

A B S T R A C T S

**The principles of
fundamental education**

ISIDRO CASTILLO (EDITOR)

In June 1951, a few months after the founding of CREFAL, a seminar was held with the students of the first generation, to study the principles and implications of fundamental education. As a result of this experience, together with the UNESCO documents on the subject and the results of the first experiences of implementation of fundamental education in the communities of CREFAL's "area of influence", Isidro Castillo drafted the document "Ideology, principles and methodological guidelines" ("Ideario, principios y orientaciones metodológicas") of this Centre. Two sections of this document are included in the text presented: "Preface" and "Principles" which are unavoidable reading on fundamental education.

**CREFAL: ideology and
proposals for action**

HUGO ZEMELMAN

This text was prepared by Dr. Hugo Zemelman during his last stay at CREFAL headquarters (September 30th to October 3rd 2013). It is based on the studies the author conducted about founding and subsequent CREFAL documents, viewed from the perspective of policies and the transforming task of education. The purpose of this document is to present the challenges currently faced by CREFAL, and to suggest some lines of work to meet these challenges. The proposed lines are: Transculturality, social identity and projects; Population, individuals and national development project; Untying of educational policies from employment policies; youth as a cultural, politic and economic issue; Adults: education and employment; and Technical training and humanistic education: rescue of subject or its reduction to a resource.

**Generation and
management of
knowledge in the
*Pátzcuaro School***

DIEGO ITURRALDE GUERRERO

For the founders of CREFAL, research was a key activity as it allowed to know the individuals in their environments, retrieve their wisdom and design educational programs that would be carried out in the localities. Since then, applied research has been one of CREFAL's lines of action and a component of the educational programs developed with students. In the 70s and 80 was driven a knowledge management scheme that actively involves teachers, students and inhabitants in the localities of the CREFAL's "influence area". Thus, participative research, oriented to education as the principal knowledge management methodology in the institution, is established. Currently, CREFAL's Research and Assessment Area organizes its activities into four closely interconnected fields: knowledge generation, assessment and monitoring, diffusion and dissemination, and documentation and information.

Lifelong learning for the socio-economic and civic participation in the XXI Century

Reflections on the educational offer of CREFAL

ILSE BRUNNER SCHOENEMANN

Since its founding, a central aspect of CREFAL's activity has been the training of teachers and decision makers involved in the design and implementation of programs and educational policies for youth and adults. The educational offer of CREFAL has been adapted to time and resource limitations of the institution and the stakeholders, by leveraging communication and information technologies. CREFAL currently offers a mosaic of educational opportunities for the professionalization of teachers in the field of youth and adult education. The current educational offer includes courses, diplomas and master degrees in attendance, semi-attendance and on line programs, within the framework of lifelong learning.

Institutional cooperation in the face of the challenges of educational inclusion and quality

EMILIO CORAL GARCÍA

Inclusion and quality are two conditions that education must fulfill to impact the solution of socio-economic and educational inequality prevailing in the countries of Latin America and Caribbean. The emphasis that these countries have placed on expanding the coverage of educational services has not gone hand in hand with providing quality education, i.e. pertinent, linked to the problems and concrete needs of the people. Facing the challenge of making a pertinent and inclusive education involves the need for synergies between the different actors involved in it (school, social development government entities, parents, authorities at various levels). Cooperation plays an important role in strengthening the leadership of school and community in the dialogue with other government and social actors.

Inter-American Journal of Adult Education (Revista Interamericana de Educación de Adultos)

Six epochs and 35 years in the dissemination of knowledge

JAIME R. CALDERÓN LÓPEZ VELARDE
MARGARITA MENDIETA RAMOS

On its 35 years trajectory in the field of education of young people and adults, the *Inter-American Journal of Adult Education* has collaborated in the dissemination of broad and diversified contributions which have enriched the practice and theory of education of young people and adults. The article analyzes this trajectory by identifying six stages; in each stage are considered the objectives, structure and policies that have given direction to it, as well as the influence of international organizations such as OEA and UNESCO in its orientation. The journal has published a total of 79 numbers. In the last stage, from 2010 to date, its features were adapted to become a scientific and peer-reviewed publication; and now the accreditation from bodies as CONACyT is being searched.

The Pátzcuaro School in the ways of engraving in Mexico

EULALIA NIETO

Engraving has played a dual role: as expressive and educational resource. The text provides an overview of the history of this technique from the origin of human civilization, passing through the invention of the printing press, the Enlightenment, and its role in the evangelization of the Spanish colonies in America. In Mexico engraving became very important after the revolutionary movement with groups such as the *Popular Graphics Workshop* (Taller de la Gráfica Popular). In CREFAL, engraving played a key role in the years of fundamental education, when this resource was widely used for book production, didactic materials, posters, etc.

Curatorship and restoration of clichés owned by CREFAL: memories of an exhibition

JAVIER ORNELAS HUERTA

To mark the 60th anniversary of CREFAL, 38 engraving plates preserved in the institution were restored and their corresponding printings were made. From this, an exhibition was mounted in which the plates, the printings and the original publications (didactic materials) were exposed. The text narrates the curatorship and restoration process of the plates.

Opopeo: from agrarian to artisan community

The carpenter's trade: a legacy from CREFAL's socio educational activities

SANDRA PIÑÓN GUÍA

The text gathers testimonies about the impact of CREFAL's educational actions in the first decades of work on the shore of the lake in Pátzcuaro. Specifically, it refers to the influence of teaching of carpentry in Opopeo, where this intervention was the trigger for the transformation of the community's agrarian identity. Currently most of the population is engaged in wooden furniture manufacturing; and in some cases the design they were taught in the 60s is still preserved.

Traducción: Idalia López Castañeda

