

A B S T R A C T S

And now where are we? An approach to training of educators for young people and adults

CARMEN CAMPERO CUENCA

In this paper the author reviews the most significant aspects of education for young people and adults from the twentieth Century, especially in Latin America. It also characterizes adults' educators and the difficult contexts in which they do their work, as well as the difficulties they face to professionalize themselves. Several UNESCO declarations and agreements reached at recent international conferences on education for adults and the adoption of learning throughout life approach give basis to the importance of broadening and strengthening the professionalization of educators for adults. The author analyzes common theoretical and methodological aspects of 15 training programs for teachers of young people and adults, which are held in various contexts in Latin America, among them, seven are included in this issue of *Decisio*. Among the commonalities are seven characteristic methodological aspects of the comprehensive, thoughtful approach, which assumes the right to education for both trainers, youth and adults, and its importance as a gateway to all other rights are targeted.

Youth and adults' education inside and outside the classroom. Continuing education as a strategy for advocacy in an experience of curricular reorganization

ROBERTO CATELLI JUNIOR, MICHELE ESCOURA Y EDNÉIA GONÇALVES

The text describes a reworking curricular experience of youth and adults' teacher training, which was conducted between 2013 and 2014. The project was developed by Ação Educativa (Educative Action), a Brazilian NGO, together with two municipal governments. The working methodology was substantiated on a set of own materials, and in a research and evaluation process in local context that culminated in spaces for reflection in which specialists and teachers for youth and adults came together. A project key activity was a diagnosis of each municipality through quantitative and qualitative data about the context and the subject of education for youth and adults. At the end of the inquiry and reflection process a counselor document (or management plan) was developed which includes the revision of pedagogical political project for schools. The revision has served as a starting point for channeling changes that have been agreed on to make in each municipality.

CREFAL Postgraduate Program for youth and adults' educators

ERIKA SALAZAR

The article presents a Specialization Program in Pedagogy for Training of Youth and Adults, created by CREFAL in 2006. The purpose of the Program —which has a socioconstructivist approach— is that students know or deepen the principles and bases of education for young people and adults, analyze their practice and develop proposals to improve and update this practice. Throughout the six modules participants reflect on the philosophical, epistemological and didactic foundations of youth and adult education, and pedagogical elements relating to curriculum design, techniques and group dynamics, production of teaching materials and tool development for learning assessment are identified. Throughout the Specialization Program, students produce innovative proposals to put into practice in their work environment. The program has 230 hours

**Committed to the formation
of popular educators.
The experience of Popular
Education Certificate Course**

NÉLIDA CÉSPEDES

divided in five online modules and a sixth presential module. The Specialization Program has had ten generations of graduates from nine Latin American countries, including Mexico.

The Certificate Course for Popular Education Trainers has since 2012 developed in partnership between the University Antonio Ruiz de Montoya and the Council of Popular Education in Latin America and the Caribbean (CEAAL for its acronym in Spanish). CEAAL is a popular educators' movement with presence in 21 countries in Latin America. The framework of the certificate course is popular education, characterized by promoting critical analysis of political, social, cultural and economic reality; and having emancipatory political intentions. The course has two work lines: a) approaches, theories and concepts of popular education; b) intervention strategies and pedagogical proposal. It develops in six modules and its methodological strategy involves three steps: 1) collecting experience; 2) facilitating interlearning through the exchange of ideas, arguments and reading; 3) returning to the social practice. The article highlights the importance of partnerships between civil society organizations and networks of organizations like CEAAL, and academic institutions of higher education to enhance the scope and quality of training for teachers for youth and adults.

**The Certificate Course in Teacher
Education with emphasis on
literacy, primary and secondary
education for youth and adults**

MARÍA AURORA CARRILLO GULLO

Fundación Transformemos is an initiative of civil society organizations in Colombia, founded in 2006, whose purpose is to contribute to the inclusion of vulnerable population in quality education processes that enable its human and social development according to current requirements. The On-going Training of Teachers Plan, which is part of the Certificate Course is based on an assessment of training needs for teachers who work in education for youth and adults in contexts of vulnerability. The Certificate Course emphasizes on basic education and literacy. It is divided into three semi-presential modules, in 160 hours during six months. The Certificate Course has been developed in different regions of the country and supported by local universities; in this way it has trained more than 600 teachers. The article highlights the importance of strategic alliances between the Foundation and other institutions for accreditation and costs reductions for students.

**A significant training experience
with educators for young people
and adults**

MARÍA DE LOURDES VALENZUELA Y
GÓMEZ GALLARDO

The Certificate Course, "Theoretical and methodological foundations of socio-educational practices with youth and adults", launched in 2011, is based on deep knowledge accumulated over 30 years in the Universidad Pedagógica Nacional (UPN-México) about theoretical, pedagogical and methodological issues as well as its actors. The purpose of the Certificate Course is to favor the appropriation of theoretical and methodological approaches that allow youth and adults educa-

tors to reflect and transform their educational practices. The Certificate Course is formed by six theoretical and methodological seminars that address the socio-educational processes with young people and adults. It is made up of six presential attendance seminars during 198 hours (one year of academic work). From the point of view of the methodological strategy, it is considered as a point of departure and arrival to educational practice. Challenges identified are: attention to diversity of demands and development of strategies to promote the permanence of students, given the difficulties they face in their context of life and work.

Experience of Certificate Course in education for Adults at the University of Playa Ancha, Chile

VIOLETA ACUÑA

The Certificate Course in education for adults is the first educational offerings at the University of Playa as postgraduate training in the subject. The Certificate Course is intended to specialize professionals working with adult population at the formal and informal level, in the development of cognitive and socio-affective skills for people's self-realization. The Certificate Course is organized in three quarters; including nine modules, which means 400 hours, half of them as presential attendance. One of the results of the Certificate Course is to be a support for critical review of the work done in education for adults in the country, and basis for the proposal of a Master's degree program initiated in 2014. Also highlights the experience of teaching educators working with adult prison inmates. The Certificate Course has been a source of knowledge about diversity of actors and contexts that constitute teachers and users of youth and adults' education in Chile.

The training of educators in basic education for youth and adults: an experience in Oaxaca, Mexico

CARMEN DÍAZ GONZÁLEZ

The Instituto Nacional para la Educación de los Adultos (INEA-México) develops the so-called Model of Education for Life and Work (MEVyT for its acronym in Spanish), which has a modular, flexible, open and diversified structure, to meet the diverse needs of young people and adults who have not completed their basic education. The article describes the experience of the Certificate Course "Training Processes in Education of Youth and Adults", which was held in Oaxaca (Mexico), by the Instituto Estatal de Educación de Adultos (IEEA) in partnership with the Universidad Autónoma Benito Juárez de Oaxaca (UABJO). The Oaxaca state is characterized by high rates of youth and adults without basic education, poverty in most of its municipalities, and a wide and dispersed geography. A first step was to have a characterization of the 3972 IEEA advisers and the conditions in which they work. The course includes 5 thematic modules and one transversal which consist of developing a project for educational intervention that responds to the problems detected by the advisors in their practice and context.

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