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Administration of professional education of marginalized in Mexico

Abstract

In order to identify the mechanisms of governance in professional education of marginalized in Mexico, it was analyzed the basic activities of federal programs of training of the most vulnerables. In the context of our study are of interest the results of our analysis of the principles of the National Institute of Adult Education of Mexico (INEA), which manages the adult education.

Keywords: education, Mexico.

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The National Institute of Adult Education of Mexico is a decentralized body of the National Federal Administration with legal representation and private property, which set in hand by presidential decree published in the Official Gazette of the Federation (August 31, 1981). INEA was established to develop educational programs for adults; the scientific and educational research in adult education; development and distribution of teaching materials; development and implementation of evaluation of adult education; accreditation and certification at the national level of basic education of adults and young people aged 15 years and over, who were not able to obtain the elementary level of education, which is compulsory under Article 43 of the Law on General Education [4].

The programs developed by INEA provide educational services for all citizens aged 15 years and over who were unable to finish primary, secondary or vocational education. The educational programs are developed through andragogical approach based on life experience, knowledge and skills of adult learners, as well as focusing more on the process of the embodiment of knowledge by students than

the teaching of that knowledge. This is explained mainly by the fact that the adult learner throughout his life has developed specific skills training, so the emphasis should be put on adult learning rather than teaching [1].

The objective of INEA is also the elimination of illiteracy, improving quality of life and generating new employment prospects for marginalized groups. To this end, in 1999 the National Institute of Adult Education, presented a new model for the implementation of adult education, the so-called “education for life and work”, which is based not only on learning of that part of the population that was unable to obtain timely basic education but also to provide basic vocational knowledge in agriculture and craft industries [3]. This model was introduced for the first time in the state of Aguascalientes in 1999, opening thus a new stage in the development of vocational education of adult representatives of the most vulnerable groups in Mexico. Its characteristics are as follows:

- flexibility and diversity of training programs, which is achieved by using a modular system that allows youth and adults to study subjects that match their interests, acquire knowledge and develop skills that directly assist them in working life;
- union curricula of primary and junior secondary education into a single entity and distribution of subjects into two main modules: the language and communication and in mathematics and science, and a series of additional optative modules that vary depending on the social, cultural and geographical characteristics of each area and may include topics such as agriculture, work and culture, family and youth problems and so on. For those students who successfully complete all the modules and wish to continue their studies at the preparatory school, offers training courses for admission to highschool;
- recognition of prior knowledge and skills of the adult learner, which can be accredited by examination and not examined during the study, the use during the study of contemporary teaching materials and textbooks developed by prestigious national publishers [2].

Accomplished our scientific-pedagogical research has shown that INEA as the federal agency that manages adult education, based on innovative management system developed on the principle of decentralization, federalism system of adult education. Thus, for accreditation to national level of basic education received by adults, not in the schools states whose governments are responsible for the provision of educational level, management INEA in coordination with the Board of Directors and the National Development Plan for 2001-2006, (Plan Nacional de Desarrollo 2001-2006 - PND), signed a coordination agreement with the governments of almost all the states of Mexico to decentralize educational institutions for adults from the regional government and transfer them INEA management (the federalization of the national system of adult education).

Under these agreements, the Institute is recognized technical regulatory organization which manages adult education in the country, and accredits the level of basic education. Now, INEA offices in the states are the Institutes of Adult Education of

States (Institutos Estatales de Educación para Adultos IEEA), which are bodies, decentralized of the states administration, that have their own validity, ownership, self-governance, funded by the federal and state governments and must comply with regulatory requirements exploitation of resources and to provide periodic financial report.

INEA empowers institutions and governments to manage and dispose of adult education financial resources for the development of adult education, in compliance with national law and taking into account the geographical, social and cultural characteristics of the area in which are provided the services to adult learning. INEA is obliged to distribute at the national level the information about the IEEA. State governments authorized to plan, organize, manage, operate and monitor the adult education, following the requirements of federal programs. However, they may also make additions or develop their own programs based on regional characteristics that affect directly the adult education [4].

The federal budget for the Institutes of Adult Education of 33 states released through the General Office of the Federal contribution to the staffing and resources of municipals and 11 Departments of Education, and received through the Ministry of Education. This budget is intended to cover the administrative costs of the central offices of institutions, development and distribution of teaching materials, books, etc. and for branches of the Federal District and the State of Nuevo Leon, which is not yet agreement on decentralization [1].

Thus, through the creation of almost all the states of local institutes of adult education, adult education federalization in Mexico is currently in its final stage. In states where the process of federalization is not over INEA operates, there are realized through its subsidiaries offers distance learning the courses to prepare for exams and get the certificate of adult basic education, literacy courses and courses to obtain the necessary knowledge for life and work (vocational and craft-training) [4].

Thus, based on our analysis, we have every reason to conclude that thanks to the process of decentralization, national system of adult education in Mexico facilitates innovation management model, the principle of which is that coordination of adult education was carried out on the ground with the involvement of state governments and municipalities and local public and private institutions, while funding and accreditation of educational levels - through a centralized federal agency management - INEA. With decentralization, the responsibility of adult education in the country have the federal government, state governments and NGOs.

Another innovation of the management of system of adult education in Mexico can call the introduction of controls over the financing of training programs. Thus, to ensure the quality and equality of adult education, transparency in the use of national funds set aside for this INEA develops operating rules for each year. The States Adult Education Institutes must submit every three months INEA report on the use of the budget, explaining the objectives and outputs achieved. These reports should be submitted within the first 15 days after the end of each trimester.

As part of our research interest is the experience of monitoring and evaluation of national training programs and projects of the States Institutes of Adult Education that periodically implement national and international educational and research institutions and experts in adult education, specialist organizations working closely with the Ministry of Finance of Mexico (Secretaría de Hacienda y Crédito Público SHCP) and the Ministry of public functions (Secretaría de la Función Pública SFP), in order to improve planning of the annual federal budget for adult education, transparency in the use of finances that are meant for adult education programs, and prevent diversion of the basic needs of budget institutions [3].

Committed us pedagogical research and analysis has shown that due to national policies in the field of adult education and measures of decentralization, federalism undertaken by INEA in the development of vocational education in Mexico reached significant changes. However, it is important to note that, despite the positive results of INEA, the work of the institution, there are some problems related to various aspects. For example, not all training programs INEA are important, they are not in the interests of all adults (there are courses that are recorded very few people, and even those that are recorded, interrupted education). Another problem is that the programs are matched to the so-called average adult, however, research has shown that students who attend the courses have very different characteristics, skills, training, interests, etc., so training programs need to be reviewed and adapted to different groups of adults [2].

On the other hand, there are questions about the quality of adult learning, as for the learning process relies on INEA instructors are recruited from volunteers prepared by short-term courses. Many of them have no previous teacher training, the more are not specialized on training in adult education. You should also include a note of the fact that not all institutions of adult education in the states have their own building for training. Training is held in temporary rented premises which do not always meet the requirements of the student's classes. Generally, for the purposes of adult education is not allocated sufficient funds [3].

Another problem is the low rates of positive results in the eradication of illiteracy. It turns out that the number of illiterate adults and adults who have not completed basic education is increasing much faster than predicted, and plans to serve the education INEA. This is, in turn, the problems of basic school education that having age 6-14 years, the population ignores or does not finish. Thus, reaching 15 years, teenagers go to the category "illiterate youth and adults" and should be served by INEA. The project "Education for Life and Work", is designed by INEA for solving this problem. But, its have "old" difficulties, namely, age diversity of students, the inequality of their previous training, interests, social and regional origin and so on. Remain as a problem with the teaching staff, whose training is poor, and the federal budget deficit, which stands for Adult Education.

To address the issue of increasing training instructors volunteer INEA introduced a new system of financial assistance to teachers whose students successfully pass the course exam or individual objects or modules (paid from 50 to 150 Mexi-

can pesos for each student). Financial assistance is provided to the directors of schools, pupils are successfully pass accreditation. In many states, these measures yield positive results: the preparation of teachers has increased. However, studies have shown that in some cases this educational innovation leading to corruption and can significantly affect the good image of public institutions of adult education in society and the level of confidence in their quality.

So, as part of our comparative analysis is important to pay attention to these problems of adult education in Mexico: the need to allocate adequate budget for basic training of instructors who work with adults, the importance of developing of mechanisms of cooperation between state institutions of adult education with other public and private institutions involved in adult education, and pay special attention to education for healthy living, vocational training for agriculture and industry, the need of not only persecution of quantitative but also qualitative results of literacy and education for life, adequate implementation of an effective system of evaluating of the results of state institutions.

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