
 A B S T R A C T S

Evaluations
**A Reflection for Youth
and Adults' Education**

 MARIANELA NÚÑEZ BARBOZA
MIGUEL ÁNGEL VIVEROS HIDALGO

Evaluation as a professional activity implies making judgments based on evidence obtained through rigorous processes of concept-definition and methodologies of information gathering and analysis. The article reviews the different functions educational evaluation can have, along with three different views: 1) evaluation as an event; 2) evaluation as part of a process that begins with planning, and 3) evaluation as part of a culture of permanent thought and recovery of learning. It approaches the false dilemma of whether educational evaluation must be quantitative or qualitative, since one or the other can be used depending on the evaluation's level (micro, meso or macro) and its context. Thoughts and recommendations derive from the article, which are aimed to improve evaluation processes so that they constitute significant learning and actual possibilities of improvement for educational practices.

**The National System
of Evaluation and
Certification of Studies for
youth and adults in Chile**

MARÍA EUGENIA LETELIER GÁLVEZ

The article deals with Chile's experience in the creation of a National System of Evaluation and Certification of Studies for youth and adults; the objective of this program is to guarantee the quality of the learning that is certified within the flexible modality of study-leveling. The model is based on evaluation by competencies, which make it possible to overcome the conceptions based on memorization of knowledge. One of the advantages of the system is that youth and adults are able to follow their educational paths according to their possibilities and interests, and in that sense it promotes life-long learning. The author points out that the advancement of youth and adult education implies not only the improvement of evaluation, but also improvement in teachers' training and curricular design, as well as expanding learning opportunities for youth and adults.

**Evaluation of the Fulfillment of
the Specific Rights of Youth**
The biographical dimension

HÉCTOR MORALES GIL DE LA TORRE

A study carried out in Mexico City regarding the rights of youth rights revealed that in fact, youth are not considered by public policy as subjects of rights. From that conclusion, the pedagogical proposal "What about you?" was developed, a proposal aimed at motivating dialogue with young people in order to evaluate the way they exercise their rights, in particular those who live in especially vulnerable situations. The project was coordinated by a non-governmental organization called 'Initiatives for Identity and Inclusion'. It involved different stages: the writing of narratives, and subsequently stories about the everyday life of youth in Mexico City; a debate based on the stories; a second part of the stories (what can we do?) and finally a third (what would you do?). Audio material for the radio and educational videos were produced as well.

Evaluating in Education for Youth and Adults

Orienting signs

SANDIE ALDEN

The imposition of standardized criteria for the evaluation of the skills of adult education teachers has brought negative consequences along with it, given that the field of youth and adult education is vast and diverse and requires that each educator develop different skills in order to carry out their teaching work successfully. The article questions the training of adult educators in the British system and is based on the author's experience; the article reveals the contradictions between the standardized evaluation system, and the philosophy and objectives of life-long learning promoted by UNESCO as the goal to be achieved in youth and adult education.

Levels of Analysis in Education-Policy Evaluation

Food for thought within youth and adult education

TERESA BRACHO GONZÁLEZ

The article approaches the subject of education-policy evaluation delving into questions that should be formulated about these policies in order to obtain valid and useful decision-making information. Four levels of education-policy analysis are described: technical-analytical, contextual, systemic and value levels. The author exemplifies her analysis by formulating questions on youth and adult education relative to the four levels analyzed. She mentions the importance of evaluation at the value level, which in many instances is not included in those exercises.

Evaluation-Oriented Training

The case of the

COINBIO Program, Mexico

ANDRÉS CAMOU GUERRERO

QUETZALCÓATL OROZCO RAMÍREZ

JORGE ODENTHAL

MIGUEL ÁNGEL VIVEROS HIDALGO

The article is a summary of an experience on the design and implementation of a monitoring and evaluation system for COINBIO (Program for the Conservation of Biodiversity in Native Communities of Oaxaca, Michoacan and Guerrero, Mexico), whose purpose was to monitor the physical execution of the program as well as to evaluate changes in biodiversity over time. The strategy developed involved the participation of community promoters, civil organizations, local and national government subsidiaries, in addition to COINBIO representatives. The variables and indicators used for monitoring, obtained from the components of the Program's general objective were: to promote the sustainable use of natural resources and the conservation of biodiversity and ecosystems (natural capital), as well as to strengthen the local capacities regarding the generation of initiatives for the management and conservation of natural resources (social capital).

**Evaluating in Education
A compass to remain on track**
DORA MARÍA RUIZ GALINDO

The Center for Studies on Rural Development (CESDER) located in Puebla, Mexico, is a non-governmental organization that has developed educational programs for youth and adult farmers and native people in the northern mountains of the state for 30 years. The article deals with the evaluation strategies implemented in the Rural Development Planning undergraduate program, which is completed in five years within the modality of “learning community”. Evaluation is conceived of as a flexible and creative educational process in which teachers accompany students and support them in order to attain their objectives.

**Evaluation in the
Context of Non-Formal
Educational Centers**
ANTONIO GARCÍA GARCÍA

CEDEX are educational centers for youth and adults which are attended mostly by people between 15 and 25 years old in order to complete and certify their elementary and middle-school education. The article refers to an experience in the popular neighborhood of Tepito in Mexico City. It presents the way in which diagnostic and formative evaluation is carried out so that curricular objectives are accomplished through the development of activities that integrate different areas of knowledge and establish a link to the concrete experience of students. The text proposes a radical but possible change in youth and adult educators towards a form of work centered on the person that learns.

**Evaluation of Learning
in Youth and Adults**
GLADYS AÑORVE AÑORVE

The article systematizes the author’s broad experience in elementary education with youth and adults. It argues that even though in this modality –as in regular formal education– the distinct moments of evaluation are present (diagnostic, formative, self-evaluation and co-evaluation), a continuing process of negotiation is required between traditional meanings, socially legitimized meanings, and those coming from the particular contexts and conditions of life as well as from students’ affective needs. Among the tools proposed for evaluation are conversation, didactic recycling of mistakes for the construction of new knowledge, as well as recreational activities.

Evaluation of a Project for Youth and Adults

Thoughts from the Management Team

ALEJANDRA HAYDEE AGÜERO

LAURA RENEE POLVORINOS

MARIANA CRISTINA SÁNCHEZ

The article reviews the process and results of an evaluation carried out by the authors, who were both promoters and executors of a flexible basic education alternative for youth and adults in a Center for Adults' Education in Córdoba, Argentina. The evaluation involved teachers, students and directors and regarded both the general administrative and political context in which the center and its agents are located, as well as the teaching-learning process. Among the most relevant findings is the fact that even though this modality has not managed to considerably decrease desertion indicators, it has been, on the other hand, welcomed by the students, who easily adapted to it. Some accurate features of the evaluation process were the gathering of information since the beginning of the project and the participation of all actors involved.

Innovation and Rescuing of "best practices"

Evaluation Experience from Civic
Education Projects

MARIANELA NÚÑEZ BARBOZA

The article describes an external evaluation project developed by CREFAL in 2007, regarding IFE's (Federal Electoral Institute) civic education program in Mexico. It describes the methodology that was used to delimit the object of study, define the sample and gather field information. Two dimensions were considered in the analysis: administrative and pedagogical. The text, among other aspects, makes an emphasis on the need of incorporating into evaluation exercises all actors involved in information gathering or the retrieving of results; clearly define the meaning of the concepts that will guide the exercise, and "negotiate" the different senses of the analytical frameworks and the tools to be used, in the understanding that there is no possible neutrality in social sciences, neither in the concepts nor in the methodologies.

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