVELYN VARGAS MARÍN

In this article the authors reflect on the contributions provided by evaluations made to the project titled “Young Community-Builders”, one version of the successful program titled “Youth Build” and developed in the United States, South Africa, Serbia and Canada. The project was promoted by an NGO in downtown Mexico City. Its purpose is to encourage the participation of unemployed youth in the development of the communities, so that as they receive training and develop their leadership abilities, useful activities for the community are developed as well. The evaluation presented in this article was carried out at the end of 2007 based on evaluations that were done in 2005. Among the reported results are the creation of spaces for joint reflection between evaluators and participants of the project, as well the generation of positive changes within it.

Toward Inclusive Didactics in Adult Education

IRMA BRIASCO

This article presents preliminary results of a study on “Systematization of inclusion experiences: The case of the Forge Foundation” carried out by the Educational Inclusion Practices Observatory of the National University of San Martín, Argentina. Forge Foundation’s Education and Work program is aimed at bringing youth closer to a cultural world - that of work - as a privileged means to their own economic support and to their personal and professional development. Among the results reported are the building and development of a pertinent and coherent curriculum that responds to the demands of the entrepreneurial sector, the foundation itself, the actors involved in the proposal and the social milieu.

Traducido por Camilo Patiño

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