

## INEA RESULTS UPDATED SUMMARY 1997-2007

### I. Overview

#### *Background information (ethnic groups)*

Mexico is a country of cultural diversity. This is essentially expressed with the presence of more than 62 ethnic groups, 68 linguistic associations and 364 linguistic variations, many of which are not able to communicate among each another. According to the XII Population and Housing Census 2000, these ethnic groups currently represent the 10% of the total population (7.6 million inhabitants), whereas the Population and Housing Count 2005 reported 6,011, 202 speakers of a language (referred to as HLI) in the country. The difference among speakers of each language is evident: Nahuatl is spoken by 1'448,936 people (24% of the HLI total) whereas Aguateco is spoken by 23 people<sup>1</sup>.

It is important to mention that even when these groups share the same cosmovision and cultural features adopted during 300 years of colonization, inside every ethnic group there are fundamental cultural and linguistic differences.

In Mexico, 30.1 million 15 year-old inhabitants<sup>2</sup> (approximately 50% of the population within this range) have been left behind in basic education. Ethnic groups represent this percentage.

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<sup>1</sup> Ídem.

<sup>2</sup> INEGI, Censo de Población y Vivienda 2005

Based on the information provided by the National Population and Housing Census 2000, INI-CONAPO estimations, INEA

Rates of illiteracy of Spanish native speakers and ethnic groups in 2000 and 2005

Year	Spanish speaker (referred to as HE)			Indigenous language speaker			Total		
	15 year-old population and HE	Illiterate population 15 year-old and more HE	%	15 year-old population and more HLI	Illiterate population HLI	%	Total population 15 year-old and more	Total illiterates	%
2005	64,127,059	4,269,832	6.7%	4,675,505	1,477,981	31.6%	68,802,564	5,747,813	8.4%
2000	58,045,473	4,343,255	7.5%	4,797,165	1,598,836	33.3%	62,842,638	5,942,091	9.5%
Increase/decrease	6,081,586	-73,423	-0.8%	-121,660	-120,855	-1.7%	5,959,926	-194,278	-1.1%

Source: X Population and Housing Census 2000 y II Population and Housing Count 2005. INEGI

estimations, the census sample of year 2000 and the Population and Housing Count 2005, it is known that the rate of illiteracy among the indigenous population has increased to 36.1, while the global illiteracy rate in the country is 8.4.

Likewise, in terms of differences involving gender, there is a clear disadvantage for females, since 39.6% of indigenous women are illiterate, while men rate is at 23.2 %.

Rates of illiteracy based on gender and sectors of population in 2005

Gender	Spanish native speaker			Indigenous language native speaker			Total		
	15 year-old population and HE	Illiterate population 15 year-old and more HE	%	15 year-old population and more HLI	Illiterate population HLI	%	Total population 15 year-old and more	Total illiterates	%
Men	30,499,725	1,697,530	5.6%	2,283,081	530,594	23.2%	32,782,806	2,228,124	6.8%
Women	33,627,334	2,572,302	7.6%	2,392,424	947,387	39.6%	36,019,758	3,519,689	9.8%
Total	64,127,059	4,269,832	6.7%	4,675,505	1,477,981	31.6%	68,802,564	5,747,813	8.4%

Source: INEGI Count 2005

The average schooling years among indigenous population by 2005 was 5.3 in contrast with 8.4 in general terms.

Based on the aforementioned, it is evident that the illiteracy problem is highly concentrated in the indigenous population, hence; the states which have been populated by most part of ethnic groups are, at the same time, groups with a major range of illiteracy, i.e. Chiapas, Oaxaca, Guerrero, Puebla, Michoacán, Veracruz and Hidalgo.

## **II. AEA**

### **1.1.4 How to match politics and execution strategies with:**

- **Other sector's politics (health, economics, work, rural development, etc.)**
- **Other objectives, such as gender equity, social cohesion, active citizenship, cultural and linguistic diversity;**

Since politics and execution strategies of the AEA must respond to groups among population which needs are to be solved, as well as situations and problems at a national level that have been happening continuously or as an emergency, the approaching must be defined based on programs or integral strategies, inter-institutions or inter-sectors. Discussing forums, working and reaching of agreements must be held, as well as defining global tendencies, distributing specific responsibilities to each sector, institution or organization, as well as commitments of collaborative efforts among other actions, which result in harmony. In the case of INEA, harmony strategies demand project instrumentation and specific agreements. Regarding the academics, participation in several working groups, such as defining actions and ways to support, adjusting or expanding educational offerings or, if necessary, developing modules and educational materials with different contents is a common activity for health, employment and social development, above all.

In the referred period, among the mentioned programs, those that have stood out are intended for to migrant farm workers, who have evolved since the Farm Worker Population Inter-sections Attention Program 2001-2003 was develop and the project to Encourage and Improve the Intercultural Education of Migrants (referred to as FOMEIM) 2003-2006, which is now the Integral Strategy for the attention for Farm Workers and their families promoted since 2007. All these programs have been settled based on the agreements

among different offices involved in services given to this population in coordination work, so that the project receives specific resources from institutions involved in its execution.

Regarding health issues, the programs that stood out were devoted to fight addictions which were coordinated by the Ministry of Health and its agencies, the National Council against Addictions (referred to as CONADIC), through specific programs such as Prevention and Control of Nicotine Poisoning Program since 1998 and the National Program for the Attention of Alcoholism for Indigenous People since 2005, which have taken actions collaborative efforts in several campaigns, as well as produced educational materials, organization and participation in symposiums and national and international conferences and the elaboration and follow-up of decision making on this matter. Also, the sexual and reproductive health topic, specifically for preventing HIV, pregnancy in teenagers and several diseases have been a priority for the Ministry of Health and related agencies.

Coordinating actions regarding gender has been a task of the National Program, along with the National Institute for Women (INMUJERES) which has acted as a regulator which has played an important role introducing gender equity awareness in basic education for EA and the training of educational agents.

Regarding citizenship, there are federal institutions such as the Federal Attorney General, the Federal Election Institute and the Human Rights Commission (these two as independent departments) that have played an important role in the establishing coexistence and participation rules to approaching several politic and social sectors. In this context, the INEA has worked to build modules and educational materials focused on promoting citizenship awareness in different areas and from different points of view, peaceful coexistence: legal culture, electoral processes, practice and promotion of Human Rights, among others.

Regarding linguistic and cultural diversity there is a permanent coordination oriented by legislation and national politics which is contained in the National Program for the Development of Indigenous People coordinated by the National Commission for the National Development of Indigenous People (referred to as CDI) and the National Institute for Indigenous Languages (referred to as

INALI) that work together for the linguistic consensus of groups and linguistic variations and the development of educational materials of different educational organizations. As for the INEA, this harmonic work is shown in the Indigenous Lifelong Learning and Work Skills Bilingual Model (referred to as MIB) and its modules.

**Chart 1**

Programs	a) Supplier			b) Learning Area					
				General Scopes					
MEVyT	INEA and IEEAs			XX					

**2.1.3 What are the bonds between the formal and the informal approach? Please describe them**

As part of the acknowledgement and certification of basic education, the National Institute for Adult Education (INEA) is in charge of authenticating knowledge acquired in everyday-life so the person:

- can use them as a starting point in the learning process;
- gets an equivalent that allows placing him/her in a specific point of the basic program;
- has the possibility to continue studying in formal institutions;
- can achieve a better performance and development in the working field; and
- Can get and acknowledgement of working competences.

To comply with these points, the INEA has established rules every year with the purpose of defining, regulating and generating guidelines and criteria that allow the validation and certification of formal and informal learning.

There are several mechanisms that link actions of the formal and informal field, such as:

- Formal studies equivalence to incorporate, use and comply with basic education.
- Taking a diagnose exam which results allow the person to get the elementary and/or junior high certificate, or being placed in the correspondent level to comply with basic education.
- Acknowledgement of courses and training workshops for lifelong learning and work skills to complete diversified modules for the educational model.
- Determination or selection of the learning route based on specific needs, experiences and life situation.

In the reported decade a tight link has been kept with several institutions of the public sector that strengthen the synergy among the formal and informal fields.

It is worth of attention the collaboration with the National System of Integral Rural Training (referred to as SINACATRI), which is the office responsible for articulating the efforts of technical rural training of the different government offices, and the participation of the public and private sectors such as: SAGARPA, INCA RURAL, SE (FONAES), SEDESOL, INDESOL, DGETA, STPS, CONOCER, FINANCIERA RURAL, SRA, FIRA, IMEDER, CONEVYT-INEA.

Towards the collaboration with SINACATRI, it has been possible to create actions to promote, strengthen and to expand commitments, as well as options among different entities of the country, to validate training courses and diversified modules, as well as local projects and evaluation mechanisms.

Other actions to link formal and informal fields are:

**Opportunities Program.** The Health Department and the INEA participate in this program, which supports mothers with scholarships, so they can participate in educational activities that have to do with health and basic education, while encouraging them to support their children's formal education.

**Involving students of junior and high-school.** Inter-institutions Social Services to support literacy programs and/or basic education of institutes and state offices of the INEA.

**Inter-sectors Program Let's Continue Learning in the Hospital.** The Health Sector, the Public Education Secretary (SEP) and the INEA work together in this program to provide different educational options to sick children or children that have to be in a hospital really often, families and hospital workers.

**Education for Special Groups.** This educational action is performed by the Direction of Special Education of the SEP, using material of the MEVyT. Educational centers provide attention to low learning students, visual impairment and blindness and short-vision people. Moreover, this direction along with a civic organization has made special versions of the MEVyT material visual impairment and blindness and short- vision people.

## **2.2 Participation in the AEA**

### **2.2.1 Statistical information on participation**

**b) Show participation in specific programs (e.g. literacy, basic arithmetic); health (including HIV prevention); training for the acquisition of competence to generate incomes; fulfilling of special needs of learning (e.g., inmates, migrants, handicapped); acquisition of technical competences (including TIC). Please provide information about the total amount of participants, broken down by age and gender (if available).**

**Accredited modules completed by topics at a national level 2000-2007**

Level/module	Total	2000	2001	2002	2003	2004	2005	2006	2007
		3 states	12 states	21 states	29 states	32 states	25 states	32 states	32 states
	<b>18,893,999</b>	<b>127,404</b>	<b>509,615</b>	<b>1,468,419</b>	<b>2,302,851</b>	<b>3,577,059</b>	<b>3,228,304</b>	<b>3,971,358</b>	<b>3,708,989</b>
<b>LITERACY</b>									
The word	561,766	3,815	15,260	34,052	50,318	90,222	93,866	150,357	123,876
Getting started	529,825	4,950	19,801	42,460	47,864	94,362	84,338	122,723	113,327
Mathematics for beginners	490,069	5,414	21,654	42,454	47,112	83,006	81,254	102,200	106,975
<b>LANGUAGE AND COMMUNICATION</b>									
Read and write	588,786	4,491	17,965	40,782	67,166	113,296	104,345	124,160	116,581
Reading	599,511	4,696	18,783	39,789	67,226	114,874	111,485	127,572	115,086
Let's write	1,090,403	6,314	25,254	82,964	134,960	198,813	197,212	223,846	221,040
Talking to understand each other	1,052,806	5,195	20,781	77,971	128,843	189,284	188,927	213,127	228,678
To continue learning	1,092,299	6,201	24,805	89,758	144,541	218,642	186,921	214,814	206,617
Spanish (prep)	7,830	51	204	1,215	1429	2,147	870	1,165	749
<b>BASIC ARITHMETICS</b>									
Numbers	516,323	4,217	16,868	38,584	48,049	90,191	90,536	113,777	114,101
Useful operations	448,547	3,714	14,857	33,452	41,174	76,823	84,074	98,674	95,779
Shapes and measures	479,413	3,515	14,061	34,946	45,460	83,921	86,151	107,263	104,096
<b>MATEMATICS</b>									
Fractions and percentages	1,151,251	6,245	24,980	83,619	157,049	219,618	188,102	245,044	226,594
Information and diagrams	987,176	5,531	22,124	76,860	125,517	178,543	177,832	201,793	198,976

Advanced operations	1,123,562	4,972	19,888	72,836	132,869	203,772	187,627	250,794	250,804
Mathematics (prep)	3,291	7	28	452	999	691	209	431	474
<b>HEALTH AND HIV</b>									
Let's improve our way of living	506,471	3,859	15,435	39,584	53,714	101,750	91,794	106,734	93,601
Let's improve our way of living - opportunities	24,563			2,584	1903	12,984	3,756	2,007	1,329
Life and health	44,449							21,465	22,984
Sexual Education for Teen-agers	616,699	4,844	19376	59,103	91,034	130,029	96,781	119,306	96,226
<b>SCIENCE</b>									
Let's get to know each other	528,321	3,582	14,328	32,498	57,462	103,832	97,354	112,085	107,180
Our planet, the Earth	1,050,086	5,599	22,395	87630	148,869	190,660	172,088	212,798	210,047
Mexico, our home	1,094,611	5,236	20,942	80651	150,669	216,148	183,027	229,780	208,158
The wealth of our land	335							141	194
For a better environment	31,635						6,163	13,185	12,287
K k'aax, our mountain	1,761							324	1,437
Natural sciences (prep)	4,830	3	13	605	928	1,509	612	630	530
Social sciences (prep)	2,931	6	23	594	732	657	167	423	329
<b>CITIZEN CULTURE</b>									
Our papers	199,105	1,426	5,704	11,767	23,021	25,962	40,183	40,130	50,912
Our democracy values	10,720					3	2,367	4,441	3,909
To protect ourselves, our task	125,864	655	2,619	6,887	11,133	21,203	24,257	26,296	32,814
We are Mexicans	194,634	963	3850	10,494	21,269	40,003	38,733	37,236	42,086
When we face a felony	188							46	142

Citizenship, let's get involved	420							186	234
Life as an inmate	17							3	14
Learning from conflict	11								11
Democracy values	110,638	15	58	4,375	17,553	33,834	24,869	18,103	11,831
<b>FAMILY</b>									
Education of our children	449,724	4,166	16,662	41,500	55,541	89,079	76,745	90,736	75,295
To grow from 0 to 18 months	420							196	224
Teaching how to become	250							92	158
Parenthood, a shared experience	556,588	5,103	20,413	50,172	69,767	107,270	94,267	118,470	91,126
A home without violence	713,681	5,719	22,874	61,359	91,343	144,716	110,601	156,241	120,828
<b>YOUTH</b>									
Beware addictions	736,001	5,474	21,895	63,786	100,860	151,079	104,173	153,819	134,915
Pregnancy: a life project	635							298	337
Off-drugs	779							306	473
Being young	478,432	5,176	20,705	52,828	66,638	99,041	79,093	86,464	68,487
<b>WORK AND INCOME GENERATION</b>									
Youth and work	331,790	3,629	14,516	37,412	49,333	68,352	56,446	56,280	45,822
Mi business	139,159	959	3,835	17,651	21,296	32,846	25,301	22,423	14,848
Credit for your business	106								106
To defeat competitors	204							89	115
To be better at work	161,595	1,665	6,659	13,709	25,298	37,225	28,688	27,384	20,967
Your home, my job	19,482					399	1,265	9,867	7,951
Organizing my budget and the family's	79								79

Producing and keeping the land	33,908			1,036	3,912	10,273	5,825	5,634	7,228
<b>DIGITAL LITERACY</b>									
Taking advantage of the internet	7								7
Typing on the computer	6								6
Introduction to the use of computer	2								2
Calculating and ordering with the computer	7								7

From a qualitative point of view, the participation of important population groups, like the indigenous population, has been encouraged with the new educational offering of the Lifelong Learning and Work Indigenous Model (referred to as MIB), since this is more appropriate regarding linguistics and culture. This model blends with the diversified and flexible Lifelong Learning and Work Skills INEA Model (MEVyT), which is interesting, accepted and effective, although the accounts are still in process.

The MIB provides two tailored-made educational routes for indigenous people: monolingual population (referred to as MIBES) and bilingual (MIBI), plus the traditional route for those who handle Spanish as a thought language.

Talking about migrant population, specifically Immigrant Farm Workers (JAM, by its Spanish initials), there is a specific program of attention intended for ethnic groups including the mobility linguistic component, based on the MEVyT for Spanish speaker population and indigenous population with a special emphasis in learning Spanish as a second language.

For handicapped people, the INEA developed educational rules, adapting 9 study modules of the MEVyT to teach visual-impairment and blind people. It was planned to teach Elementary school using Braille, audio and embossed. Along with this, the CONEVyT installed a software for interactive and speaker typewriting in several **PLAZAS COMUNITARIAS** in 5 states of the country and Mexico City. Also, an audio version was built of 13 educational modules useful for Elementary school and Junior High which has been distributed in said states. All this to give adults, who are part of this population, access to education.

The INEA began in 2007, in collaboration with the Public Security Department of the federal government, an integral educational Project for young and adult inmates. For them, it would be necessary to design and prepare strategies of attention and an educational module that gives answers to their specific needs and life conditions.

**2.2.2 What Studies or surveys have been made about those who do not get involved or are hard to approach? Please provide main results in terms of those excluded and what kind of support is suggested.**

In the period between 2001 and 2006, different local teams from the adult education institutes and organizations, supported by the Academic Direction of the INEA, performed several regional diagnosis in the Mayan peninsula (Campeche, Quintana Roo and Yucatan), as well as in Chiapas, Chihuahua, Durango, Hidalgo, Michoacan, Oaxaca, San Luis Potosi and Veracruz among others. All this with the purpose of grounding the production of educational modules of the MEVyT Bilingual Indigenous (MIB, by its Spanish initial), living knowledge about prevailing cultural and linguistic contexts in the different regions, needs and interests of adult people, the oral and written use of indigenous and Spanish language. Thanks to this diagnosis it was possible to detect different factors that affect indigenous population educational problems, such as:

- a) Literacy practices tend to eliminate indigenous tracks and look for quick solutions, which brings up as a result lack of ability to actually use the written language. This is evident when taking a look to the levels of illiteracy in indigenous population, which strongly affects their possibility to access other goods and basic services, work and a better quality of life.
- b) People state they want to learn Spanish to communicate and perform within a mixed race environment; however, literate people acknowledge how difficult and long was to learn how to read and write in Spanish, since they don not think in such language.
- c) Literacy methods that are possible to use to teach Spanish do not necessarily give response to indigenous languages requirements, since they have different linguistic structures.
- d) Some people are considered bilingual because they use some words in Spanish or use it in commercial transactions. However, this is sign of a limited bilingual skill and represents a problem if it is intended to teach them in Spanish. More accurate

diagnosis expressed more precisely the bilingual levels than the population census. There, it was observed that in certain communities, even when the census acknowledged a 16% of monolingualism, it actually was more than 33%.

e) The use of indigenous language is very limited due to the amount of documents, commercial, legal and services transactions in Spanish. It is also limited because of the little amount of literacy in this language. However, many people are able to acknowledge the potential of the use of written indigenous language. This helps to decide which ones are the most encouraging communicative situations that can be used in educational materials.

f) There are several topics related to everyday life and other subjects that have been asked for them to appear as part of the literacy programs, such as: prevention and treatment of alcoholism, human rights for indigenous people, disease prevention, environment care, appreciating cultural practices and training for productivity at work.

Likewise, in 2001, in the Social Study performed by the INEA to be included in the Lifelong Education and Work Skills presented to World Bank (PEVyT) showed very important information regarding supply and demand of educational offerings for indigenous populations:

a) Discussion gatherings focused on groups made clear that most of the people speak their home language and Spanish, most of them from Chiapas and San Luis, admitted to have trouble getting junior high contents because of their lack of Spanish.

b) There is a high potential demand of junior high education. According to 2000 census, that year 832,563 indigenous 15 year-old people or older HLI (18.4%), have finished Elementary school and, along with those who have not finished Junior High, (3.4% of the total of 15 year-old people or older HLI), which represent the potential demand for Junior High that could get to 985 000 people.

c) There are some states of the Mexican Republic where the educational demand is evident. In the Social Study was showed that the total of adults who speak any indigenous language in the INEA (48511 cases, 2003), almost 70% is in 4 states (from the highest to the lowest: Chiapas, Yucatan, Oaxaca and San Luis Potosi); in other three states (from the highest to the lowest: Veracruz, Puebla and Guerrero) is located approximately another third of the youth and adult population. The amount in other states is very little.

Regarding Junior High, a slight analysis of the statistics data of the INEA based on the gap of indigenous education in the Coordinations of the Area that are part of the operational structure, as well as the general information provided by the 2000 Census, which allow to identify regions of the country in which the potential demand of Junior High education could be over 20% of the indigenous 15 year-old people or older, such as Puebla, State of Mexico and Oaxaca.

If the relation between information about ethnic groups that predominate in each state is connected to the low education levels in every municipality, it will be possible to establish that zapotecos, mazahuas and otomies, nahuatls from Guerrero and Veracruz, totonacos from Puebla, tseltales and tsotsiles, and mayas from Campeche, Quintana Roo and Yucatan, purepechas and raramuris among others, represent a demand that is urgent to give attention to.

#### **2.2.5 Are there specific target groups for AEA? Which ones are they?**

From a pedagogic point of view, the INEA has models and/or educational materials different according to the targets:

- a) Youths and adults 15 year-old or older, Spanish speakers, who get attention from MEVyT.
- b) Youths and adults 15 year-old or older, indigenous, who get attention from MEVyT Indigenous Bilingual (MIB) in its two different routes: addressed to monolingual and bilingual.
- c) Blind and short sight people, for whom MEVyT is used with the support of speaking software and some modules with audible material. The next edition of basic modules of Elementary School is going to be made in Braille, audio and embossed.
- d) Boys, girls and youths between 10 and 14 years-old who did not have access to regular school due to their living, work or health conditions and that attend elementary school towards MEVyT addressed specifically to fulfill their age and living conditions.

### **2.3 Monitoring and evaluation programs, evaluation of learning results**

### **2.3.2 What resources and mechanisms are used to monitor and evaluate educational programs in order to ensure their good quality?**

In the construction and updating processes of Lifelong Learning and Work Skills Educational Model (MEVyT) that applies to basic education promoted massively by the State, a way to evaluate and interpret quality levels is based on the implementation of mechanisms and instruments to evaluate the new materials, operating modules and coaches' training materials.

In every case, it is monitored the fulfillment of purposes and educational objectives, how youths and adults have learned, the way they feel about learning, characteristics of their family relations and their and their family's behavior , opinions and performance of coaches and material and organizing conditions surrounding the educational process.

Follow-up and evaluation of educational materials is understood from a wide curricula expectation, as a set of systematic activities that are part of the educational process to know accuracy and error to be corrected in time. It is known for having a dynamic vision, participatory and plain of the educational model to take on with an integral vision, as a whole and through the intervention of several actors, different factors and dimensions linked on a very tight way with the pedagogic feature of the model, since the contents and specific materials are evaluated, the didactic proposals, forming processes and performance of the educational agents, the significance of learning in family life and life as part of a society, among other factors. Besides, other mechanisms and strategies are acknowledged in different moments of the design and curricula development.

The general purposes of materials, modules and training evaluations are focused to contribute the decision making related with the continues improving of their pedagogic quality and the performance of the educational service, and to consolidate the educational practice of tutors and institutional staff to strength the participation and development of youths and adults, besides, getting to know how learning influences life. The people who are more involved in the educational process participate: youths, adults, tutors, technicians and academic staff of the educational institutes from the different states which handle youths and adults, as well as authors and academic staff from the INEA.

Material, module and training evaluating mechanisms are based on:

- a) Performing of pilot tests of the educational materials of recent creation.

- b) Performing of collegiate or academic workshops.
- c) Performing of evaluation meetings associated to staff training processes regarding institutional and operative fields.
- d) Permanent statistic analysis of the model's evolution and performance.

Indicators to evaluate educational material under the three first strategies are:

**Pertinence.** The way the educational material gives response to the user's needs and interests and the assumptions of adult's education expressed in the MEVyT.

**Relevance.** How meaningful contents and achieved learning get to be for youths and adults in their life, family, work and social environment.

**Functionality.** Related with organization and appearance of the material. It involves detecting its accuracy and logic. It is also related to format and handling of the different materials, their size and how drawings and fonts are used, use of clear instructions and language, size and structure.

**Didactic approach.** It considers learning situations in the specific moments mentioned in the MEVyT, which are related and recycled continuously. Likewise, it involves administration of contents and the way they are applied in the set up activities, Graphic resources and interface design, and ways to evaluate and provide feedback and it establishes how they contribute to achieve the educational goals, and how long it takes.

**a) Pilot tests of recently created materials.**

Pilot test is a different kind of evaluation of recently created materials' results, to perform it, a representative sample is used to develop in a certain period of time to ground decision making about any required adjustments before being included to the educational offer of MEVyT.

Their purpose is to review, how pertinent, relevant and functional the educational materials suggested basing the necessary adjustments of the contents of the module, and their didactic offer related to the target population.

The evaluation purpose is formed by the educational material that corresponds to a module or an online course, recently created. The material's features are determined by curricula requirements and related with educational demand related to topics, cruxes and

specific contexts. Judgments made concerning pilot tests of the educational materials suggested, include several factors and sources of information.

The stages of the pilot tests are:

- Coach training. Selected coaches to take part of a pilot test participate in a *getting started workshop* to know the module contents, its materials and the evaluation system, such as the follow up strategies, tools and way of applying them during the pilot test.

A written questionnaire is applied to coaches in order to evaluate this stage, and reinforce their knowledge of the INEA's perspective, the command of educational contents related with materials and their opinion about this workshop and how useful it is to the module's coaching.

- Coaching and educational practice. It is observed and recorded during the different processes, the kind of interactions derived from the tools usage among the students, among them, their coach and educational materials.

During this stage, participant's tendencies of learning are evaluated using an evaluation tool (pretest -pos-test), there are informal interviews and exchange of opinions based on outlines with: students, coaches, teaching technicians and those responsible of operational fields it takes place in. Coaches have a logbook to record specific information during the test related to activities and didactic suggestions.

The results of these activities are recorded in reports at the end of every visit.

At the end of the pilot test, there are focused meetings to capture individual opinions from the participants about specific aspects related to educational materials, in order to record how pertinent, relevant and functional they are.

Passing. Test modules can be passed. With that purpose, a final exam is prepared so every person who participated in the test can apply.

- Final report. It consists on the elicited information from the test for the systematization, analysis and informs, containing information related with the evaluation of the didactic material, in order have a complete report to support any adjustment.

#### **b) Collegiate and academic workshops.**

In collegiate workshops it is possible to exchange points of view and to share experiences, to evaluate the educational material of a module or an online course that has been used for at least six months, with an exam period for youths and adults whether or not they passed the course. This evaluation is qualitative, according to the institutional guidelines of the MEVyT.

Its general purposes are to provide authors a module or an online course, some feedback so they have information to make adjustments. This allows them to make their work more effective.

**C) Evaluation meetings for the Trainings of institutional and operative staff.**

As part of a global strategy that offers different ways of training those positions involved in the programs, a new standardized self-training has been suggested. Its objective is to turn training into a permanent, organized and efficient process. It is a set of self-training sets for each stage of the process, which intend to fulfill institutional and operative staff's needs.

Evaluation meetings are meant to be intensive in order to analyze these materials. There is a work table of experienced trainers, preferably authors of the material, coordinated by an evaluator.

Their purpose is to evaluate its efficiency and to provide information to make adjustments and improves for the material.

They are always done following the methodological guidelines of the MEVyT, this means the information the participants have in relation with the self-training set contents is absolutely considered when preparing activities to evaluate the relevance and pertinence of contents, activities, and a proposal to adequate, modification and adjustments in general.

**d) Permanent statistical analysis of the evolution and performance of the model**

This strategy consists on making monthly follow-up MEVyT reports, that come from the Automat zed System of Follow up and Accreditation ( referred to as SASA) that was established in the institution, which consider the main indicators of the evolution and functioning of the model. Analyzing it through different entities helps to develop plans, evaluations and future projections. These reports are presented globally and in every federal entity.

It contains information of monthly achievements regarding concluding, new, active and inactive students, and new registered ones up to date.

There are also charts related to the service provided, inactive vs. new registered students, presented vs. passed exams, and concluding rates. On the other hand, it is also included the detail of all the exams presented during the period, along with the evidences, number of presented and passed during the month correspondent to the report and the final exams passed during the year, as well of the modules currently attended.

Based on the monthly reports, from 2004 on, some historic series by module and federal entities were made, to be aware of the yearly test activity and, most of all, of the modules currently attended.

These reports are fundamental to have a monthly report of the MEVyT to hand in to the people involved in decision making. They are definitely helpful to plan new modules and pilot tests, among others.

### **2.3.3 In what extent are results used to develop programs?**

The results shown by the monitoring mechanisms and program established evaluations, are a permanent reference to orient and update the new institutional educational proposals. So, they are fundamental for the academic improving of the educational model.

About the educational contents and didactic offer, the criteria for pertinence, relevance and functionality to evaluate their impact among youths and adults are always considered to perform any change regarding materials, training and evaluation.

The results of the pilot tests, the meetings and collegiate workshops among those involved in the educational process are considered when the time comes to make decisions, restricted by the authors, linked to a selection and organization of contents, adding new topics producing and diversifying materials and training proposals to incorporate new materials.

This way it is possible to keep up with the demand, to fulfill interests and educational needs of the target audience. Systematizing and acknowledging them is extremely important to construct and update the educational program.

## **2.4 Status and training of educators or facilitators of adults**

### **2.4.1 What are the qualifications required to become an educator or facilitator of adults? What are the continuing education resources available?**

Educators involved in the MEVyT are civilians who volunteer performing teaching activities as well as promoting, working in the operation to help educating the adults left behind. They can be involved as educational and bilingual educational tutors, technical support in Plaza Comunitaria, promoters and test-applying assistants.

The qualifications to become an educator are: to be 15 years-old or older, to have fulfilled junior high studies, to have an inclination to teach and availability to travel. Joint figures are not allowed to apply tests.

The MEVyT, needs highly qualified staff to organize and administrate the educational services so its objectives and goals are fulfilled at the INEA and state organizations. This brings up the need to train those people involved in the operation, attention, follow up and evaluation of those services.

The most important to be considered for test applying training of the MEVyT and for educating, are the joint figures, either they are volunteers or not, above all facilitators and institutional figures in federal entities: academic, technical and training staff, regional coordinators, teaching techniques, bilingual teaching techniques, academic and technical staff of the Coordinations of the zone.

The priority of training to apply and consolidate the MEVyT is to permanently train those figures directly in charge of educating youths and adults.

The permanent training of these figures most cover three stages: orientation, initial training and continuing education.

- Orientations of tutors or equivalent most give an overview, to those joining the INEA, about the institutional environment. This stage is to make aware people about the importance of participation, institutional objectives, the way the institute works, purposes and processes of the different services, projects, general strategies of the model they are working with, specific tasks and the way they are related with other figures involved as well as the main operative rules. Orientation is meant to get the figures to know the organization, its vision, and operation so they merge into the institution understanding its functions and values.
- The initial training most encourage the tutor's appropriation of the basic elements. They must be given the concepts, methodologies and basic rules that apply the MEVyT and its specific educational task, as well as the operation and gratification mechanisms that apply to their position.
- The continuing education encourages the development and improving of specific competences the figure should use to perform educational tasks in a solid way. With the same objective, continuing education most encourage the acquisition of technical and pedagogic elements, and the analysis and reflection about theory and practice of the educational work, as well as integral development.

In order to achieve continuing education, states must implement courses and training workshops, refresher courses and integral development. There must be created spaces for reflection and training, classroom setting and long distance activities, such as academic balance meetings, informative sessions, forums, meetings and conferences, among other activities. It is important to

encourage tutors and formers in the experience and information exchanges about their task as teach facilitators, to find solutions and ways to improve performance.

In order to support the three training stages, federal entities must have materials for the orientation, to inform about responsibility of the states, to provide materials for the orientation and academic continuing education. For the tutors' orientation apply these packs: For the MEVyT's tutor, for the Elementary school counsel 10-14 with MEVyT and for the bilingual tutor. Orientation for bilingual tutors must include an initial intensive workshop for literacy in their indigenous language.

For continuing education, it must be encouraged the study of self-learning sets prepared for the different figures, although it must also be encouraged tutors' training workshop organization based on them:

**Some sets of self training for continuing training of tutors**

Pedagogic	Sets by axis		Software
<ul style="list-style-type: none"> <li>To know more about MEVyT</li> </ul>	<ul style="list-style-type: none"> <li>To advise in mathematics modules</li> </ul>	<ul style="list-style-type: none"> <li>Meeting citizen culture</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to the use of computer and Internet</li> </ul>
<ul style="list-style-type: none"> <li>How to improve tutorials</li> </ul>	<ul style="list-style-type: none"> <li>Initial literacy</li> </ul>	<ul style="list-style-type: none"> <li>A journey to the work axis</li> </ul>	<ul style="list-style-type: none"> <li>Approach to technological literacy</li> </ul>
<ul style="list-style-type: none"> <li>My basic competences</li> </ul>	<ul style="list-style-type: none"> <li>Approach to language and communication axis</li> </ul>	<ul style="list-style-type: none"> <li>Life topics in the MEVyT</li> </ul>	<ul style="list-style-type: none"> <li>Being an online tutor</li> </ul>
<ul style="list-style-type: none"> <li>Learning how to learn</li> </ul>	<ul style="list-style-type: none"> <li>How to advise science modules</li> </ul>	<ul style="list-style-type: none"> <li>Writing in my language ( HLI)</li> </ul>	

INEA's role in this task is to set up rules, to supply some formative materials for institutional and joint figures. This allows establishing strategies in federal entities such as update workshops, seminars, etc. Besides, it can support federal entities with forming resources,

which requires it to count on information to evaluate yearly forming plans made by the state institutes and to follow up the goals' achievement.

States institutes and organizations are responsible, among other activities, of:

- Preparing the Yearly forming program addressed to institutional and joint figures. These programs establish actions, giving special attention to those that guarantee forming for all the tutors
- Following up and fulfillment of the agenda and, if there existed a budget, making sure it was properly used and reported.
- Establishing mechanisms so the teams in every state spread academic and operative forming of the necessary figures for projects and strategies, focusing on the target population. The stages of orientation, initial training and continuing education.
- Guaranteeing that the academic meetings for academic balance in micro-regions are held. This is a strategy to promote the exchange of academic experiences, forming needs detection and the collective search of solutions to educational problems.
- Encouraging the designation of a figure to promote and support the organization. This would be an academic link in the area offices, whose task would be to evaluate such offices, bringing up union and involvement of the staff.
- Promoting **Plazas Comunitarias** to be forming centers that take good advantage of the resources available.

#### **2.4.2 Is teaching to adults considered a profession? Does it exist as a part of university programs? Please elaborate.**

Although the work of the educator is not well acknowledged in terms of salary and social security, there are rewarding schemes based on results. This has helped facilitators to have this activity as a way to earn some incomes.

In 2007 there was an increase in the work force based on solidarity: it reached 119,869 educators, and 76,704 of them were working with a study group. This human capital does not vary year after year, but remains thanks to strategies and their commitment. There are even people who have stayed for 25 years. However, since this activity is mainly volunteering, changes occur and this is a training challenge. According to the Academic Follow up Automated System of the INEA, these are the figures regarding tutors permanence:

YE AR	PERMANENCE OF ADULT-EDUCATORS (TUTORS)								
	Up to 1 year		From 1 to 2 years		From 2 to 3 years		From 3 to 21 years		Total
<b>2003</b>	52,51	<b>55.6</b> %	17,96	<b>19.0%</b>	7,860	<b>8.3%</b>	16,149	<b>17.1%</b>	94,481
<b>2004</b>	60,04	<b>48.4</b> %	28,83	<b>23.2%</b>	13,04	<b>10.5%</b>	22,275	<b>17.9%</b>	124,197
<b>2007</b>	34,01	<b>28.3</b> %	25,92	<b>21.6%</b>	19,95	<b>16.7%</b>	39,966	<b>33.3%</b>	119,869

The results show that educators are kept longer in recent years, and the permanence has been increasing. Although there is no record of the reasons, it can be assumed that the forming efforts begun in 2006 are an important factor, and that the improved practice allows more income based on results, since they can earn more depending on how many students passed the exams applied by the parallel system of certification. This has become a new way of making a living out of a very flexible but demanding activity.

### 3. Research, innovation and ideal practice

#### 3.1 Adult-learning field research

This section will show recent developments in the AEA field:

- 3.1.1 What key studies have been undertaken during the last 5 years?
- 3.1.2 What have been the main problems studied and what do these studies suggest?
- 3.1.3 What are the main findings?
- 3.1.4 In what extent do these findings inform politics and practice? How do they influence practice? Please provide examples.

## **Key studies and researches promoted by the Academic Direction.**

### **Literacy in Mexico**

*Carranza, José Antonio and González Cantú, René. (2006). INEA*

**Approaches.** The document presents a deep analysis of the literacy situation in Mexico from 1970 to 2000, considering gender, age, region and ethnic group. It also provides a new vision in the qualitative analysis by performing a follow up of the illiteracy levels during each period based on the age. This allows identifying the dimension of the problem. It also provides projections to 2030 assuming that, if the current circumstances prevail, illiteracy will slowly diminish. This is because of better educational levels for youths and elder people mortality, more than literacy campaigns and literacy programs if they keep the same than today.

The figures are based on the national census of population and housing from 1970 to 2000, published by the INEGI with the traditional concept of illiteracy, which considers illiterates those 15 years-old and older that can not even write a message, although this definition is currently being reviewed.

**Findings.** It concludes that illiteracy is not a problem worthy of concern, but focused only in certain ages, groups and geographic regions. For this reason, public politics should focus on model and strategy design to be applied in these groups.

This study has been a reference for politics of indigenous attention and elaboration of the Mexican section within the Literacy Iberoamerican Plan of the OEI.

### **Adult Learning en México**

*The National Council for Lifelong Learning and Work Skills (CONEVyT, by its Spanish acronyms, version 2005), Mexico: Prepared for the OCDE by the CONEVyT.*

**Approaches.** The study is part of a wide concept of the EDA, where besides basic education, systems of training for work are considered, as well as, in an exploring way, high school studies for adults and other opportunities related with education through life and continuing education in charge of universities.

It presents characteristics of the offer, access and participation in the systematic opportunities for adults and training for and within work, addressed to youths and adults in Mexico who had to abandon the regular systems of education. It reports institutes, services

and existing programs and the links and differences among them. It is also analyzed the population apart from the alternatives and what are the characteristics and differences among both groups.

It describes the general situation of education for youths and adults, and of training and working along the country, above all, federal government programs and other government levels: state and district. It informs about private institution actions, unions and Non government organizations (ONG) too. It also presents the financing situation of this sector.

This study is part of the base study required by the OCDE to elaborate a note about adult education in our country.

**Findings.** The study contributes to generate a public and inter-institutions discussion regarding this matter. Likewise, it allows reflecting about the impact of education in youths and adults, and the relations among education and training for and in work and the relations found. It makes clear the need to strength bonds among institutions and the services and programs that operate it, so in the future it can gradually be established a longlife learning adults' education system.

It was also elaborated a quantitative technical attachment, with historical series about: population target and financing of adult education.

#### **Acknowledgement of formal and informal learning in Mexico.**

*The CONEVyT (2006), México. Prepared for the OCDE by CONEVyT.*

**Approaches.** This study is based on the general context, which reviews demographic, economic, politic and educational situation of the country. It focuses on the study of the offer, evaluation methods and involved institutes in the acknowledgement of formal and informal learning equivalent to elementary and junior high done by the National Institute for Adult Education (INEA) according to the Lifelong Learning and Work Skills Model (MEVyT). It also approaches the acknowledgement of formal and informal learning equivalent to High School, operated by the High school Education Direction (DGB), which depends on the Ministry of Education (SEP, by its Spanish initials); Centro Nacional de Evaluación para la Educación Superior (CENEVAL), as well as the acknowledgement of equivalent of higher studies operated by the Dirección General de Acreditación y Revalidación (DGAIR), which depends on the SEP and the CENEVAL. Finally, acknowledgement of learning accepted by the Sistema de Certificación de Competencia Laboral (SCCL) operated by the Consejo Nacional de Normalización y Certificación de Competencia Laboral (CONOCER),

It was also elaborated a quantitative technical attachment, with historical series about population target. This study corresponds to the base study requested by the OCDE to elaborate a note about the situation of formal and informal learning in our country.

**Findings.** The study shows, among other things, that the strategies to acknowledge learning are inappropriate to encourage those who did not study in their school-time to certify their knowledge. This must become a central issue in Mexico, there is still much to do.

#### **Social evaluation and analysis of people involved in junior high education for youths and adults**

*CONEVyT-INEA (2004), México.*

**Approaches.** The study was focused to outline the participants in the educational model: youths and adults the INEA gives services. Specially, active adults, youths and potential adults, tutors, educational techniques and other institutional figures. However, the axis of the analysis was the two main groups in the learning process: adults and tutors. In the case of youths and adults, potential and already part of the service, the study was focused in the 15-34 years-old group with fulfilled elementary studies or partial junior high studies, subject of the World Bank financing.

With that purpose, a survey was made with a 3633-subject sample applying interviews, distributed in eleven populations that included a diversity of active and potential actors (active adults, youths and potential adults, graduates, active and potential tutors, educational techniques, coordinators, educational suppliers, employers, chambers, social organizations, among others).

**Findings.** In the studies' results, it stands out that, in order to carry on a program for 15-34 years-old with partial junior high studies, it is important to review the functions of those involved, particularly those that are INEA's staff. Some important points to be considered are the review of the tasks of the educational techniques, to merge administrative functions with pedagogic ones, and the permanent training of tutors.

#### **Study: Research about Literacy, Intercultural and Educators Forming in Mexico: A Glance to the State of Art**

Luz María Castro Mussot and Sara Elena Mendoza Ortega (2007). National Institute for the Education for Adults (INEA), Mexico.

**Approaches.** This short study was made to be presented at the Research Seminar of the CAB, to be held in February, 2008. The study gives an overview of research in Mexico for REMECAB fields (literacy, intercultural and forming) specifically regarding adults' education. It covers in a generic way the '60, '70 and '80 decades, as a reference, and focuses on what was made from '90 to 2007. For the selection of the researches and studies referred it was used the criteria to consider a research the one established by the

Council of Educational Research (COMIE), which includes basic research, evaluation, rehearsals based on theoretical references, the participative intervention of the research-action kind and the systematization of experiences, included the ones in the popular education field.

**Findings.** It was shown that, regarding literacy, researches held in Mexico and Latin America have contributed to redefine concepts and some educational politics in Mexico, even when the impact in mass media, state and local decisions is still limited. The areas that have been less undertaken regarding this matter are those involving technology and systematic processes of evaluation of learning at a macro level, related with the knowledge of the actual population profile and its needs, as well as social impact of literacy.

About literacy for indigenous people, the main discovery is how in the research field the linguistic and socio cultural approaches overcome the pedagogic ones. This makes clear that area should be well considered. Researches involving processes and results of learning in different educational spaces must also be considered, along with dynamic situations' results of dominant culture issues linked to them. It also stands out the presence of a plurality of concepts related to the intercultural situation and the huge gap between speech and action, leaving behind the indigenous population.

About educators forming this stands out as a new research field that has several gaps regarding contents, technology use, educational impact of the processes, modalities and practice approaches; the construction of professional identities, and learning strategies of the educational figures, among other aspects.

These findings act on a very concrete way with some practices, as well as make evident the urgency to undertake previously discussed issues. They provide them with more elements to understand the aspects that have influence on this matter, moving it to develop and concrete several initiatives.

The incidence of all these aspects is evident in these two simple examples:

- a) 2008 update and adjustment of the tutor training scheme, especially regarding workshops about intercultural facts at the MEVyT. There, a concrete methodological proposal is developed, with recommendations of activities and materials.
- b) The suggestion to evaluate reading and writing skills that is part of the INEA's initial interview. It gathers youths and adults that require attention either indigenous or Spanish speakers, since context is so important for literacy. The results expected, in terms of communicative competence and basic calculation, should be reading, writing and use of basic mathematic knowledge to solve significant problems.

**Study: Graduate profile of advanced level in terms of competences.**

Martha Rayas. Mexico 2006.

**Approaches.** According to the politics of continuing improvement of the INEA and considering the MEVyT as a model in permanent construction, the Institute began reviewing basic competences promoted with this model, to define the graduated profile of high school levels. This way, there would be a parameter to measure learning results of youths and adults that conclude basic education with the MEVyT.

In order to review the competences and to build the profile, the *Theoretical and Conceptual Bases* were the references. They were issued by the OCDE in the *Definition and Selection of Competences (DeSeCo)*, as well as the experiences results of their application in national and international fields.

The review respected the competences approach of the MEVyT, the competence awareness, that defines it as the “ability of youths and adults to integrate knowledge, abilities, position and values that let them act and develop in the context they live in and transform them”, the articulation of three levels –beginner, intermediate and advanced-, the contents suggested in the basic modules and diversified of the axis of Language and Communication, Mathematics, Science and Citizen culture of MEVyT, the application of the gender, human rights, identity and cultural diversity approaches.

**Findings.** Considering that competence implies the increase of autonomy related with knowledge use, the set of competences that are suggested in the advanced level graduate profile focused to improve opportunities and learning experiences for youths and adults, and to increase their autonomy for lifelong learning.

In that sense, the definition and selection of competences, was always meant to be for people that want to continue learning and to go deeply into some areas of knowledge or get the junior high certificate, that strategies, contents and materials of the MEVyT give priority to adults life situations, using them as a starting point and turning them into educational situations.

To take care of these aspects allowed guaranteeing the definition and selection of general competences in an advanced level of MEVyT and the basic competences suggested by each of the axis to be appropriate according to the model.

**Study of the best educational tactics based on TIC**

Lourdes Aravedo, Guadalupe Águila, Aída Suárez, Patricia Rocha. Mexico 2004.

**Approaches.** The study was made giving response to a UNESCO Mexico request, during 2004, the main purpose was to identify the best practices that use the Communication and Information Technologies (TIC) in Basic Education and Literacy in the country. In the first section the results of readings related are documented, concluding by defining operational criteria of the study. The 6 selected experiences are described in detail: Little Explorer, Bridges to the Future, School Net, SEC Project <sup>21</sup>, Informatics and Citizenship and Lifelong Learning and Work Skills Model. Finally, there is a section for evaluation and recommendations. The second section, offers 5 attachments: Mexico's educational profile, an executive resume, the indictment matrix for each one of the practices and study references.

It is known that the use of TIC, mainly the computer, to support initial processes of literacy, establishes several challenges, like the person's need to overcome resistance, dominate the use of technology and then develop capacities to access information, read and produce texts; identify and learn the elements to navigate, learn different ways to communicate using internet, chat and e-mail; develop skills to select and hierarchies information, handle information on a different way.

The analysis of the selected practices suggests that knowing the technology is not a substitute for creative work, technology is not an aim, but a resource to enrich and diversify written communication, offering new possibilities for reading habits, organizing and processing ideas.

**Findings.** Regardless the introduction of the TIC, the use of the computer in particular is very recent in basic education and literacy in Mexico and that there are not consistent evaluations. It stands out the diversity of educational materials and the variety of themes and technological resources used for its developments. There has been an important effort to have the necessary materials to fulfill needs of vulnerable groups. In some of the reviewed experiences, women had a good attitude towards information and communication technologies and they are capable to use them especially when they are related to collective projects defined by them.

People involved in the initial literacy stages that had the opportunity to work with TIC, got to develop basic competences to use the computing equipment with no help. Some of them went further, using printed materials from their communities.

The educational proposal reviewed were very well defined: gender focus, human rights, future vision, culture for peace, sense of belonging, valuing and incorporating the educational process of the target groups' characteristics, specially women and youths.

In all the cases reviewed, it was observed that using technology is subordinated to the projects' purposes, the programs and educational proposals, so, it has indeed become an efficient tool.

Sustainability is still an outstanding issue in most of the experiences included in this study. In all of them, there is a search for pertinent strategies to guarantee its continuity and consolidation, encouraging social co-responsibility of all the institutes involved to ask for the necessary resources.

**Politics and practice.** It is evident that the major responsibility and material efforts are the State responsibility, above all, the national Educational System, this helps the equity since it brings TIC close to population in need that wouldn't be able to access it otherwise.

It was observed that the use of TIC to support literacy tactics was relevant to transform communication guidelines. For example, in one community the inhabitants were able to communicate with their beloved ones in other countries by e-mail.

In other cases, people use them for development projects. In communities on the fringe some learning activities were promoted, involving successfully parents and members of the community.

### **Study: Project Bridges to the Future (PAF).**

Patricia Rocha. Mexico 2005.

The Project Bridges to the Future was part of the world program called "Bridges to the Future Initiative" (BFI). It was created to reduce the digital gap generated among people that use TIC and those who don't, specially, illiterate ones.

This project has taken place in Mexico as a pilot experience from 2002 to 2004 involving the National Institute for Adults Education (INEA), the National Council for Lifelong Learning and Work (CONEVyT), the Instituto Tecnológico y de Estudios Superiores de Monterrey (ITESM), in the states of Puebla, Oaxaca, Chihuahua and Yucatán. Besides, they collaborated in the initial phase of the Instituto Nacional Indigenista (INI) and the CONAFE. Since 2004 it is operated by the INEA exclusively. In 2006 this initiative hit the first place in the First Latin-American Contest of Literacy Experiences organized by the UNESCO OREALC, CEAAL y CREFAL.

**Approaches.** The PAF project has as a purpose to develop and apply an educational proposal of initial literacy with 15 year-old people that promotes in an articulate way basic competences for written and oral communication, and the use of technology with an intercultural strength focus, to favor learning towards life and to increase people's and on the fringe communities participation possibilities, whether at a personal, family and work level.

In Mexico, most of the illiterate people are indigenous, that's the reason there is an indigenous PAF and one in Spanish. There are special materials for each one of them.

Both aspects, indigenous and Spanish, were built based on a theoretical common frame based on this studio, promotes the appropriation processes of written and oral language, and basic mathematics in specific cultural contexts. Both consider the articulate use of printing materials and TIC in communities on the fringe. To operate, small groups are formed with 5-10 people in classroom sessions coordinated by a tutor.

**Findings.** This educational proposal created a collaborative learning environment for the development of learning activities that alternate the use of electronic and printed materials.

It was a good choice including topics that include clear situations of articulate use of written and oral language and mathematics, in topics related to health, family, work a community.

The contents promoted the effective use of written language and basic knowledge of mathematics, setting up communicative situations that acknowledge and value interests, needs, values and local costumes.

The use of technology improved the written language appropriation, solving mathematical problems and, eventually, selection, analysis and use of information according to the interests and specific needs of the learner. It also facilitated long distance education, production of information and knowledge, based on their identity, culture and own projects.

The actions of this project strengthen the increase of people's autonomy and self esteem through the use of written language, so they were able to produce written material with the use of technology and word processors.

The PAF project, even with a limited coverage, is a relevant and innovative experience of literacy because it provides a flexible view that answers need and specific interests of the target communities; it suggests relevant communicative situations in lives of youth and adult that include technology to learn written language and basic mathematics and at the same time, improving their skills to handle technology.

**Impact in practice. Examples.** In our country, the recordings of gained experience is almost not existent, the literacy project *Bridges to the Future*, contributed to identify success and obstacles and to redefine purposes, goals, strategies and actions for other literacy initiatives using technological resources or technological literacy as resources to continue learning forever.

The results of this project, especially those related with made materials gave enough elements to modify and enrich regular materials of the MEVyT.

Youths and adults involved in the project got involved with the written language through their own contexts and situations, they manage to develop problem solving mathematic skills through their own strategies.

Other important concepts which were considered in the new model was the development of basic competencies required currently along with knowledge, skills, behaviors and values as well as recognizing educational leadership among different groups, so it must have been diversified to offer educational alternatives according to specific needs of cultures. Particular attention was given to integrate levels of basic education to facilitate learning in the communities.

At the beginning a framework was established and approved by the model on the proposal made upon a flexible module structure, which is modern and learning-oriented integrating basic competencies development in times of globalization, as well as universal basic knowledge and general interest topics for different sectors among people left behind in education. Involvement of experienced academics was outstanding, as well as of technical, instructors and youth and adults users to determine and build learning modules to be studied individually, since volunteers are not “instructors” and materials will be build in a component to access contents and concepts beyond of a text book to develop information managing in a different fashion.

The building process in the first stage of the model, from 1996 to 1999, achieved outcomes among the Ministry of Education and the Institute allowing to obtain advances to facilitate the authorization to carry out a pilot program as a model referred to as “Model of Education for Live and Work” (MEV, by its Spanish initials) as of January 2000. From then, printed modules were 33 which have been approved separately, but it was important to engage them in a pilot program as a comprehensive model.

The success among youth and adults users and instructors was such a success that soon it was expanded among entities until concluding a national project in 2004, which later turn to be an Education for Live and Work: MEVyT.

## **What is the MEVyT?**

The Model of Education for Lifelong Learning and Work Skills is an educational formula which is translated in an offering of Literacy, Elementary and Middle School that the public and private sectors encourage to use in the education for youth and adults in Mexico.

The MEVyT is aimed at offering basic education for youth and adults linked to topics and learning options based on interests and needs of communities in order to develop knowledge and competencies necessary to result in better living conditions around their personal, family, social lives improving their living standard.

In general terms, MEVyT is intended for people who:

- Recognize and integrate experiences and knowledge already developed;
- Enrich knowledge with new one useful and significant for their development;
- Improve their capabilities to search and managing information to keep on learning;
- Straighten basic skills of reading, writing, oral expression and comprehension of their natural and social surrounding;
- Explain in their words natural and social phenomena;
- Live in better conditions to participate with responsibility in democracy in their country;
- Strengthen skills, behaviors and values to improve and transform their life and community life in a legal framework of respect and responsibility to develop self-esteem.
- Be creative, good students to logic decision-making procedures and methods being conscious and responsible.

The MEVyT is:

- Modular. It is based on a modular learning structure by independent and comprehensive units built by topics, situations, problems, learning purposes and specific facts intended for the target audience.

- Diversified. Furthermore it shows a variety of alternative topics intended for different sectors of population, including situations and learning activities incorporating different ways to understand contents allowing learning in different contexts;
- Flexible and open. The person decides which module to study and when to accredit it to according to their pace, schedule and possibilities.
- Updated. It is developed, revised and improved continuously so that modules meet youth and adults' needs as well as advances of trainers' proposals and disciplines. Due to the aforementioned, it is possible to build different current editions of the modules.
- Comprehensive. Develops skills in different areas of life, from individual to personal to community and social issues. It allows linking different levels of basic education providing fundamental notions for these levels, the acquisition of learning tools and the development of basic competencies on communication, reasoning, problem solution and involvement.

As part of the comprehensive program on basic education offerings of MEVyT, continuing education has been facilitated in a way that is applied to literacy and Elementary School, giving the possibility to enter into High School to continuing study.

Literacy is intended for youth and adults who is encouraged by the State, takes part in Elementary School and is referred to as the Initial Level (Basic) because it goes beyond teaching the alphabet or numbers, writing or reading words in simple documents. Literacy is functional so that people can understand and take advantage of their home language with sense and continuity. As a consequence, the purpose is to encourage youth and adults to develop and apply basic reading and writing skills and perform basic written calculations as a tool to face difficult situations in everyday life and to have the elements to facilitate learning.

Through the initial level students apply reading and writing skills and perform basic calculations continuously and efficiently to avoid a misuse resulting in a learning gap for misuse, forgetting or misunderstanding.

Mexican illiteracy is shown, mainly, in indigenous groups, where educational offerings differ significantly from the initial offering intended for Spanish speakers and groups whose home language coexists between literacy in their home language and Spanish as a second language. Therefore, for indigenous groups in their home language, it is intended to apply reading and writing skills in both

languages: home language and Spanish. Firstly to facilitate comprehension processes, common sense, expression and learning; and secondly, to understand and use Spanish language in everyday life situations to learn.

Whatever is the case and for statistical ends, in Mexico a person is considered literate when he/she concludes the initial level (route) according to home language and bilingual skills.

Middle School main purpose of study, which allows completing Elementary School, Middle School and High School, is to encourage learning and gaining knowledge and develop skills and behaviors for lifelong learning and work among youth and adults. This will result in a more efficient performance in the everyday life tasks to keep learning continuously and individually through life, taking advantage of the accreditation and certification of educational levels to continuing studying in formal education.

### **The offering**

Learning is achieved by studying modules, which will allow the person to learn and develop skills considering that learning is also encouraged individually or in groups supported by tutors. They will guide students by offering them face to face tutorials until achieving learning goals and obtaining a certificate of studies.

### **Types of modules**

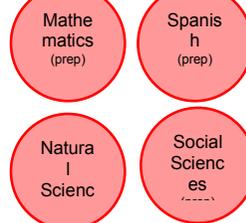
- Basics cover basic needs and learning tools related to axis referred to as Language and Communication, mathematics, Sciences and integrating Natural and Social Sciences. Modules vary according to axis, route and level specified in this document in each level.
- Diversified modules include specific topics to cover human interest and needs in different sectors of population that are not sequential. Contents comply with topic logics and are oriented to reinforce the development of basic skills. Topics may be related to national issues, but also to regional or state issues.
- Training for work; The MEVyT allows learning acquired by students in training courses for work and training for lifelong learning offering in other educational institutions of excellence and quality registered by Institutes and Delegations. Such modules are accredited as diversified modules to get the certificate of Elementary or Middle School.

# Curricular structure of MEVyT

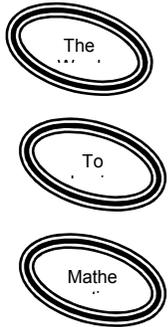
ELECTIVE MODULES

Axis of Citizenry	Axis of Health and Environment	Axis of youth	Family axis	Axis of My Bussiness	Axis of Introduction to the use of a computer	Training for work
We are Mexicans	Life and Health	Being young	A home without violence	My Bussiness	Introduction to the use of a computer	
Our vales for democracy	*Do it for your sexual life	Sexual life youth	Being parents: a shared experienced	To win to the competence	Escribo con la computadora	Life as an inmate
Citizenry: let's participate actively	For a better environment	Pregnancy: a life project	Education of our children	Being better in our	I take advantage of the Internet	The Sinaloa I love
Protect each other is an everybody	Richness of our land	¡Watch out with addictions!	To teach how to be	Credit for my bussiness	*Order and calculations with a	*I crossed the borders
*Let's learn from conflicts	*Water is for all	Prevention from drug addictions	Growing from 0 to	Your home, my job	*I make presentations	K k'aax our mountain
When one face a felony...		Youth and work: Look for a job!	*To grow from 18 months to 3 years	*Hints to work in harmony		
Our documents			*Growing from 0 to 6 years			
			¡I organize my pucket and family			
			*I manage my emotions			

### Prep modules of High School

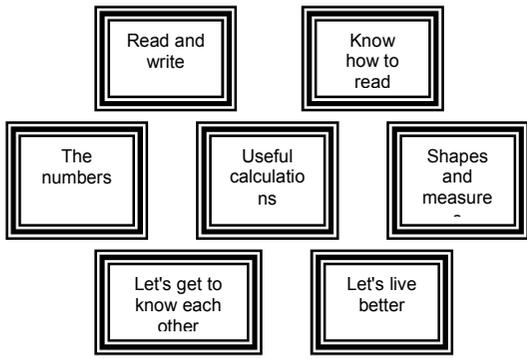


Basic Modules

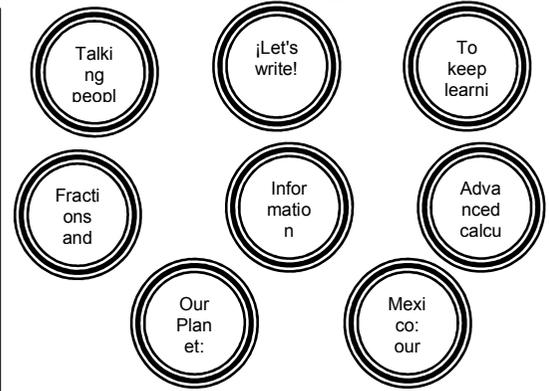


INITIAL

\* Next release



INTERMEDIATE



ADVANCED LEVEL

Modules are built in different fashions to diversify modules to attend educational needs. Educational modalities are:

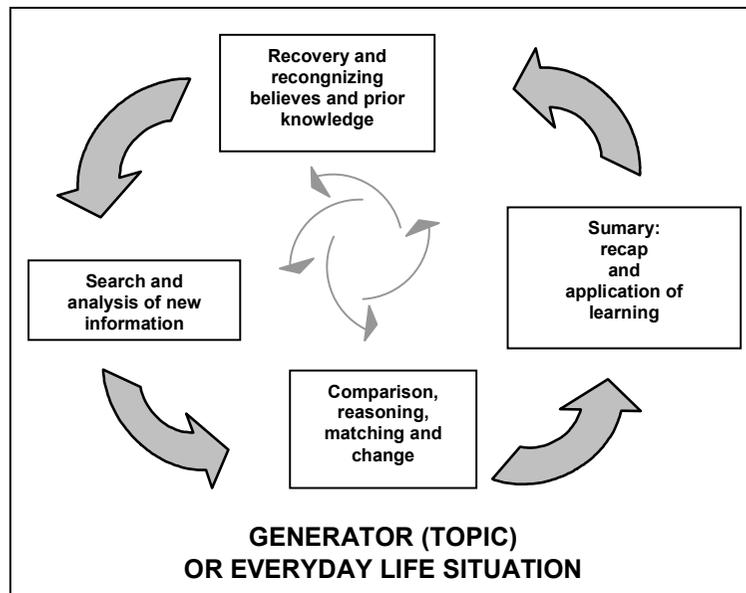
- Printed modules in modular sets with different materials to cover its purposes. They are all mandatory.
- Online courses are free on the Web and are located on INEA portals INEA ([www.inea.gob.mx](http://www.inea.gob.mx)) and the Conevyt ([www.conevyt.org.mx](http://www.conevyt.org.mx)). This electronic version have resulted in an educational and visual adaptation of printed modules to use them as interactive resources taking advantage of the benefits and computer resources to develop different skills. These resources can be seen as managed by users without register. Unfortunately, they can not be followed up nor feedback is shown because they do not warranty learning activities on computers.
- The online MEVyT, which can be studied with the support of a tutor remotely in Plazas Comunitarias of INEA but it does not show the complete offering, which has been integrated gradually.
- Virtual MEVyT equals free-access courses but in CDs, which can be studied in Plazas Comunitarias.
- Basic MEVyT modules in Braille are intended for short sight and visual impairment people, and have been adapted to audio and special features. This is a pilot project.

### **Methodology**

Methodology refers to a way of working and learning process. Methodology is treated as learning situations based on everyday life or people, and is focused on transference knowledge to other contexts in a positive way. Moreover, learning develops through interactive processes between the student and contents, with the support of a trainer and participating in study groups related to modules and studying with other students.

The MEVyT methodology is part of a generator of students' thinking on the importance of a topic as well as to foster problem solving. The topic is the core learning methodology, which differs from the traditional "class" that starts with a definition. In contrast the MEVyT is developed through a momentum which is followed by other four momentums that interact and are related to each other:

## MEVyT Methodology Momentums



The MEVyT is considered at the learning assessment stage, a continuous process carried out by the tutor and student. In modules auto-evaluations and learning activities are develop gradually, as well as the advance which must be signed by the trainer and technical staff so that the student can take the exam along based on learning advances. Because the INEA is an open educational system, the assessment of learning is applied with the purpose of accreditation and certification.

**Indigenous bilingual block: MIB**

Diversity among population sectors, especially among indigenous groups, has required the INEA to develop educational offerings to meet specific more complex needs. Therefore, apart from the MEVyT in Spanish and the MIB intended for indigenous groups (HLI, by its Spanish initials) it is encompassed by two routes: MIBI and MIBES, to address the educational offering towards HLI according to the learning level and Spanish language skills each student has. Monolingual population skills differ significantly from bilingual population skills, which are also different from the Spanish speaking population.

The two MEVyT bilingual routes are:

- The MIBI towards HLI which represent a coordinated bilingual framework, can be expressed efficiently in Spanish and home language but simultaneously to take advantage of both languages.
- The Bilingual MEVyT with Spanish as a Second Language (MIBES, by its Spanish initials) must be applied to monolingual and indigenous language speakers or populations who barely speak Spanish because it requires a very strong effort and educational attention to learn Spanish and develop literacy skills.

In each of these routes of the MIB, the educational attention must be addressed by bilingual instructors from literacy to Middle School.

Bilingual Indigenous MEVyT (MIB, by its Spanish initials)

Research and outputs of literacy campaigns have shown that it is common but a misconception to believe that ethnic groups speak a low Spanish level, however they have high level language skills in their home language as Spanish speakers have. Therefore the MEVyT is intended for: Spanish speaking populations and ethnic groups (indigenous)

Indigenous educational routes based on the model differ from each other based on linguistic features of people. There is a monolingual educational and bilingual route. The curricula for both routes are based on the MEVyT, which is organized in learning modules at three levels: basic, intermediate and advanced. Basic differences between the Spanish speaking populations and indigenous groups are considered, both routes, from the basic level.

Both routes at the basic level are based on the bilingual level accordingly of the person at the momentum, when the person takes part of the educational services. This is done with the purpose to improve comprehension skills and take advantage of educational strategies in different situations, where contexts interact simultaneously to keep learning.

The two MEVyT bilingual routes are: the MIBI and the MIBES. Differences between both are emphasized in the initial level or stage.

The integrated MIBI is applied to medium efficiency bilingual skilled people (coordinated) according to the aforementioned tool. In the MIBI the educational process inside the initial stage considers both languages simultaneously: home language and Spanish. This seems to be more complex than the Spanish speaking route intended for Spanish speaking populations but, surprisingly it is adequate to achieve efficiency in the educational process.

The MIBES considers, in its initial stage a simultaneous work among literacy, home language and Spanish as a second language to begin speaking Spanish. This route is applied when Spanish skills are null (monolingual) as of assessment results are identified. In this case, trying to introduce Spanish writing skills at the same time it is done in the home language, results in poor efficiency and very demanding. As a consequence Spanish skills are developed after developing speaking language skills.

With both routes the functional literacy concept is applied, which is also useful and important. This is done to support indigenous people to discover and build tools to comprehend and write to keep learning and understand using their language skills in both languages. It is pursued to take advantage from both

Provide educational offerings of continuing education to complete the basic level of education.

Functional literacy in the MIBES is made up of 5 learning modules. It starts with literacy in the home language and learning Spanish as a second language and continues integrating writing skills gradually. In this case, introducing writing skills in Spanish is avoided at the beginning to prevent us from being aggressive and demanding thus inefficient.





The MIBI is applied when the bilingual skills level are poor or inefficient. It considers the home language and Spanish simultaneously through 3 learning modules, which seems more complex than the intended route for Spanish speakers. Undoubtedly, it is more adequate to achieve efficiency through the educational process.

For the intermediate and advance levels (part of Elementary School and Middle School) the following actions are developed:

- It is based on an educational offering for Elementary and Middle School of MEVyT as of an intercultural bilingual treatment with contents and educational materials (Guide) and following structures by levels or stages.

- MEVyT basic modules are used in these levels to use them as for their main purpose or tailored according to the culture and home language is intended for.
- In some cases, glossaries are built according to language criteria, to be translated in words and expressions by language variance to serve as the basis for educational materials, which are unique and build by language and ethnic group.

Tailoring is a process which implies: consideration of cosmovision and culture pertaining to an ethnic group, topics, problems, activities, experiences and contents, pictures, recovery of communication situations, etc.

- Diversified modules are resorted to as an open educational offering, which is elective.

### **Approach**

Education for youth and adult indigenous groups (EIBPJA, by its Spanish initials) is understood as a bilingual intercultural approach form a two-dimension perspective. From one side as a result of the focusing on social groups and different language and cultures, which require the pedagogical attention through the development and application of new strategies; and form the other side, the result of a new global vision to educate in monolingual and multiple cultural societies, which very often, coexist in social-cultural patterns and languages aligned with the social and other unbalances surroundings.

In this sense, the intercultural approach, when trying to facilitate dialogue, knowledge, understanding, respect among people and populations over ways to be, think, talk, act, live and solve problems, a society builds a framework where everybody is equal. Intercultural issues look to respond to social and cultural conditions of a society where adults play a protagonist role to grant survival. Thinking of a "strange", "beyond ourselves" or "different" is the core element in which the curricula has based on as well as the proactive and monolingual and bilingual contents in Spanish and home language.

- Recovers social and cultural features and diagnostics which build realities and respect for the home language, culture and organization.
- Facilitates curricular diversity, notwithstanding it is not intended to be apart form the national curricula. However the MEVyT pursues the development of skills for life and work in an intercultural framework.

- Derives from a learning based on languages and comprehensive development between the home language and learning of a second one. Educational processes where two languages intervene, have given evidence that learning of a language facilitates learning of another one. Mastery of a home language skills results in a learning and use of a second language. Thus, the first language turns into a communication bridge and support for the development of new skills.
- Considers a home language as the basis of learning of a second one orally or written. Due to the fact that literacy begins on initial "acquisitions" in the case of the written language, "discovery" is the basis of how language "works" according to its rules and codes, how it is used, what sense it has. It is emphasized that people must know how to read and write in their home language because they understand their surrounding and significant meanings in their home language.

### **Strategy**

Particular attention has been given to the MIB vision and linguistic strategy, which is oriented to materials in different languages while being integrated at the same time they reach an expanded scope that is unified in every region (ethnic group/language). This approach suggests the need to realize and participate in analysis processes and consensus to standardize written language.

On the other hand, in terms of the collaborative efforts strategy, MIB educational modules have been built by technical teams of bilingual people who are related to communities to reflect and respond to different interests, living conditions and linguistic structure of languages. These topics develop mainly adaptation activities of educational materials, training and academic follow up and operational status.

One of the most important aspects to implement the model is that people be incorporated into educational services through an Initial Interview to know the school background, read and writing skills, monolingual and bilingual language skills. This step is essential because it allows placing the person in the adequate educational route to facilitate learning.

Moreover, it is essential that educational attention be in charge of bilingual tutors who pertain to the ethnic group and speak the home language, in order to facilitate the communication channel, didactic situations to work with modules and facilitate relevant learning accordingly. In these contexts, it is also important that tutors and bilingual tutors receive instructions to know how to deliver literacy,

use materials and value learning results among people, as well as develop reading and writing skills, which in many cases people have not developed.

### **Operational conditions**

There is an advance in recognizing equity issues dedicated to gather resources to give educational attention of indigenous population. It is expressed in the following way:

- Geographic expression and distance among populations have urged us to recover as much as resources as we can to distribute materials and organize educational services.
- Operational rules of educational services for indigenous populations have incorporated as of 2005, gradual improvements to benefit volunteers, which is translated into productivity in regular programs. This improves participation among tutors to foster study strategies by pace and realistic goals. Moreover, it is also considered a payment for attending to the initial training.
- Cultural diversity and languages require resources to warrant the existence of educational materials which cost of regular programs is highest, because of the number of printed educational materials and diversified options (elective),

#### **3.2.1 Learners' mobilization, learners' participation in the program design, learners' emergence as partners**

There are basically two moments in which the learners' participation is defined within the design phase of the educational materials that constitute the MEVyT (Educational Model for Life and Work): in the diagnostic actions and in the materials validation prior to the generalized implementation. These moments shall happen as a rule and this is formalized in the process institutionally established for the elaboration of the educational modules.

The first one is applied through research or poll techniques, which allow acknowledging and identifying the needs, educational expectations and interests of young and adult people. These actions are complemented by the documentary analysis of studies,

diagnosis or researches done about the themes that is intended to be tackled. The query with specialized people and expert entities on the issue is also considered in order to exchange experiences and to agree the most suitable treatment for the contents.

The second one is defined before offering the new national, regional or state modules to the population attended by the INEA. Based on the opinion of the learners, the organization is evaluated as well as the contents quality in order to determine its pertinence and importance; its didactic treatment reflected on the activities is verified as well as the functionality of the materials, which allows upholding the decision-making of the authors or the people in charge of the academic quality of such materials.

Thus, the learners assume an active and jointly responsible roll in the program design; they take part in the processes of determination and regulation of the educational contents, as well as in the delimitation of the specific contexts to diversify the educational offer.

Afterwards, there are evaluations of the operating modules through the collegiate Workshops, in which the learners and supportive teachers also participate. Their experiences are taken into account, as well as the suggestions of emergent subjects.

### **3.2.2 Why the listed examples in your country are considered “innovations”?**

The MEVyT is considered an innovation because:

- It recognizes, validates and incorporates the knowledge, experiences, needs and intents of the learner to the learning processes.
- Its modular structure allows the establishment of diverse paths of learning according to the centers of interest of the person.
- It incorporates *educational actions* that were previously disjointed in programs of literacy, post-literacy, elementary school, junior high school, communitarian education and training for and in the work, in a continuum denominated basic education.

- There is a diversified offer that covers specific necessities of vulnerable population and with special educational necessities, as well as of visually impaired and blind people, migrant jobbers, women and young people.
- It offers an aspect for monolingual and bilingual indigenous population with specific paths, which privileges the diversity and plurality that characterize these population sectors.
- It has diverse modalities of long-distance attention for the study: semi-on site, on-line and virtual through CD.
- It amplifies the literacy conception as a permanent process of which point of departure can be any interesting subject. Besides, it diversifies the methodological strategies for initial literacy
- The educational offer is characterized by an organization that includes transverse cruxes that revisit themes such as gender, human rights, intercultural and fundamental languages.
- It favors the building, appropriation and application of competences linked to the Information and Communication Technologies in order to strengthen the processes of communication and learning through life.
- It transforms the guidelines and modalities of learning through the use of electronic, synchronic and non-synchronic means.
- It emphasizes the measures that spread and strengthen the prevention culture in health and environment care fields.
- It considers the evaluation as an inherent part of the learning process. It promotes the self-evaluation and co-evaluation as means to improve the performance.

The practices referred on the MEVyT and the MIB are innovative because they propose a way of non-traditional learning in several senses:

- a) They offer to people the possibility of establishing a permanent dialogue with themselves and with their educational and immediate environment
- b) They are directed to the solution of various and non-hypothetical but real problems.
- c) They are useful for the people for the present and for their educational continuity
- d) The methodology and the activities of learning allow people rediscovering their learning capacities.
- e) They open a modality based on the TIC (Information and Communication Technologies), specifically in the development of abilities for their use with learning and communication purposes.

As well, they tackle themes that are not very common in other models of basic education for adults, and at the same time, they can be easily adapted for people of different conditions, such as blind and visually impaired people, boys, girls and young people between 10 and 14 years old or elder people.

The flexibility allows people developing their basic competences, but at the same time, they have the possibility of building specific paths of learning.

They continue being in force through permanent updating, and as such practices are open, they allow the incorporation of new subjects (emergent subjects).

They are innovative as they offer, in the context of the learning notion through life, the possibility of what has been studied and learned in other social or working spaces, to be acknowledged and authorized as part of the EBA.

In the case of the MEVyT for indigenous population, the practices are innovative because they offer the possibility for people to be placed in differentiated paths adequate to their linguistic condition, with which an answer is achieved, for the first time, that is pertinent for the people with the possibility and interest of following a bilingual education from the beginning of their EBA. Besides, they are also innovative because in the case of this population, the traditional options of basic education have been limited to literacy, while MIB constitutes an open possibility of educational continuity.

#### **4. Adults Literacy**

##### **4.1 How is literacy defined in your country? Have there been changes since 1997 (CONFINTEA V)? Please**

The institutional experience has demonstrated us that in order to alphabetize, a method is not enough and that there is not only one method. We have learned that the knowledge of the written code is not enough for the people to incorporate it in their life and they become users of the written culture, and we have also learned that the participation and creativity of the alphabetizer are very important. We have experienced that it is necessary to do a lot of meaningful practices and applications for the appropriation of the written word and that, insofar as the procedures used to begin the process of literacy recover and incorporate the notions and prior knowledge, as well as the concrete use necessities of the people, there will be a higher impact and transcendence in daily, working and social life of the learner.

For the INEA and Mexico, the literacy is a human right that promotes the appropriation of knowledge, which favors the participation in diverse fields of social life. That's why, even in an initial level, the INEA uses the slogan that says that it is not enough that the person learns to sign or write his or her name, but it is necessary that he or she understands what he or she is signing, and that he or she could even decide if he or she signs or not because the situation is understood.

The principles that direct the educational actions and the literacy that the INEA offers are derived from the results of the national and international research, besides recovering and incorporating results of the educational practice done in the institutional frame, placing the educational needs, interests and expectations of the learner in the center of attention. In this sense, the literacy is considered as an initial process that is part of the basic education, but it is also a more extended learning process that can last through lengthwise and widthwise of life; reason why it is expressed and related through the curriculum of elementary school and junior high school, promoted with the use of conventional and also digital technologies.

The literacy is considered *as a continuous process of knowledge, permanent appropriation and use of the codes, languages and typical symbolic representations for the written culture, that are necessary to communicate, solve problems and develop, according to specific aims, uses and cultural contexts, that are socially established and accepted.* .

In this way, alphabetizing is making the person to improve his or her communication, which will be achieved if:

- He or she understands what he or she is reading,

- He or she expresses in writing what he or she thinks, feels and aspires,
- He or she develops his or her competences to communicate with others orally and in writing,
- He or she can properly localize, select and use information of diverse documents,
- He or she uses the reading and writing in his or her daily life,
- He or she solves problems in which basic mathematics are applied,
- He or she develops interest in continuing learning, and
- He or she develops capacities to participate in social processes of his or her community.

In Mexico, there have been changes in literacy, even when we do not always make a big fuss. The national educational policy concerning adults literacy and education has been redirected with a wide vision of basic education, literacy included, depending on the guidelines and agreements derived from the international initiatives and proposals of UNESCO-Jomtien 1990, CONFINTEA V 1997, Education for All of UNESCO (Dakar, 2000), as well as the Millennium Development Goals (2000), the Decade of Literacy (2003-2012) and the Iberoamerican Plan of Literacy and Basic Education of Young and Adults (2007-2015).

Equally, the contributions derived from the studies and researches concerning adult education have been considered, such as Adult education: *estado del arte (Adult Education: Art State) Hacia una estrategia alfabetizadora para México (Towards an Alphabetizer Strategy for Mexico) (Schmelkes and Kalman, 1996), Hacia una educación sin exclusiones (Towards an education without exclusions) (UNESCO-CEAAL - CREFAL -INEA, 1998); Alfabetización, conocimiento y desarrollo (Literacy, knowledge and development), Singh y Castro, 2007; researches related with the reconceptualization of adults education, among them Ávila and Waldegg, 1997; De Agüero, 2000; Kalman, 2000; Torres, 2000; De Agüero, 2002 y Méndez, 2007. Researches about linguistic and cultural diversity, Hamel (2000); En educación intercultural (In Intercultural Education), Díaz, 2000, among others.*

Contributions that are the result of researches done by the INEA, about the educational practice and the application of didactic materials for the Spanish speaker population and mostly for diverse indigenous populations, are also considered.

As a result of the aforementioned, there is an educational model for the education of young people and adults with an integral, flexible, modular, and diversified approach that attends to the necessities, interests and expectations of the learner. Here, the literacy, with an amplified vision, is a substantive part of basic education; it is conceived as a right and as a tool for keeping learning that requires a solid and meaningful learning. The educational proposal of literacy is applied as an initial level that promotes the appropriation and consolidation of the written language, through the participation of the learner in practices linked to written culture and the strengthening of civic participation.

In order to enhance the advances of the people, we can distinguish three big moments of literacy in basic education: initial level, divided in modules with specific intentions, during which people appropriate reading, writing and basic mathematics, afterwards, the study of written language is continued in intermediate level (elementary school) and advanced level (junior high school).

The initial level, in its different aspects, is structured as follows:

**MEVyT and its aspects**

<b>MEVyT</b>	<b>Indigenous Bilingual MEVyT (MIB)</b>	
<b>Spanish speaker</b>	<b>MIBI</b> (Bilingual Integrated)	<b>MIBES</b> (Bilingual with Spanish as 2nd. Language)

* The word * To start with * Mathematics to start with	* <b>MIBI 1</b> I start reading and writing in my two languages * <b>MIBI 2</b> I read and write in my two languages * <b>MIB 1</b> I use the written language	* <b>MIBES 1</b> I start reading and writing in my language * <b>MIBES 2</b> Lets talk in Spanish * <b>MIBES 3</b> I read and write in my language * <b>MIBES 4</b> I start reading and writing in Spanish * <b>MIB 1</b> I use the written language
<b>Spanish speakers</b>	<b>Bilingual people</b>	<b>Incipient Monolingual and Bilingual people</b>

The literacy vision in force promotes permanent learning in the educational continuity frame in order to guarantee that the person that is alphabetized is capable of applying what he or she has learned in order to improve his or her performance and quality of life.

#### 4.2 Which are the new approved and implemented policies?

First of all and very important, the extension of the concept of literacy in a more extended initial level that allows favoring a real, functional and unforgettable literacy and it makes the educational continuity to be possible.

From **80,218** of learners that completed *La Palabra (The Word)* from 2004, to December 2006:

- **72.2%** concluded Initial Level (57,921)
- **60.2%** continued and completed at least one more module (48,256)
- **30.5%** concluded Elementary School (24,471)
- **8.9%** concluded Junior High School (7,165)

and **11,075** continued being **ACTIVE learners** (13.8%)

Currently, a more pertinent literacy for native peoples from México, is being built and its application is being initiated, through which the mother tongue is used as central crux for understanding that written word refers to understandable thought, the teaching of Spanish as second language is also used because of the demand from people and the dominance in commercial and social transactions; in this way, it is expected to achieve an effective literacy, because of its bilingual characteristic.

#### **4.3 Please give examples of effective practices and innovative literacy programs.**

**a) Initial level of the MEVyT.** The initial level for the Spanish speakers includes the study and certification of the basic modules *La palabra*, *Para empezar* and *Matemáticas para empezar*, in order to achieve what we call initial literacy.

This practice is considered an innovation because it promotes and makes possible the educational continuity of the young person or adult, it gradually articulates methodological contents and approaches that make easier the appropriation and consolidation of written language and basic notions of mathematics through the participation in situations of learning related to personal, familial, working and communitarian fields.

The contents of the materials tackle situations referring the knowledge and grasp of the writing system, but they also favor its enrichment from the manipulation and search of diverse materials for the acknowledgment and application of different uses and functions of written language. In context, the activity is the learning motor; we start from family situations so the person can be capable of transferring what he or she has learned into situations of his or her own of diverse action contexts in order to gradually advance in the acknowledgment and appropriation of the linguistic and/or mathematical formalities. The use of recreational activities makes possible the socialization of the person, the manipulation, models creation and the generalization of the knowledge, as well as the improvement of his or her performance.

The module *La palabra* has as purpose that people start using the writing and reading; that they use what they already know, the experiences they have about the use of written language and elemental mathematics. The method of the Spanish speaker literacy of the module *La palabra*, is the generator word, based on the pedagogic contributions of Paulo Freire, author for whom alphabetizing

was understanding the world, comprehending what is read and written, promoting an attitude of creation and recreation that allows the self-affirmation that would lead the person to the obtaining of an active posture in front of his or her context.

Freire emphasizes the need of putting in context the process of literacy through critical and permanent dialogue about his world vision and the conditions of daily life, thus, the learner is made aware about his or her potentialities and he or she transforms them. For Freire, the continuous dialogue and analysis enrich the sense of the words that are chosen and used in the learning process.

The method of the *Palabra* generator:

- It is active, dialoged, and it has a critical spirit.
- It involves the modification of attitude of the participants in the educational process.
- It is an analytical method that allows, at the same time, the learning of the reading and the writing from the acknowledgment of the elements of the writing system and the transformation of the reality.
- It considers the vocabulary universe of the context of the people in order for the meaningful learning to be possible.
- It makes the adult to be interested in the alphabetizer process.
- It involves the systematic acquisition of human experience.
- It promotes the search of solutions to daily problems and needs.

In the modules *Para empezar* and *Matemáticas para empezar* more flexible methodological proposals are incorporated, in order to support the process of initial literacy, both of the appropriation of written language as well as mathematics, so to favor meaningful learning in people.

In the module *Para empezar* it is proposed to develop in young people and adults the basis of reading and writing, considering the use and utility that these have in their daily life. The materials that form a module offer activities framed in situations that are close to the family and working environment of the people where the use of written language is necessary.

The methodological approach invites people to:

- Acknowledge the use and utility of the language in a specific situation,
- Recreate a very own situation about the language use,

- Build brief texts based on their communication necessities,
- Evidence the efficacy of their writings when sharing them with other people and to correct them in order to achieve their aim,
- Reflect about some linguistic aspects that intervene in the production of a text and about how these improve the understanding of the same,
- Analyze diverse texts and to build new ones from their wishes, emotions and feelings,
- Value limitations and reaches from the verification of what has been learned.

In the module *Matemáticas para empezar* the problematic situations that are proposed intend the young people or adults, at the end of their study, to:

- Read, write, compare and order numbers up to four figures.
- Solve addition and subtraction problems.
- Identify some geometric figures and to reproduce simple designs.
- Locate places that are represented in a sketch
- Identify units for measuring longitudes in meters and centimeters; liquids in liters and time in months, days and hours.
- Solve problems using simple tables of proportionality.
- Solve problems of distribution, using different strategies.

It is considered that a person has concluded the initial level when he or she has completed the three modules, where at least one, must have been completed through a final test.

#### **b) The implantation of Mayan MIB, as practice example**

On December 2006, the educational modules were totally concluded for both of the MIB paths that were built for the Mayan population in Peninsula de Yucatán, formed by Campeche, Quintana Roo and Yucatán. In 2007, the process of implantation of this model in the region, prior planning of actions and annual goals, got started.

Developing the implantation of a new model implies having a systematic vision of its components; this is, from the planning of all the process in its quantitative and qualitative aspects: goal to be achieved, working areas, and strategies for the incorporation of advisers

and adults; up to the components associated to learning evaluations and the projects development evaluations, and their feedback. Thus, initiating the implementation of the Mayan project implied, in first term, the awareness and integration to the MIB, with specific responsibilities, of the staff at a state level in the areas of Educational Services, Accreditation, Informatics and Planning In parallel, and in diverse stages, a series of activities of institutional and educational figures making of different level, basically of the bilingual advisers, were done.

Afterwards, these advisers made the incorporation of young people and adults, prior application of the initial Interview, with which the level of bilinguism was identified, they were placed in the convenient path and educational services were organized under the advice of creating study circles and diminishing the individual educational attention.

At the same time, the necessary reagents and tests were done, in order to make a learning evaluation, both in intermediate moments of the educational process and in the end, with the purpose of accreditation. The educational materials were distributed and the basis for the operation of the Automatic System of Accreditation and Follow up( SASA, by its Spanish initials), that allows an adequate register and automatic following of the learners, the advisers and the operating units where the educational attention is developed

This process of implantation has been neither lineal nor simple, it has had its obstacles and difficulties, and nevertheless, among the most relevant of the experience we find the following:

- The learning on part of the advisers for writing, reading their language and mostly pronouncing in a comprehensible way for the person listening when something is read out loud, it is an indispensable task, but it also has been long and hard. Many of them are bilingual since children or were alphabetized in Spanish, and despite the grasp of the language allows them to understand what they hear and to explain their ideas in Maya, they require a lot of practice to read their language with a comprehensible intonation. That is why it has turned to be necessary to amplify and strengthen even more the training of the advisers. .
- The institutional inertia that exists in other programs of education for adults for obtaining many high and quick achievements of accreditation has lead to intend the same in bilingual indigenous literacy; that is why the three states considered at the beginning very wide goals, that couldn't be thoroughly met. Now, the challenge of the institutional structure is learning that bilingual literacy has another rhythm and other courses.

- The process of bilingual literacy, in practice, can involve another very important process, of which traces have started to be observed. We are talking about a rebuilding of the Mayan language, but mostly in its functional use, this is inferred when we listen to the dialogues among speakers while using words or expressions, which are unknown by some and some others have listened from former generations, and they make obvious the necessity they have of recovering them to describe their reality without turning to the linguistic loans of Spanish. On the other hand, when writing expressions of the language, they have also been required to do a constant analysis of the “right” way of pronouncing many words or expressions, not only to write and talk “correctly”, but also and mostly to “make oneself understood”. Both the recovery of the vocabulary richness and the clarity of pronunciation, they are traces of a rebuilding of the language that is generating the literacy process. This trend is linked to a cultural movement in the region that is complemented with the creation of the Universidad Intercultural Maya (Mayan Intercultural University) in Quintana Roo and with other local expressions that revalue the indigenous language and culture and that, hopefully, can have a favorable effect in the life conditions of the population.

### **c) Literacy practices with TIC support**

Since 2002, an alternative proposal was developed in the INEA for the initial literacy with the support of TIC that considers three modules: *Nuestra palabra, Para empezar y Matemáticas para empezar*, this proposal is called Puentes al futuro (Bridges to the Future)

This is considered an innovation because it makes possible the building, appropriation and consolidation of the written language and basic mathematics and the use of basic technological resources which allow the person to keep learning, to be participant of a long-distance collectivity and to raise his or her life quality.

This project contributes new and pertinent elements to the existent proposals of literacy, because it incorporates an approach that starts from the communicative relevant situations in the life of the young people and adults and, at the same time, it incorporates the use of technology to support the literacy process and to develop competences in the use of technological resources.

In this proposal, the methodological approach achieves to concrete learning situations, both in the printed and electronic material, in which not only the appropriation of the writing system is possible for the person, but they also allow establishing the relation with personal, familial, working and communitarian fields.

The electronic complement take advantage of the resources of the electronic tool to recreate the situations or simulators, of which manipulation makes possible for the person the grasp of the electronic tool and the development of new capacities of long-distance communication, as well as the appropriation of diverse specific languages of the environment.

This proposal goes beyond the enunciation of contents and it leads to the awareness of actions that have an impact in the life quality of the learner, his or her family and community. The educational spaces create the possibility of developing productive, recreational, and health and environmental care projects..

The virtual proposal of the MEVyT has an alternative offer for the study of intermediate level (elementary school) and advanced level (junior high school) through online and CD courses.

The methodological approach and approach that supports this proposal is similar to the one described in previous paragraphs. Among the characteristics, the following stand out:

- There is an on-site indispensable charge, because users, in general, must assist to the educational space to use computers and connectivity.
- There is an on-site mentoring, because there is a person called Technical Support that can help people if they have difficulties with the use of the computers and Internet.
- The online courses allow the use of resources such as forums, virtual communities, e-mail, evaluation, activities, monitoring and comments from the tutors as it is usual in on-line courses.

#### **4.4 Please explain how policies and programs are concentrated in the gender problematic. Describe the importance given to women and other target groups.**

Within INEA, as part of the vision centered on education for life and on the necessities both practical and strategic of the young people and adults, there was created since 1996 the project called ***Género y empoderamiento (Gender and Empowerment)***, reflected in the MEVyT, which has, among other purposes:

- To incorporate the gender perspective into the educational work with young people and adults.

- To intensify actions leading to personal and familial well-being through basic education.
- To coordinate with the government institutions, social organizations and the NGOs, the educational work and the diffusion about the gender perspective, human rights, sexual and reproductive health and empowerment.
- To design and to elaborate educational material.
- To make aware, to form and to update, about gender perspective and empowerment, the technical staff of the institutes and delegations of adults education in the country.

Currently, within the MEVyT frame, the INEA offers modules in which the incorporation of the gender perspective and the attention to the gender problematic are clear, in aspects such as: domestic violence, human rights of different social groups, women among them; sexual and reproductive health, and familial orientation, among others. This is exemplified in modules such as: “Being Parents, a Shared Experience”, “The Education of Our Sons and Daughters”, “A Home Without Violence”, “Juvenile Sexuality”, “Being Young”, “Pregnancy, a Life Project”, “Do It for Your Sexual and Reproductive Health”, “Watch out with Addictions”, “Your House, My Job” and “To teach to be Lets educate from the beginning”, which are specifically addressed to women and their families. There are also specific workshops of training about gender, sexuality and self-esteem, for the educational figures that apply the model in all the country, and with manuals of self-training where they are guided about the treatment of this kind of subjects.

The gender perspective and the dimension of empowerment in such model, as well as in the educational models particularly included in the educational cruxes of the MEVyT called Family and Young People, happen around the acknowledgment of sexual, cultural and social differences, and the necessity of giving opportunities to women and men to identify and transform progressively their rolls and to eradicate violence in the family towards women, sons and daughters, elder people or people with some kind of handicap, based on the development of self-esteem, the capacity of self-knowledge, analysis and decision-making, and the development of the affective and familial word.

Equally, the knowledge and exercise of the human rights are incorporated (women, boys, girls, people with some kind of handicap and elder people) for the fulfillment of their basic needs of survival and the ones that go beyond them (right to life, feeding, personal and reproductive health, housing, water, work); (freedom of expression, of gathering, education, freedom of worship), and it is retaken the acknowledgment of ethical values of the family and the social group to which young people and adults belong, as well as the

development and appropriation of others that favor the familial and social coexistence. Thanks to this, there are testimonies of women who are students of the MEVyT that being in a module has demanded the action of the justice in cases of violence and abandonment

#### **4.5 To what degree the policies and the programs have as goal building alphabetized environments? Which advances could be achieved?**

The educational offer of the MEVyT promotes the creation of alphabetized environments, among other reasons, because:

- It warrants the free distribution of more than 60 printed thematic modular packages to the 32 entities of the country, including the zones of high marginalization.
- It warrants the design, printing and packing of resistant materials that make easier the search and conservation even in environments of extreme environmental conditions.
- It makes possible the creation of familial and communitarian libraries that promote the creation of recreational spaces and of collective learning.
- It promotes the formation of state technical equipments specialized in native languages that participate in the building of materials that respond to particular cultural referents and that contribute to development, appropriation and diffusion of practices linked to written culture of the native languages, strengthening them and the comprehension of the writing of the same.
- It invites through diverse activities of learning to recover, document, broadcast and value the intangible heritage of the different cultures that form the country.
- It promoted the realization of diverse communicative situations that make possible the acknowledgement, appropriation and use of different uses, formats and functions of the written language inside and outside the educational space.

#### **5. Expectations about the CONFINTEA VI and the perspectives for the AEA (Adult Literacy and Education)**

From the perspective of the sector of AEA, we think that we still have to debate what must be done for the concepts of literacy with a wide vision and linked to the generation of alphabetized environments, as well as the learning through life, to be turned into realities in

the practice of the countries, amplifying the look beyond literacy, towards basic universal education and towards a renewed and extensive training for the work, specially to empower productively and economically the more marginalized communities. Also, there must be a debate so that such conceptions permeate to the diverse institutions of the UNESCO itself, and reflect consistently in all its action and stimulation lines. On the other hand, it would be expected that the mechanisms be defined to act with a higher proactivity in the field, in its financing and its relation with the other subjects of educational policy.

We expect that in the CONFINTEA VI the clear mechanisms could be glimpsed not only regarding the achievements, but also with the real difficulties in the instrumentation of the conceptions and progressive lines of the field, in order to avoid delays or simulations. Besides, we wish a higher balance between social and government presences to increase the synergies.