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THE FEATURES OF MANAGEMENT OF PROFESSIONAL EDUCATION OF MARGINALIZED GROUPS AS A COMPONENT OF SOCIAL PROTECTION IN MEXICO

Abstract. *This article deals with peculiarities of management of professional education of marginalized groups as a component of social protection in Mexico. The author found that the features of the management of vocational education of marginalized groups as a component of social protection in Mexico is the coordination of social protection programs between public social protection authorities, government agencies and departments of education and the administrative structures of other ministries and departments (health, economics, etc.).*

Key words: *professional education of marginalized groups, management of education, social security system, the educational system of Mexico.*

Жижко Олена Анатоліївна

ОСОБЛИВОСТІ УПРАВЛІННЯ ПРОФЕСІЙНОЮ ОСВІТОЮ МАРГІНАЛЬНИХ ГРУП НАСЕЛЕННЯ ЯК КОМПОНЕНТУ ЗАХОДІВ СОЦІАЛЬНОГО ЗАХИСТУ В МЕКСИЦІ

Анотація. *У статті розглянуто особливості управління професійною освітою маргінальних груп населення як компонента заходів соціального захисту в Мексиці. Автором з'ясовано, що особливостями управління професійною освітою маргінальних груп населення як компонента заходів соціального захисту в Мексиці є координація управління програм соціального захисту між державними органами соціального захисту, державними установами з управління освіти і управлінськими структурами інших міністерств і відомств (охорони здоров'я, економіки тощо).*

Ключові слова: *професійна освіта маргінальних груп населення; управління освіти; система соціального захисту; система освіти Мексики.*

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ОСОБЕННОСТИ УПРАВЛЕНИЯ ПРОФЕССИОНАЛЬНЫМ ОБРАЗОВАНИЕМ МАРГИНАЛЬНЫХ ГРУПП НАСЕЛЕНИЯ КАК КОМПОНЕНТА МЕР СОЦИАЛЬНОЙ ЗАЩИТЫ В МЕКСИКЕ

Аннотация. *В статье рассмотрены особенности управления профессиональным образованием маргинальных групп населения как*

компонента мер социальной защиты в Мексике. Автором выявлено, что особенностями управления профессиональным образованием маргинальных групп населения как компонента мер социальной защиты в Мексике является координация управления программ социальной защиты между государственными органами социальной защиты, государственными учреждениями по управлению образования и управленческими структурами других министерств и ведомств (здравоохранения, экономики и т. д.).

Ключевые слова: профессиональное образование маргинальных групп населения, управление образования, система социальной защиты, система образования Мексики.

Formulation of the problem

Background research. Professional education of marginalized sections of the population as part of lifelong learning and adult education, the problems are related to the rapid obsolescence of previously acquired skills and the need to obtain new knowledge gained particular relevance in the XXI century. When globalization, technological progress, Migration worldwide, require that person acquired new knowledge throughout life.

Study of the problems of professional education of marginalized groups in Mexico have dedicated their works of L. Adler where Lomnica, J. Alonso, A. Attanasio, H. Boltvinik, E. Bueno, P. Gregorio Henriquez, A. Damian, E. Del Val, G. Henriquez, M. Zhekeli M. Kavarozzi, R. Katzman, A. Kihano, F. Cortez, B. Lerner, N. Lechner, H. Lustig, M. Matus Robles, D. Nehretti H. Osorio, F. Pacheco-Silva, R. Pizarro, G. Saravi D. Cervantes, O. Sunkel, A. Goods, B. Thomsen, C. Filheyra, C. Furtado, David Juarez-Bolaños et al.

Analysis of sources on comparative educational research that made domestic scholars (N. Bidyuk T. Desiatov, A. Kaplun, I. Kovchyna T. Koshmanova V. Kudin, N. Lavrychenko, M. Leshchenko, A. Matvienko, N. Mukan, N. Nychkalo, O. King James, A. Sbruyeva, N. Seiko, L. Puhovska T. Chuvakova, B. Shunevych et al.) showed that Mexico's experience managing professional education outsiders was not subject to the system scientific studies and special analysis, while a significant interest and can be an important source for understanding and creative use of progressive ideas in the national educational theory and practice.

The **article** is a thorough analysis and detection management features professional education of marginalized groups as a component of social protection in Mexico.

Presenting main material

Professional education of marginalized groups in Mexico as part of adult education has its legal basis article 3 of the Constitution, which proclaims the right to education for all citizens and the duty of the State to provide free education and basic law on education, which is devoted to adult education articles 43–46. They said that the education sector caters to people aged 15 and older who do not have primary or incomplete secondary

education institutions and provided literacy and primary schools and junior secondary education.

The system of adult education also includes vocational education (or education for work)¹.

Article 44 stipulates that the federal education authorities together with the states and municipalities can provide adult education through their schools and accredit educational level of adults by examinations and issue certificates. If the adult student will receive a failing grade on the exam, examination commission shall provide a detailed report about the items of topics and student had poor knowledge for further in-depth study. The student has the right to retake the exam until then, until we receive satisfactory assessment. The bodies of the education department states and municipalities are required to disclose information on the activities of adult education, to provide advice on matters of education and contribute to public and private organizations able to provide their workers accredit primary and lower secondary education and receive vocational qualifications².

Articles 45–46 stipulates that vocational education serves for adult knowledge, skills and abilities that enable her to successfully integrate into production, or do their own productive activities (crafts, agriculture, etc.). The national system of adult education offers the services of full-time, part-time and combined forms.

Made our scientific and pedagogical analysis of regulations by which govern the education system of Mexico, gives reason to believe that a legislative act leading to the development of vocational education in Mexico became the marginal federal law support activities carried out by NGOs (Ley Federal de Fomento a las Actividades Realizadas por las Organizaciones Civiles), adopted in 2004 is worth noting that since the beginning of the XXI century. State social development policies aimed at ensuring the basic rights of citizens to education, health, employment and more actively relies on NGOs to fight poverty. Thus, the adoption of the act such cooperation shall legitimacy and promotes community participation in government projects to combat poverty³.

It should be added that the development of vocational education in Mexico contributed marginalized following laws: Law on the National Human Rights Commission (Ley Nacional de la Comisión de Derechos Humanos), the law of the Federal District community participation (Ley de Participación Ciudadana del Distrito Federal), Federal labor law (Ley Federal del Trabajo).

In addition to national laws on adult education in each state has its own legal support of the educational sector, which mostly focuses on federal laws, but takes into account local peculiarities and needs of adult education.

¹ Boltvinik J. La pobreza en México y el mundo: realidades y desafíos / J. Boltvinik, A. Damian. — México : Siglo veintiuno editores, 2011. — 310 p.

² Cabrera C. Política social: cambios y resultados / R. Cordera, C. Cabrera ; La política social en México: tendencias y perspectivas. — México : Facultad de Economía UNAM, 2011. — P. 67–89.

³ Damian A. Panorama de la pobreza en América latina y México / A. Damián, J. Boltvinik ; La pobreza en México y el mundo: realidades y desafíos. — México : Siglo veintiuno editores, 2011. — P. 146–162.

On the basis of our investigation we can state that the Mexican system of adult education is clearly determined contingent of adult students: they are individuals, so to speak, «excluded» from the social, cultural, economic and political life of society, ie marginal population. According to the Institute of Geography, Statistics and Informatics (Instituto de Geografía, Estadística e Informática) in 2000 in Mexico there were 33 338 910 persons over 15 years who did not have basic education, including – about 6 million were illiterate, 11,6 million had primary education, 17,4 million had junior secondary education; y 2010 this figure decreased to 30 146 664⁴.

Professional education of marginalized groups is in Mexico such institutions: Colegio Nacional de Educación Profesional Técnica — CONALEP, Centro de Capacitación para el Trabajo Industrial — CECATI, Programa Nacional de Capacitación para el Trabajo, Programa de la Modernización Técnica y la Capacitación — PMETyC, Programa de Capacitación Integral y Modernización — CIMO, Colegio de Bachilleres, Instituto Nacional de la Juventud — IMJUVE, Instituto Latinoamericano de la Comunicación Educativa — ILCE, Institutos de Capacitación para el Trabajo Estatales, Secundaria a Distancia para Adultos, Centros de Desarrollo Comunitario, Casas de Cultura, Servicios Estatales de Empleo — SEE, Comisión Federal de Electricidad — CFE, Centros de Seguridad Social del IMSS.

Management professional education by National institute of adult education of Mexico: Instituto Nacional de Educación de Adultos (INEA), Consejo Nacional de Educación para la Vida y el Trabajo (CONEVyT), Consejo Nacional de Fomento Educativo (CONAFE), Secretaría del Trabajo y Previsión Social (STyPS), Servicio Nacional de Adiestramiento de Mano de Obra (ARMO), Sistema de Capacitación para el Trabajo (SICAT), Sistema Nacional de Capacitación y Asistencia Técnica Rural Integral (SINACATRI), Unidad Coordinadora del Empleo, la Capacitación y el Adiestramiento, Consejo de Normalización y Certificación de Competencia Laboral (CONOCER), Programa de Becas para la Capacitación de los Trabajadores (PROBECAT), Secretarías de Educación de los Estados (SEE).

Professional education of marginalized groups is also one of the strategies of the country program of social development, the government of Mexico implemented since the 1970 s. Within the overall plan to combat poverty. Below we consider the Mexican social security system and the role in it of vocational education of the most vulnerable segments of society.

Mexico's Constitution guarantees all citizens basic social rights, maintenance of which is the responsibility of the state. The legal mechanism that implements these rights through national organizations is the General Law for social development (Ley General de Desarrollo Social), approved in 2004, The law establishes the basic principles of the state

⁴ Hernández G. E. Situación presente de la educación de las personas jóvenes y adultas en México / G. E. Hernández. — México : CREFAL, 2011. — 170 p.

social policy, social rights, as well as characteristics of the national budget allocated for social needs.

According to this law General public social policies aimed at:

- fighting poverty through education, providing health care, food; combating unemployment, creating new jobs and promoting incomes; training and trades people in housekeeping for self everything necessary for a decent life; vocational skills of the adult population;

- social security and social assistance programs;
- promoting regional development;
- providing basic social infrastructure;
- Promotion of the social sector of the national economy⁵.

Achieving these goals is concerned the Secretaría de Desarrollo Social (SEDESOL), that every six years at the beginning of a new presidential period represents social development Programme, which sets specific targets of government social policies that are the same as the national development Programa Nacional de Desarrollo (PND), and developing a strategy for their implementation.

In 2007 the Ministry of social development presented the Program of social development for 2007–2012, which emphasized achieving equal opportunities in access to social benefits for all citizens and reducing the gap between the economically advantaged strata of society and the most vulnerable (marginalized) population. The main strategy of the Program was to provide the most vulnerable populations basic and vocational education to improve their standard of living⁶.

To achieve these goals SEDESOL, special programs aimed at providing social needs of various populations and the rational use of the national budget allocated for solving social problems. These programs are «Oportunidades» and «Procampo».

In 2002 began its work Programa de Desarrollo Humano «Oportunidades», integrating activities for a wide coverage through poor families by providing cash grants and food to those of them whose children regularly attend school and pass medical examination in public hospitals. During the development program «Oportunidades» was made a diagnostic analysis of marginal families, and investigated the factors that caused the impoverishment of many homes. Thus, it is found that there is a so-called vicious circle of poverty, defined relationship between low education levels and most marginalized low-income, low abundance that makes it impossible for families to spend on education, and lack of education makes it difficult to find a job and get higher wages. Consequently, the efforts of the project was aimed at providing financial assistance for

⁵ Ley General de Educación // Diario Oficial de la Federación, SEP (Incluye la modificación al primer párrafo hecha en el 2006). — México : Poder Ejecutivo Federal, 1993. — P. 48–49.

⁶ SEDESOL, 2003. Programa institucional oportunidades 2002–2006. — México.

marginal conditions that their children will attend school and get at least lower secondary education⁷.

Programa «Oportunidades» has two main objectives: 1) capacity building of marginalized families through comprehensive measures in education, health and nutrition in close cooperation between government agencies and sectors, as well as involving three levels of government; 2) increasing access of poor families to educational services, health care, ensuring sustainability and strengthening the heritage of marginalized families through joint concerted efforts of public, private and non-governmental social development programs⁸.

To achieve these goals, the Program provides: to promote the education of children and youth; improve the scope of public health; improve nutrition; support young people in the vocational training and subsequent employment; promote self-sufficiency of families; ensure social security and increase household wealth; to monitor program results and quality control of the project.

Control over the execution of the program provides national coordination department of human development Programs «Oportunidades» in cooperation with the Ministries of Social Development, Health, Education, Mexican Institute of Social Security.

Programa «Oportunidades» advancing the main tasks of the National Programme for social development: poverty reduction in the country; equal opportunities for vulnerable groups; supporting the development of marginal economic potential through financial assistance and vocational qualifications; strengthening social structures by promoting community participation in the development of the most vulnerable regions.

Acting in coordination with Programa Nacional de Educación Programa Nacional de Salud, Programa «Oportunidades» contributes to: the achievement of equal opportunities for all citizens to education; providing quality education that meets the needs of all sections of the population; community participation in organizing educational activities for children and adults; abolition of unequal access of marginalized groups to health care; improving the health of all citizens; ensure equitable financing of public health institutions, particularly those located in the poorest regions of the country.

Thanks to the program «Oportunidades» achieved significant results in the fight against poverty in Mexico. Already in 2007 thanks to the program provided the necessary subsistence minimum 5 million Mexican families in 2,444 municipalities and 92,961 village, and 30% of these marginalized families living in the poorest states of the country: Veracruz, Chiapas and Oahatsi⁹.

Based on our analysis, we can state that the program «Oportunidades» testified about a new social policy in Mexico. Of course, it was a continuation of the fight against

⁷ SEDESOL, 2004. Ley general de desarrollo social. — México.

⁸ SEDESOL, 2007. Objetivos estratégicos de desarrollo social 2007–2012. — México.

⁹ SEDESOL, 2007. Programa sectorial de desarrollo social 2007–2012. — México.

poverty (public investment Programs of rural development, the national plan aid to poor regions and marginalized groups, Mexican food PRONASOL system, PROGRESS), but its main strategy, in contrast to the 1970–1990 program's, was not only to provide financial assistance to economically marginal families, but also to «arm» the poor knowledge and provide them with education, learn to survive in a globalized, technologically advanced society, a healthy lifestyle, be self-sufficient household, promote their municipalities etc.

In program «Oportunidades», important steps towards improving the quality of life of marginalized sections of the population in Mexico at the beginning of was the creation in 2001 Comité Técnico para la Medición de la Pobreza and the adoption in 2003 Consejo Nacional de Evaluación de la Política de Desarrollo Social (Coneval)¹⁰.

Established that poverty measurement technical committee consists of seven leading national scientific experts who constantly advises the federal program of social development on advanced international criteria for measuring poverty, as well as evaluation and monitoring of projects to reduce it¹¹.

The main purpose of the National council of evaluation of social policy is a periodic inspection tasks on social programs and other policy measures social development by regulating and coordinating the evaluation of National policies of social development and social programs and activities that serve government agencies, rozroblyuvannya guidelines and criteria for determining identification and measurement of poverty, transparency, objectivity and scientific accuracy in this case.

Conclusions

Based on a thorough theoretical and pedagogical analysis of international experience presented text management model professional education of marginalized groups as a component of social protection in Mexico.

Found that management features professional education of marginalized groups as a component of social protection in Mexico are: cooperation with the coordination and regulation of joint projects of public, private and civil society organizations; management coordination of social protection programs between public social protection agencies, government agencies managing education and governance structures of other ministries and departments (health, economy, etc.). Joint projects concerning social protection measures aimed at creating equal opportunities for vulnerable groups; supporting economic development potential of marginalized through financial assistance and vocational training; learning survival in a globalized, technologically advanced society, a healthy, dignified life, of self-sufficient household, encouraging the promotion of their municipalities, etc.

¹⁰ SEDESOL, 2007. Reglas de operación del oportunidades 2008. — México.

¹¹ SEDESOL, 2008. Reglas de operación del oportunidades 2009. — México.

Prospects for further research in this area

The study does not exhaust the fullness of marginal problems of vocational education in Mexico. Need to study the reform of national systems of adult education Latin American region, motivating adults to learn, analyze the mechanisms of quality adult education. Promising directions for further research are also theoretical and methodological principles of adult education, comparative andragogics; study of factors contributing to the development of education strategies rozroblyuvannyu different categories of disadvantaged groups and others.

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This article deals with peculiarities of management of professional education of marginalized groups as a component of social protection in Mexico. The author found that the features of the management of vocational education of marginalized groups as a component of social protection in Mexico is the coordination of social protection programs between public social protection authorities, government agencies and departments of education and the administrative structures of other ministries and departments (health, economics, etc.).

The social protection programs in Mexico are «Public investment for rural development», «The National Plan aid to poor regions and marginalized groups of Mexican», PRONASOL, Hrogress and others.

The most important of social protection programs is the program «Opportunities», which marked the emergence of a new social policy in Mexico. It was a continuation of others anti-poverty programs, but its main strategy, as opposed to programs of 70-ies and 90-ies of XX century, was not only to provide financial assistance to economically marginalized families, but also to «arm» the poor with knowledge and provide them with education, taught to survive in a globalized, technologically advanced society, live a healthy life, to have self-contained home economy, promote their municipalities and others.

This study does not exhaust the fullness of the problems of vocational education of marginalized in Mexico. Need to study the reform of national systems of adult education in Latin American region, motivating of adults to learn, analyze mechanisms of quality of adult education, theoretical and methodological foundations of adult education, comparative andragogics, study of factors that contribute to the development of strategies for the development of education of different categories of socially vulnerable groups and so on.