

A B S T R A C T S

Recognition and certification of learning in the Education of Young People and Adults: experiences, challenges and recommendations

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One of the tasks that has opened the debates in the international meetings on education is the low recognition and certification of non-formal or informal knowledge and learning of young people and adults in the countries of Latin America. For this reason, the author presents the experience carried out with other representatives of countries in the region in which they gathered information on the subject and analyzed the proposals developed in the countries. Included in the text are those of the four that have implemented educational policies for the certification of learning: Mexico, Brazil, Chile and Argentina. The idea of this analysis is to have bases to propose essential elements to implement certification programs and promote the creation of a System of recognition of knowledge and learning of young people and adults in the countries of the region.

The importance of professional actors and teams in the implementation of programs for the recognition and certification of knowledge for young people and adults

RONALD HUGO GUADALUPE ÁLVAREZ

Based on the experience of the Chile Califica program, this article analyzes the importance of the participation of multidisciplinary professional actors and teams and the support of solid public policies in the implementation of programs for the recognition and certification of knowledge for young people and adults. This program was developed by the Ministry of Education, the Ministry of Labor and the Ministry of Economy of Chile, with a multi-sector governance where civil society and academia also participated. The Chile Califica program aimed to improve the training and certification of work and academic skills for young people and adults over 15 years of age. It is recommended to continue strengthening these programs, adapting them to the changing needs of society, to move towards a more inclusive and equitable education for the most vulnerable populations that do not have a certificate to support them.

Plurinational System for Certification of Competencies

MARIO REINALDO QUINTANILLA

ARANDIA

The changes in the Bolivian political Constitution that transform the Republic into a Plurinominal State reach the Ministry of Education with the Law "Avelino Sinañi-Elizardo Pérez" 070. It is in this context that the Plurinational System for Certification of Competencies in Bolivia operates. In this article, the author describes the experience and achievements in terms of the certification of more than 10,000 people, in more than 150 occupations in different productive, service, and sociocultural sectors. He places special emphasis on the importance of offering people who have not had the opportunity to continue their studies, especially in the technical area, a certification that recognizes their labor competencies and allows them to improve their employability conditions.

Diploma: Strengthening teaching practice in the implementation of the Bilingual Indigenous Model (MIB)

A certification experience for trainers of young people and adults

JESÉ ROMERO GODÍNEZ

The experience presented in this article highlights the importance of carrying out educational projects that start by placing people at the center and betting on the collaboration between government institutions, civil society and alternative educational projects. The process of training trainers is presented, which materialized in an in-person diploma for the certification of teachers in the field of education with young people and adults, specifically in municipalities where there are training processes using indigenous languages. With the experience of planning and training processes of the Diploma of Strengthening the Teaching Practice in the Implementation of the Bilingual Indigenous Model (MIB), the author recommends that the projects should be prioritized as acts of dignifying people's lives, and as contributions to the construction of community and cultural and social development.

Certification and accreditation of basic education and technical training

The experience of the General Workers' Education Program (EGO) in Peru

CÉSAR PICÓN ESPINOZA

The text presents the experience of the General Workers' Education Program (EGO) that was carried out in Peru with the manufacturing workers who were students of the National Service for Industrial Learning and Work (SENATI) in the sixties. The author explains that at that time, the education of young people and adults for the popular sectors had not clearly defined its contextual framework, conception, vision, mission, objectives, policies and strategies, and that the EGO program constituted an innovation assumed as a process of recognition and assessment of knowledge, know-how and experiences in all its subprograms, one of which was the Subprogram for Certification of the Learning carried out by young people and adults in the different spaces or areas of learning.

The education of young people and adults from a social construction perspective in the Ecuadorian context

Systematization of educational experiences. A strategic research project that shows its results

MADÉLIN RODRÍGUEZ RENSOLI
ANA ISABEL DELGADO DOMÍNGUEZ

The IV Andean Meeting organized by DVV International in Ecuador in 2018 was the starting point for this research that covers significant experiences in the education of young people and adults in seven provinces and 16 cantons, as well as 70 educational institutions in the coastal, highland and eastern regions of Ecuador. The diversity of the scenarios covered to systematize the experiences encouraged the authors' curiosity to know, investigate, ask and build an education of young people and adults (EPJA) together with each of the actors in each space. The results obtained during this research showed the need to adopt an ecosystemic conception in EPJA that configures the territory as a learning environment, which leads to positioning young people and adults in a horizon of opportunities that give them a sense of identity.

**Alternative Basic Education
in Peru
Encounters and disagreements
with EPJA**

LUIS VASQUES QUISPE

This article explores some of the challenges and opportunities facing Alternative Basic Education (EBA) in Peru, especially the urgent need to expand its coverage to reach a greater percentage of the millions of young people and adults who have not yet completed their basic education. It presents the activities carried out in the Program for Education for Young People and Adults (PEBAJA) through the Alternative Basic Education Centers (CEBA) and the strategies implemented to overcome the barriers that have limited the scope of EBA; one of them being the certification of learning. It also reflects on the relationship between EBA and the Education of Young People and Adults (EPJA), the latter framed in a broader context of lifelong learning as defined in the Seventh International Conference on Adult Education in Marrakech.