

Systematic review of alternative education for youth and adults

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Abstract

Basic education of young people and adults is a modality for those people who have never studied or have stopped studying for various factors, this modality stands out for the flexibility in the form of attention, and beginnings according to the context where it is developed, but they are seen as part of the excluded society. The objective of this research was to systematize the evidence in order to situate the type of research and make the appropriate choice according to the characteristics they present. For this purpose, a systematic review was carried out in the Scopus database at a Latin American level. 23,443 articles were analyzed from 2010 to 2020, then through combinations of the descriptors in both English and Spanish, using Boolean operators "and" and "or", exclusion and inclusion criteria such as geography, subject matter, access and restrictions were selected, which answered the research guide question What is the scientific evidence on youth and adult education? Identifying, approaches, objectives and conclusions, Concluding that scientific research coming from Latin America represents 0.05 % with respect to the other countries of the world, calling for reflection on the prevailing need to research on topics related to pedagogy (materials, instruments, strategies) and to publish the findings. The literature shows the unfairness of access in all areas.

Keywords: *alternative education, youth, adults.*

I. INTRODUCTION

Basic education of young people and adults is born from the lack of Regular Basic Education, in which three important actors are developed: teachers, students and the curriculum, key factors for the real transformation. It has several meanings: "alternative education", "literacy", "adult education", "alternative basic education", constituted as a model to follow when the different social, personal or academic factors prevented the continuity of learning in a system of Regular or Compulsory Basic Education. Being relegated to a basic education of youth and adults, becoming a challenge for students, teachers and the curriculum that is maintained over the years, without the modifications that suggest that the human being lives a new century.

To research on Adult Education is to mention Paulo Freire, who is considered to date the pedagogical reference that placed education as the center of true social and political transformation (Groves, 2016), thus curbing educational and social inequality (Cáceres-Muñoz et al., 2020).

The Fourth World Report on Adult Learning and Education concludes that there is still injustice and inability to provide a fair distribution not only in developed countries but in different population groups (UNESCO, 2020). It is also necessary to reflect on the aspects to be researched in the Education of Youth and Adults, some bet on the policies that govern a country and that culminate established in the curriculum, which the teacher develops, others, the pedagogical aspect, such as materials, strategies, or variables associated with it others the updating of the curriculum due to the complexity of ages that the program attends, the learning levels of each student, but what is sought in all cases is a new proposal that benefits the student body in all its capacities, way of relating and empathy, that develops a real and truly significant learning (Puentes Lérica et al. , 2020).

In Mexico, research was conducted on the close relationship between self-education, solidarity and certification, discovering that the student body becomes its own director and teacher. Counseling is limited, being only in the midst of their doubts, so it is suggested that self-education, a solidarity counselor otherwise will achieve dissatisfaction, being valid for a course such as mathematics or any if there is no modification (Avila, 2013). Also, a systematic review was conducted on the education of youth and adults in Latin America, since the student body is an important sector that is inserted into society from an early age, concluding that it is necessary to reactivate the term Education for Youth and Adults (Calderon, 2014).

A particular situation occurs in Peru, Chile and other South American countries regarding university programs leading to a teaching degree, since they come from a differentiated curriculum, which provides education for the improvement of society, but this situation is presented as discriminatory at the time of work, the same happens with the student body that comes from an institution or program that serves the modality of adults. In Chile, we analyzed the meaning of training student teachers in basic education, where a qualitative research describes the feelings of students who study this type of learning program offered by universities. These programs have been reduced over time by the requirement of university accreditation, concluding that neither access nor professional qualifications are guarantees to eliminate the social provisions inherited by teachers (Urrutia, 2013).

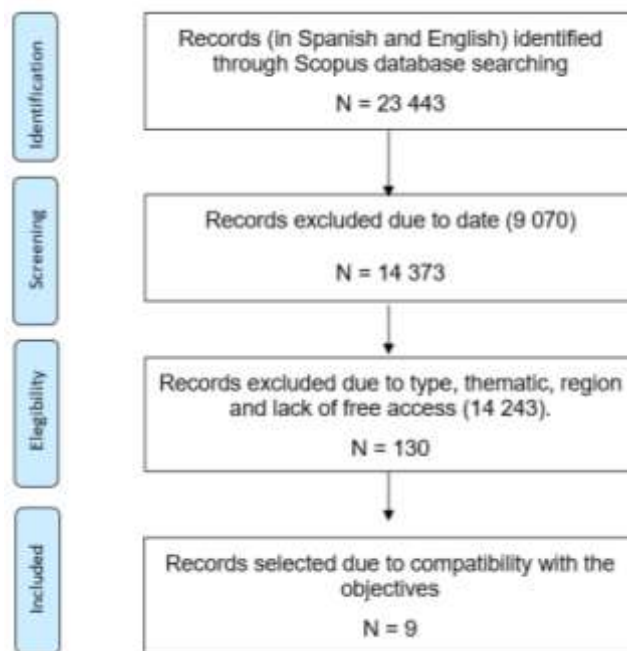
In Brazil, research was conducted on the need to assume commitments, as much as teachers, students and society in general, to transform the existing inequality (Russo & Oliveira, 2018). The idea is to awaken interest in the education of young people and adults, and to provide accessible education without discrimination, since education is a universal right, which values the subject in its integrity (Salviano Barros & Rodrigues Guimaraes, 2019). Likewise, the role of teachers is of vital importance, although studies show that teacher training for this modality is incipient and establishes challenges (Alves & Fantinato, 2020). The reasons are varied, but the permanence or desertion depends on the intrinsic motivation of the student body to achieve a job, although there are subjective situations such as studying to relate, respect for rules, the valuation of knowledge (Vóvio & Kleiman, 2013). This concern leads to research on the reality that Latin America is experiencing and highlights the policy, curriculum, methodology, initial training but there is no specific research on the modality of Youth and Adults, so it is necessary to deepen (Marini Braga & Rodrigues Fernandes, 2015). This importance lies in understanding the development not only of knowledge, but also as a source of inspiration for new research, which is why it is a priority to research and choose the objects of research according to the context in which they are developed (Santos de Abreu & Lage, 2020).

Therefore, it was necessary to investigate: What is the evidence on Youth and Adult Education at the Latin American level, what are the main research approaches, what are the objectives at the political, pedagogical and curricular levels, and what are the main conclusions? These questions were developed through a systematic methodology that sought to highlight the importance of the modality and its findings while maintaining a critical stance, guaranteeing information and an ethical stance towards the results (Gutiérrez-Peláez, 2020).

II. METHODOLOGY

The systematic review on the subject of Adult Basic Education was developed in the Scopus database, from the period 2010 to 2020. The search was carried out using the Boolean operators, "or" and "and", both in Spanish and English. The equations were: "education" and "adults", "Adult" and "Basic" and "Education" or "Literacy", "Education" and "Basic" and "adults", "Education" and "Basic" and "Adults" or "Literacy", coded from EA1 to EA4, as shown in Table 1, annexed section.

The search criteria were by time period from 2010 to 2020, the selected topic was the social sciences, the type of document was a scientific article, the geography or region was the countries of Latin America, with free access, then verified the restrictions of the editor at the time of downloading the articles, then proceeded to verify that the abstracts and interior of the document meets the proposed objectives. Of the 10,795 articles identified in the Scopus database, 130 articles were then reviewed according to the inclusion and exclusion criteria and were pre-selected. Finally, each one was analyzed in detail and excluded because they did not meet the proposed objectives, some because of duplication, others because they had the descriptor but when analyzed in detail they described the studies on Basic Education pedagogy, the perception of students in early education, adult education teacher training, educational policies in the school career, alternative actions with society, neoliberal policies, equity and inequity in higher education, which were far from the proposed objectives, finally analyzing 9, as detailed in the Prisma Declaration and table 2.



III. RESULTS

According to the proposed objectives, the countries that have been researched on Youth and Adult Education in the Scopus database are Brazil (45%), Chile (22%), Argentina (11%), Colombia (11%) and Peru (11%). The percentage of Latin America with respect to the world's scientific production represents 0.05% that are in line with the proposed objectives, serving a population between 15 and 55 years old, both men and women, including young people with special needs.

Scientific publications developed the quantitative (67%), qualitative (22%) and mixed (11%) research approaches.

The research objectives have been divided into three aspects: political, pedagogical and curriculum related to teachers and students. As for the political aspect, they analyzed the inclusion of students with disabilities, access policies, production and reproduction of themes in documentation that enters the classroom through a political situation. As for the pedagogical aspect, the impact of educational materials, learning strategies and in relation to the curriculum, the objectives set are: the evaluation of the impact on jobs, the income produced by young people who studied under the modality, analyzed the daily activities, analyzed the perceptions of students who study this modality

Finally, the conclusions chapter states that education alone does not guarantee access to decent work, so policies must be developed to establish equal opportunities. The insistence on the rights of the disabled, demanding the right as human beings, there is also a group that only seeks certification that allows them to insert themselves into the world of work and the establishment of norms declared by governments are inserted into the contents openly manifesting the ways in which the student should develop in this modality.

In the pedagogical aspect, there is a positive impact on the students, the use of didactic material in the teaching of mathematics, developing learning strategies to ensure the competences in mathematical dimensions, these subjects closely related to the development of the curriculum through the established competences.

IV. CONCLUSION AND DISCUSSION

Evidence shows that scientific productions at the Latin American level on youth and adult education should be disseminated, there are congresses, Latin American meetings, associations discussing the issue of education in this modality, but it is not evident in scientific publications, this calls for reflection. To represent 0.05% of the production with respect to the other continents, is really an urgent call to the immediate publication of the findings. Of the countries that conform Latin America and the Caribbean, only 5 are distinguished, these have to continue strengthening and to make extensive the invitation to the investigators to publish the findings related to the Education of this modality, agreeing with Gutiérrez-Peláez, (2020) on the ethical position of our task as professionals and to offer the findings to the scientific union, in the case of the educational one under this modality that far from being attended is being relegated in its different moments of history.

The approaches developed are quantitative, qualitative and mixed. This aspect is important to highlight, because there were no publications with variables associated with education in this modality, but rather they measure the income of the person who received this type of education, they measure statistically through policies such as including people with disabilities, leaving aside research directly related to teaching, learning, successes, failures, materials, technology, ages, intrinsic or extrinsic motivations that led to the abandonment or return to night classes, the difficulties encountered while studying from diverse contexts, a position that coincides with Puentes Lériida et al. , (2020), who bet on new methodologies under a cooperative learning.

Research on youth and adult education falls under political, pedagogical and curricular objectives, when the center of the research is the person and the context in which it is developed, the supports are varied, but it is necessary to reflect that education is a universal right, which should not be discussed in any context, it is a political reference since the education of a country depends on the State, in their reports on Education, it is annexed as an additional section indicating that there is also an alternative education, and a special education (Guadalupe et al, 2017), when a flexible education in accordance with the styles of the student body should be emphasized, developing in them an emancipatory conscience according to the position of Santos de Abreu & Lage,(2020).

Education by itself is not a sign of access to a job, but if education comes from an alternative modality, that access becomes limited, hence the inequality of opportunities not only for them, but also for students with special needs. The teachers are the ones who attend to and execute what is stipulated in the curriculum through the development of cognitive skills. For this reason, it is concluded that there is an unfair distribution in the economies devoted to education, coinciding with

Cáceres-Muñoz et al. (2020), who consider that if education is not for human beings, work will be in vain.

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