

A B S T R A C T S

**Reading and writing processes
in young people and adults
Pathways to other possible worlds**

MARCELA KURLAT

The reading and writing processes mark paths that start at birth and never end. This text begins with an autobiographical narrative about the incursion and immersion process of the author in written culture; from there argues that the fact of belonging to a literate world makes each person to construct ideas and knowledge about what the graphic marks represent. These ideas and knowledge, in turn, are conditioned by family, economic, social, and cultural context of each person. In the end, this whole set of complex relationships determines how each person sees itself with regard to reading and writing.

**The Literacy, Basic Education
and Work Program (PAEByT)
experience in the city of
Buenos Aires**

FÁTIMA CABRERA DE RICE

The article describes the institutional pedagogical framework, the main characteristics and the way the educational centers of the Literacy, Basic Education and Work Program in the City of Buenos Aires are organized. The program was initiated in 1985 and has 70 schools located in neighborhoods and slums of Buenos Aires, grouped according to their territoriality, which promotes networking and attention to regional issues. It works in the pedagogical perspective of popular education with adolescents, youth, and adults, mostly women, in contexts of poverty and exclusion. Its purpose is to contribute to the emancipation of thought and good living of the population.

**Writing at the service of the
subjective reflection processes
Or write to think (oneself)**

MARIELA HELMAN, GUILLERMO MICÓ Y

ALICIA DEL VALLE VERA

The article refers to the Reorganization Program of School Trajectories of Over-age Students, which serves children whose school careers have been interrupted or truncated. The proposal is to develop language practices that privilege speaking and listening, reading and writing, beyond the traditional teaching of school contents. In the article, two scenes are described in which the collective writing and rewriting of actual events served to give sense to the experienced fact. The authors state that the aim is to make available to individuals the tools to arm and disarm their stories; and in that (self) narration, find the meaning of what is narrated.

**Language practices in
curriculum design for youth
and adults in the Province
of Buenos Aires**

ALEJANDRA DEFAGO Y VIVINA DA RE

The fundamentals of the proposed curriculum for primary education for youth and adults, developed by a group of curriculum design specialists together with management and teaching staff from the district of Quilmes of the Directorate of Adult Education of the Province of Buenos Aires between 2012 and 2013, are presented. The article exposes the basic ideas behind the curriculum design, which was based on the concept of "language practices" (writing, reading and oral) and the idea of literacy as a contextualized process that occurs throughout lifetime. The curriculum organization involved the work in three interrelated areas or axes of language practices: literature, study and civic education.

Youth, adults and literature
The construction of a possible bridge

ANA SIRO Y JAVIER MAIDANA

The Cultural Bridges experience, an artistic movement founded in 2007 by cultural managers who work with children, young people and adults, is exposed; sometimes the work is done in partnership with schools, allowing a sustained work. It has virtual and face to face activities. The article develops the books table, a device that allows participants explore new texts and share with the group the views and feelings that these texts detonate. Books that are available must be carefully selected in terms of quantity, topics and authors; the space (the table, the chairs in a circle, lighting) must also be prepared for individual and collective work. There is a time of exploration and reading, and another for opinions exchange. This device allows simultaneous access to the language and written culture.

Exchange between readers
A project with women and children
in the context of confinement

MARÍA CLAUDIA MOLINARI

The article refers to an experience of reading and writing with mothers in confinement and their children; it is an outreach program of the National University of La Plata dating from 2010. The activity that is exposed is La Ronda, which comprises a workshop with children (children of inmates) and one with women, in weekly two-hour sessions. The workshop with women is developed around a table with books; women select their reading, read in silence. Reading aloud is also made on the initiative of those who want to share their reading. Among the results reported, we can see that women feel very different in that space than in the pavilions, as it is a calm place that leads to interaction and reflection. The book table improves the reading ability of the participants and detonates other literacy practices outside the workshop.

"I would like to write better..."
The experience with writing of a
rural worker from a settlement
in Agrarian Reform

INEZ HELENA MUNIZ GARCÍA

The text recounts the experience lived during an investigation carried out with rural workers in the process of literacy, living in a settlement of Agrarian Reform in Brazil's northeast region. Then follows the case of a 61-year-old woman and her concern for rightly answering the tests they were applied to find out their reading, writing, and math skills. The text deepens in how she "pronounces" her world through writing, i.e., it holds that language is a social practice, and as such, is linked to reality. For the author, the challenge of education is to produce a responsible response in which the social uses of writing are recognized and new tools to read and explain the world are provided.

Stories of literacy
Reading and writing in the lives of
adults with low schooling

MARIA DE LOURDES DIONÍSIO

The text is based on a study of 113 adults who participated in certification processes in 16 adult education centers in the district of Braga, Portugal. The study consisted in accompanying the adults up from their entry to the Center until six months after their certification. The article publishes some results of the study, regarding, inter alia, the lack of appreciation of the skills of literacy, which were not obtained in school settings, but enable them to thrive in a literate world. It also presents results related to teachers, who reinforce this belief when relate reading books with the ability to reason. The article concludes that in the end of the training process for certification, adults show changes in terms of increase and fluency in their reading and writing practices, and in terms of valuation of themselves as readers.

The construction of literate
knowledge with family
The case of women with little
schooling in rural environments

MARÍA LETICIA GALVÁN SILVA

This article is based on the results of a CREFAL's project about literacy and written culture, conducted between 2010 and 2011. The project was aimed at detecting the knowledge in reading, writing and math that adults in the process of literacy have, in three neighboring villages to Pátzcuaro. The author presents the results grouped into three categories: the construction of literate knowledge; directionality of this knowledge (knowledge that women have is described, as well as the needs it satisfies); and beliefs about the learned knowledge: contrary to common belief, the newly literate adults do not apply new knowledge immediately to solve problems of everyday life.

"Here you learn"
The creation of spaces for writing and
reading with young people and adults

IRÁN G. GUERRERO TEJERO

The workshop More than computers (Más que computadoras), that CREFAL develops, aims to explore with people from a rural and a suburban community of Pátzcuaro, the uses that they give to various technological devices, and the possibilities to expand their use to meet communication and recreation needs. The author, project manager, retrieves the case of a woman who arrives to the workshop stating that she cannot read nor write. Describes the process of discovering her own literate knowledge, as well as the possibilities of expanding it, by belonging to a group where values such as mutual trust, appreciation of its members and their knowledge, and recognition of unlimited learning capacity of each one prevail.

The meaning of literacy
Dialogue with Amanda Toubes
and Marta Marucco

Amanda Toubes and Marta Marucco are Argentine educators and researchers, whose trajectories date back several decades. In the dialogue with Marcela Kurlat, they recount how they started to be involved in the field of education, and especially in literacy. This text addresses critical issues related to literacy, such as the minor importance of the method and the negative perception that people in process of literacy have about themselves and their ability to learn. In this sense, it highlights the importance of teacher's role to create a climate of respect, trust and recognition of the person who is in process of literacy.

**Popular primary schools of the
movement "La Dignidad"**
Buenos Aires, Argentina

Urban social movements in Buenos Aires around the conquest of rights also involve the struggle for the right of education. In the dialogue with Marcela Kurlat, Anabela Nieto, from "La Dignidad", explains how the movement gives response to people's demand on literacy and the certification of basic education. It is clear that the purpose of popular primary schools is an academic training that goes beyond the statutory curriculum contents and certification; this is about creating spaces for political reflection that contribute to the struggle for the conquest of all rights.

**Stories that smell like
herbs and pre-texts**

MARGARITA MENDIETA RAMOS

From excerpts of her logbook, Margarita Mendieta shows brushstrokes of her role as literacy teacher of a coworker in CREFAL. It is presented in the text the power of learning from the rescue of what each person already knows and their personal interests. The text also exposes some difficulties related to methodological issues and to the lack of teaching materials, faced by the literacy teacher; and the limitations of certification exams, which measure, more than acquired knowledge, the knowledge that the person has about the operation of exams.

**The story of Gabriel, between
the school world and the
newspapers world**

MARCELA KURLAT

During her PhD research at UBA, Marcela Kurlat closely met Gabriel, a 40-year-old man who lives in a poor neighborhood of Buenos Aires and attends, since 2011, a literacy center operating in the area. The text exposes his difficulties to recognize his knowledge in reading and writing, embodying each day for his job (he is a newspaper deliveryman), the overrated academic knowledge, and a devalued perception of himself, regarding to his own learning ability.

Traducción: Idalia López Castañeda