

“Integrating non-formal and informal learning in the educational model of UNAH”

Universidad Nacional Autonomoma de Honduras

2ND VPL BIENNALE

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Presentation frame

1st part

- Historical Context of educational model of UNAH
- Basic definitions

2nd part

- Purposes and research questions

3rd part

- Evaluation and analysis of results
- Conclusions and recommendations



Historical-Context

Educational exclusion and the contribution to social inequality has been taking place since the beginning of the UNAH (S-XIX) to the present day

IE
R
P
L

Recurrent
Exclusion

1918-2000 –Cordoba Reform-in Argentina –**Monopólic Model**
universal educ; public, laica, free, co-governance and autonomy. 1st
reform of Latin-America (third of UNAH) –expantion of > coverage
and access

2009 **Model toward Sustainable
Human Development** con **calidad,
pertinencia y equidad**

Beliefs about higher educ
mark tendencies to >
Autonomy

1957
constitución
give
autonomy to
UNAH

2000 toward **new model** educ.
For twenty century S-XXI

2004-nueva Ley
Orgánica; Modernización -
2005-2008 comisión
Transición

1882-1917

Napolic-
Positivist-
objetivity

1960 crisis of
educati6n

neo-liberal wave during **1980s y 1990s** with
significant impacts in developing countries, specially
latinamerican even in Scandinavians – Discourse
mercantile (**material**)

1847-1881 model
escolástico (repetiti6n-
memory)

1960 –1970s social movements in
favor to Lifelong Learning and
Education- humanist (**inmaterial**)

Core definitions

- Discourse =
 - “a connected set of statements, concepts, terms, and expressions which constitute ***a way of talking or writing about a particular issue***, thus ***framing the way people understand and act with respect to that issue***” (Watson,1994).
 - a means through which understandings [of RPL, VPL, etc] are constructed (which – in turn – inform behavior).
- “Unlike readers, who can solve the problems of interpreting the text in a thousand different ways - thinking not just one way - any discourse analyst aims to **discover the rules, mechanisms and laws** of discourse, condensed into **symbolic forms** (eg, **Recognition of credits and access, of experience and learning**) that no individual with a minimum of discursive competence can evade” (Angermuller, 2014)

The **purpose and general objective** is to identify the **mechanisms and / or elements** that integrate this redistributive framework. Discursive (concepts, constructs, approaches, perspectives, models, debates, agreements, etc.) of REAP. Then, to construct the corpus and sub-corpus and proceed to the **deconstruction** of the discourse in function of the research questions formulated, that allow to respond to how to contribute to an optimal **inclusion** of the learning that preaches the current educational model of the UNAH, conducive and Oriented towards social justice

Specific objectives:

- i) Identification of the **state of the art and** / or status of the field of study of 'prior learning', as well as approaches, models and perspectives on education, and 'lifelong learning' at all levels;
- ii) **Analyze 'lifelong learning'** implicit in the educational model of the UNAH, based on models of institutional analysis (emphasis meso level);
- iii) Contextualize and **identify the elements and / or discursive mechanisms at all levels** of concretion of the educational model of the UNAH;
- iv) Broaden **discourse analysis** and complement critical content analysis;
- v) Contribute to a **public policy** in higher education in Honduras.



Research questions (matrix of input, output, product, results..)

General question:

¿How to integrate 'Prior-learning', mainly informal and non-formal learning, into the educational model of UNAH?

Two moments:

A) In the critical analysis of contents: What have been the **most used constructs** at the theoretical, methodological and empirical level in the field of the knowledge of prior learning and experiences (formal, non-formal and informal)?

B) In the critical discourse analysis: How should the **mechanisms and / or elements** of the discourse of a lifelong learning policy and previous learning be defined and structured?

Tipology of questions					
Input	Process	Results/ products	Synthesis conclusions	Type of analysis	Phase
a, b, c, d, e, f, g, h, i, j, k, l, o, p, q, w, z, aa.	l, m, o, p, q, w, z, aa.	l, m, n, o, p, q, r, s, t, w, x, z, aa, bb.	l, n, o, q, r, s, t, u, v, y, z, aa, bb, cc, dd.	AC, AD	F1, F2, F3

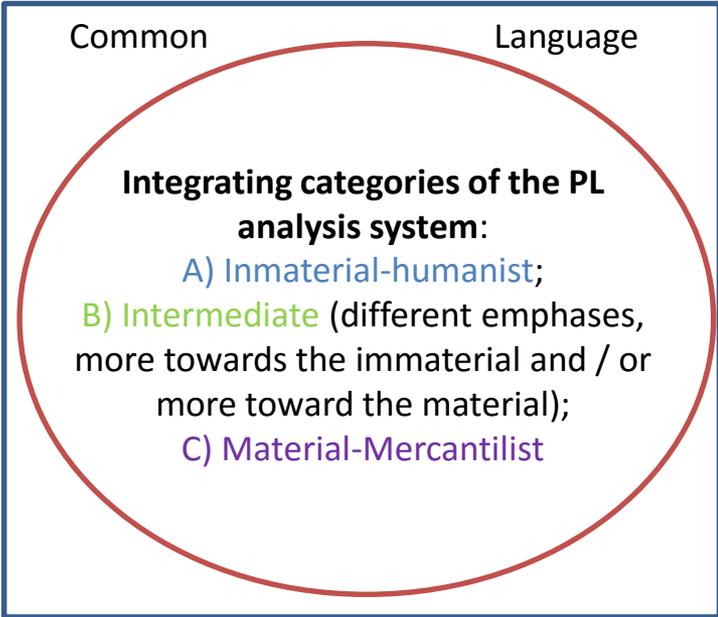


Identification, selection of other core documents; about approaches, perspectives and models related

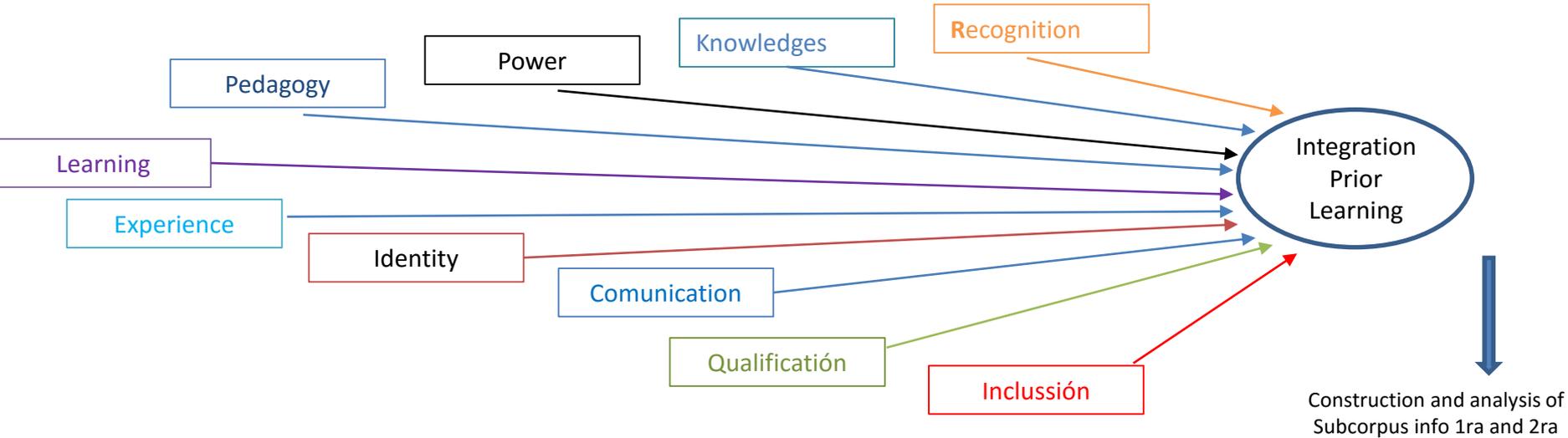
Approaches of education and development: a) Capabilities approach; b) Human Rights; c) Humano capital.

Analytical models of policies in education and adult learning : a) Democratic emancipator; b) modernización and state control; c) Human resource management.

Perspectives of prior learning: a) Crític/radical, b) Liberal/humanistic y, c) technic/market.



From literature review to a conceptual framework



What is Knowledge Society

Discourse ?



Knowledge the most fundamental resource?

human capital

competition and managerialism?

utilitarian functions of education?

weakening of central education governance?



Education is included in innovation system?

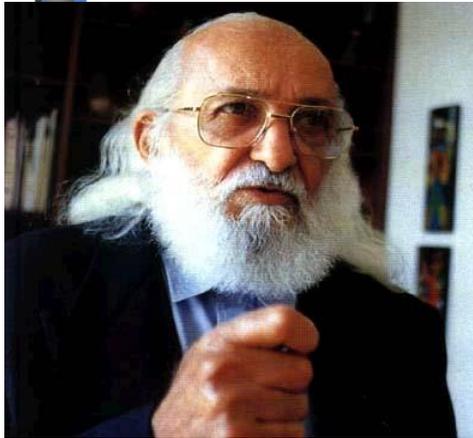


What is Inclusive Welfare-state

Discourse?

gender-neutral?

social citizenship?



mass education?

centrally controlled systems

social democratic?

publicly funded?



Conclusions –about research questions

Probably;

The answer to the general question of research is that "prior-learning", mainly **non-formal and informal**, must be managed, **recognized, validated and accredited** in the educational model of the UNAH at all levels , Macro, meso and micro), privileging the approaches, models and perspectives that are oriented toward the **immaterial humanist**, but such integration to be an integrally optimal inclusion, must be not only of the learning and experience, but of the people and Key actors of society in general (public and private), within a **framework of 'education and Lifelong learning'** .

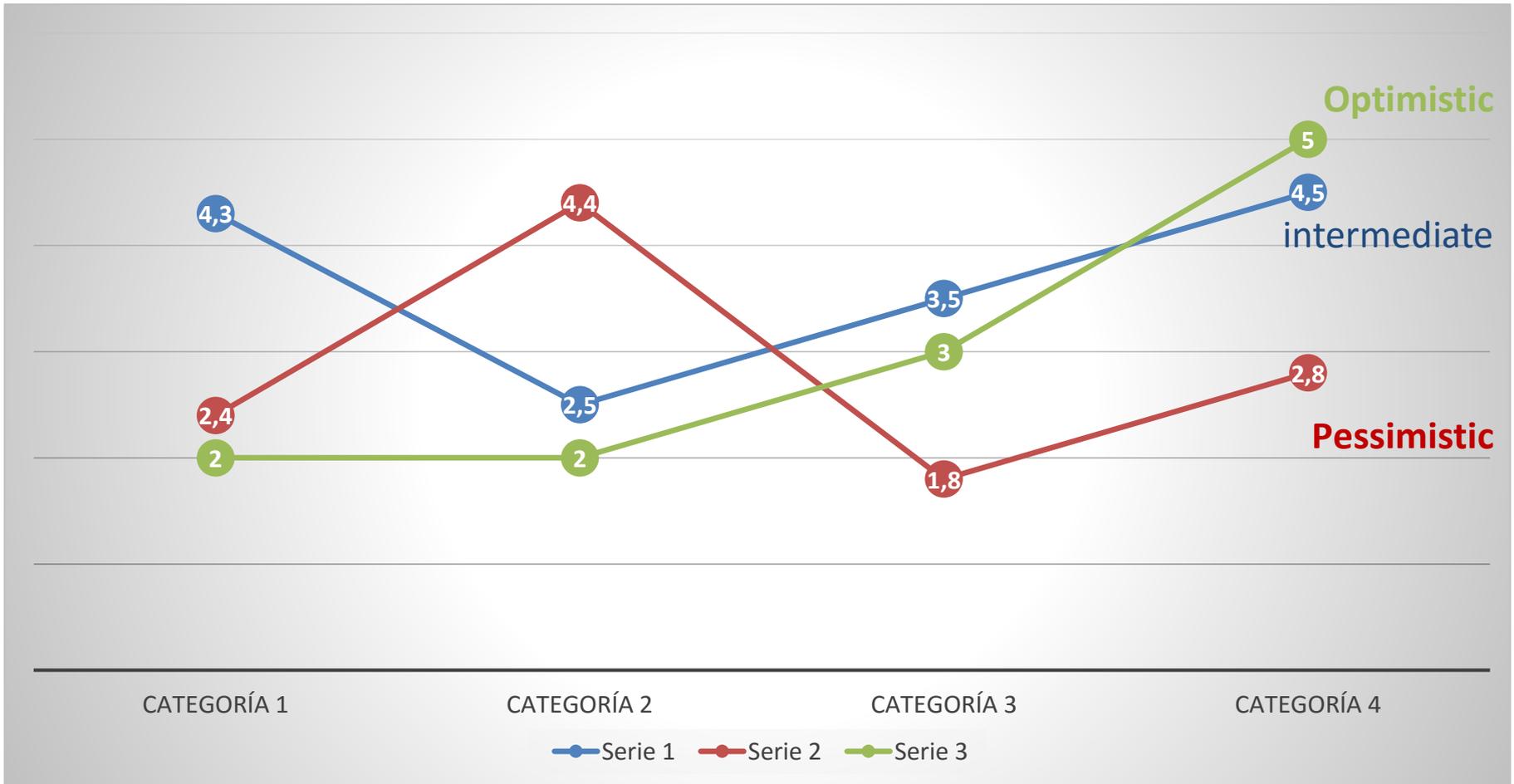
The **categories that were built and integrated**, on the approaches, models and perspectives of the field of study of education and development, lifelong learning, and the recognition of previous learning, were the following: **A) immaterial Humanist**, which seeks an optimal integral inclusion; **B) intermediate** with tendencies to the immaterial (with partial inclusions) and / or material (excluding); **C) material mercantilist** that leads to exclusion and / or inequality.

Probably;

The **most used constructs** in the theoretical and methodological dimensions are: **knowledge, power, pedagogy, learning, identity, experience, learning experience, communication, qualification**. In the empirical dimension, the same constructs are used but the frequencies and saturation of the use are changed, as well as ***inclusion*** as a construct widely used in the document of the educational model of the UNAH, as well as in the empirical discursive corpus (contextualization, Interviews and focus groups).

The **mechanisms and / or elements** of the discourse of a 'lifelong learning' policy and 'prior learning', in order to **be guided and oriented towards optimal integral inclusion**, should be defined and structured as described below: The concept of **education is considered as the development of capacities**. Established as **basic social right**. Education and training as a process of empowerment. Education is seen as meaning to transform the individual and society.

Probable thesis scenarios



Actual Situation

**Future situation
(Prospective)**

Conclusions thesis of thesis:

...Probably, in **prospective** with a „**optimistic**“ Scenario

*The new task posed by the fourth reform and transformation of the UNAH, knowledge management, the components of the basic law of the current Honduran higher education system, as well as leadership as the main driver of results and impacts, **should consider education and Learning** in the long and wide of life, through mechanisms of recognition of previous experiences and learning (formal, non-formal and informal), incorporating and strategically including all key actors and agents, **with** multidimensional transdisciplinary scientific mediations and integral categories (Approaches, models and perspectives) that favor mechanisms and / or discursive elements oriented toward the **humanistic inmaterial**, in order to **reduce historical inequality** in higher education (of the Honduran context) and also an **inclusion Integral** with redistribution social justice.*

Thank you for your attention

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