A Model for Migrant Youth and Adults to Undertake Transnational Lifelong Learning and Develop 21st Century Skills

By Edward Kissam, Jo Ann Intili, Jesús Martínez
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EXECUTIVE SUMMARY

The Challenge

Worldwide, some 200 million global migrants have left their home villages to join the global migrant labor force (UNDP 2009). The contemporary reality is that for these migrants, family and community life is transnational. For Mexico, migrants' life in a transnational world is a particularly important issue, not only because of the economic value of remittances but also due to the ever-present reality of cross-border family networks and community life --as more than 11 million Mexican migrants live in the US (MPI, 2008).

Most Mexican migrants to the U.S. are limited in English and schooling, and about one out of three is a teenager or young adult (< 22 years old) or younger. Without access to opportunities to develop 21st century skills via lifelong learning their earning power will not keep up with inflation. Their lives will become increasingly difficult as they age, not more fulfilling. Education systems on both sides of the border need to recognize this reality and effectively reconfigure themselves to transform the raw human capital represented by migrants into a resource for both their home countries and the countries in which they work and settle. Nobody needs '21st century skills' more than migrants, since they have to negotiate two very different worlds, and the turbulent interface between them.

However, even though the multi-stakeholder international development organizations such as UNESCO and the World Bank have sought to link education more closely to workforce development, the school systems in migrant-sending communities have, up to this point, only minimally addressed the social, cultural, financial, and personal implications of transnational life and learning outside the classroom and after leaving formal school. Migration is a huge, pervasive phenomenon but traditional schooling ignores it.

A migrant's decision to drop out of a formal school system should not and does not need to be tantamount to hiking into a box canyon with cliffs on each side in search of a mountain stream and discovering there is no way out. However, for all too many migrants, being personally responsible, leaving school to work to help support one's family, means an end to their dreams. The stark opposition between either work or learning, framing adulthood as an end of opportunities to explore and fulfill one's full personal potential is an unnecessary tragedy. Migrants' energy and skills are needed by local and by global society—in the workforce, as parents, and as community members engaged in civic life.

In migrant-sending countries, middle-income ones such as Mexico as well as lower-income ones in Asia, Africa, and other regions of Latin America, there is a pressing need to:

a) orient youth and young adults in migrant-sending communities to a range of career options and strategies, not simply professional careers accessed via university education or physical labor in a low-wage industry in a migrant-receiving community, but also awareness of rapidly-emerging new occupations as technology and an evolving global economy transform career pathways

b) provide youth and young adults with the "learning to learn" skills they need to allow them to set their own goals and pursue self-directed learning as a lifelong endeavor wherever they are, at home or abroad

c) assist youth and young adults in developing their own ability to manage their roles as productive workers, managers of their own and their families' lives, and creative, responsible, effective leaders in civic life.

c) prepare youth and young adults who have decided to migrate to thrive in the new countries to which they are travelling, affording them the best possible information about the society and communities they will live in—including their legal rights, an understanding of the health and education services accessible to them and those which are not, and initial orientation about how to join with, and work effectively with, other migrants to defend their rights and shape the life of their new communities.

d) provide migrants with opportunities to continue their personal development once they have arrived in migrant-receiving communities—for Mexican migrants travelling to US farmwork, for example, ways to link up with friendly, supportive programs for learning the English-language communication skills they need for day-to-day life, awareness of their legal rights, and ways to "navigate" the challenges of adapting to a new, difficult, society.

THE "EDUCACIÓN SIN FRONTERAS" MODEL

This paper discusses a model for addressing these challenges – a binational educational initiative, currently under development as a result of the combined efforts of state officials in Michoacán and applied researchers/activists concerned with, civic engagement, adult education, and committed to exploring how best to effectively collaborate transnationally. Michoacán is particularly appropriate for such a pilot project in part because it is a major migrant-sending state (with about 10% of all of Mexico's US-bound migrants), but also because of its commitment to inter-agency collaboration to address migrants' needs, and the leadership in two key agencies—the state's Secretary of Education and Secretary of Migrant Affairs. The pilot/demonstration project is planned in a very limited number of migrant-sending communities in Michoacán and corresponding migrant-receiving communities in locations such as California, Oregon, North Carolina, and Illinois.

This sort of initiative, to develop a multi-faceted program design which is, at once, both a social and educational intervention, is of critical importance to these youth themselves and to Mexican society—because more than half of current students (51%)-- and even more in migrant-sending communities-- leave school before going on to *educación media superior*. The result is a rapidly-increasing proportion of youth and young adults who are neither in school nor employed. In January, 2010, for example, INEGI reported there were 24,000 "*ni-nis*" (a term referring to youth not in school nor working) in Michoacán.

The initiative seeks to reach two key groups—13-14 year old teens deciding what next to do in their lives and older 15-21 year old teens and young adults who have dropped out of school already, and simply "drifting" (the *ni-nis*) as well as those who are planning to migrate to the U.S., or who have already begun migrating back and forth: It is meant to be implemented in several of the communities with the highest migration rates in the state.

The pilot project in Michoacán begins with engaging stakeholders in an environmental scan of actual and possible options currently available to youth and young adults in the 5 communities where the model is to be piloted, and then in working with and mentoring youth through a 60 hour after-school program geared to foster the very practical 21st century skills required not only for the workplace but for the social marketplace and advocacy for oneself, one's family, and one's community, for developing and building upward career mobility.

The program is structured to provide participants opportunities in a non-formal learning venue a way to more completely understand and successfully explore career options available at home. It does this by building their analytic, problem-solving and communication skills, and providing them structured experience in teamwork. As part of this process they will learn how the "foundation skills" that schooling is meant to develop which seem to most of them, abstract and irrelevant or "boring", tedious, can be deployed to get ahead in life.

The model incorporates community, family, business, political and social leaders, along with university students and school personnel as part of the process. It replaces dictation and academic exercises with mentoring and experience in eliciting, analyzing, evaluating, and acting on newly-acquired information. The model stresses collaborative, entrepreneurial learning taking advantage of all available information resources to access the information one needs and creatively make use of it as part of one's own personal development and ongoing efforts to realize one's personal goals.

Drawing on volunteer resources of social and civic capital—an authentic and finely-honed popular education approach-- makes high-quality learning opportunities available at an affordable cost. To be sure, poverty dims teenagers' hope that they have a future at all, that they can overcome adversity—but the program design is meant to be multi-faceted, to inspire as well as to inform.

LEARNING OUTCOMES FOR PARTICIPANTS

Youth and young adults involved in the pilot program will discover that learning is, indeed, relevant to their lives even when schooling seems not to be. They will learn to appreciate how personal creativity and the personal courage involved in intellectual exploration can pay off. The education process Freire refers to as "nutritive" (one-way feeding) will be transformed into dialogue—among peers and with diverse people who can provide them with the information they need to "get ahead". Learners will discover their own personal value and refine their skills by "giving back" to the community of learners in which they find themselves.

Participants will learn that experience, coupled with reflection, can be illuminating, a resource. They will learn that their peers (as well as strangers) can provide them with practically valuable information and help in skills-building. The school dropouts will learn, via structured experience in using the Internet, how to explore the questions they need answered, to eventually value printed information once again. Without a doubt accessing online information is an obvious element in supporting anytime/anyplace learning; learners will be introduced to portals such as Aula Virtual PROCADIST but face-to-face interaction will be a key ingredient in building the skills for self-directed learning. In the process of working as part of a "community of learners" (their peers in the program) sharing, comparing, and using the new information they have found, they will discover that their own growing skills in acquiring and communicating information and ideas have real worth.

These lifelong learning skills will serve them well—if they seek to exercise their human right to stay at home or if they decide to embark on a journey north and the difficulties of transnational life. For those who do migrate, the program model provides the orientation they need to build an educational and social network 'on the road,' using mobile phone Internet cafes, and other emerging information technologies effectively and being armed ahead of time with accurate and concrete information about their rights, resources in the communities they settle in, and ways to work with others to get ahead.

The program design is flexible, as it must be if it is to provide participants the flexibility to navigate a transnational social and political universe. It is resilient because it does not seek to replace the resources participants and communities already have but, simply, to strengthen underlying natural processes of mutual support—a "social technology" where rural communities in Mexico and other developing countries have prior experience.

INITIATIVE CONTRIBUTIONS TO INSTITUTIONAL DEVELOPMENT IN MEXICO

The pilot project also is meant to contribute to institutional development and education reform by providing a means for local middle schools (*secundarias*) to begin to expand beyond the core curriculum—to make education more relevant to the pressing needs and concerns of teenagers in migrant-sending communities and to strengthen their linkages with community members and civil society organizations. In purely strategic terms it has tremendous potential; given the current high post-primary attrition rate of students, practical approaches to build the skills of the half of the nation's youth who drop out of school are desperately needed.

For example, even though Michoacán's education system (recognizing the very high levels of migration from the state and the reality of English in the global economy) committed itself to English as a core subject in the curriculum as far back as 2004, to date only 15% of schools actually provide English-language instruction. *Secundaria* programs have minimal or no structured processes for helping students with career planning even in communities where workforce competitiveness and increasing earnings is a universal concern. Under Secretary Andrade's leadership there is now a willingness to undertake the challenging task of "opening up" schools to respond to communities' concerns. Funding for education is tight, but especially with scarce economic resources, turning to communities for helping in orienting youth to the world of work, is a promising strategy.

INITIATIVE CONTRIBUTIONS TO ORGANIZATIONAL AND INSTITUTIONAL DEVELOPMENT IN THE U.S.

In the United States, multiple agencies charged with providing education and employment training support to migrants have found it difficult to provide working youth and young adults with comprehensive support for human capital development. While the U.S. Department of Education's Migrant Education program is funded at over $400 million per year, less than 10% is actually devoted to providing migrant farmworker youth with out-of-school learning opportunities. While perhaps $700 million a year is spent on English-as-a-second language, sometimes along with citizenship instruction, only a minority of adult education providers have configured their models in response to *migrantes'* actual learning needs.

While community-based organizations which began as farmworker advocacy agencies seek to be helpful, their connections with the grassroots communities and populist vision which was their genesis has weakened. To be sure, innovative approaches in popular education have been pioneered—"learning circles" for Latino day laborers in Seattle, weekly learning sessions of farmworkers involved the Coalicion de Trabajadores de Immokalee. But they are few and far between and very seldom part of mainstream community institutions

The pilot project is designed to also build effective collaboration between diverse organizations and types of program services in the US – e.g. adult education, employment training, ESL-civics – to address migrants' actual learning and living needs. As in Michoacán, its strategic commitment to tailoring curriculum and learning activities to learners' current circumstances (e.g. a streetcorner labor market, a cabin in a labor camp, a friendly venue such as the Casa Michoacán in Chicago) means we can draw on "sparks of excellence" for inspiration, insights, and practical approaches—using the same strategy we promote for learners—to create engaging environments for ongoing learning.

CONCLUSION

Innovative approaches are needed in order to help migrants confront the complex challenges they face living and working in a transnational world. It is feasible to tailor programs to their distinct needs and to offer them effective assistance in their efforts to increase their earning power, fulfill their dreams, and contribute to improving civic life both in the communities where they've settled and in the communities where they were born. Non-formal education program designs configured to prepare them for migration and for anytime/anyplace learning opportunities throughout their migrant circuit provides them hope and a good chance to succeed in whatever they do.

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As developing countries on all continents move toward achieving the Millenium Development Goals of Universal Primary Education, multi-national stakeholders, led by the World Bank, have given increasing emphasis to the importance of quality education and embarked on a long-overdue exploration of the very specific ways in which education is linked to workplace productivity, poverty reduction, and effective participation in community/civic life. This is a welcome development since exploring the myriad questions which arise about "what is education good for" can clearly enhance efforts to prepare children and youth for the society they live in.

Unfortunately, this welcome shift in international development emphasis from primary education to consideration of strategies for post-primary education have largely ignored the situation of more than 100 million global migrants who leave their home villages in underdeveloped areas to join the global migrant labor force. Even in the context of regional and global education initiatives, the goal has typically been to improve developing countries' education systems when the contemporary reality is that a significant portion of the population—the migrants and their families—lead transnational lives.

Typically, prospective migrants leave school after a few grades of primary school or, at best, having completed primary school and entered the workforce as the next stage in their lifecycle—the transition from childhood to marriage and earning a living. The obvious question, then, is what should and could be done to avoid the tragic waste of human capital which results when prospective migrants' leaving their home country's formal school system is seen as the end of learning, the end of dreams of getting ahead in life (however envisioned), and the beginning of 2nd or 3rd class citizenship. Access to opportunities for lifelong learning is a fundamental human right.

In this brief overview, we discuss a model for offering migrants "anytime, anyplace" learning tailored both to the distinctive social and economic context of their lives in communities with long traditions of migration and the demands of a 21st century global economy and society. The model is designed to address the situation of Mexican migrants travelling northward to find work in the United States, and specifically, migrants from villages in Michoacán, the largest migrant-sending state in Mexico. Providing migrants with pathways for lifelong learning and opportunities to develop the analytic and problem solving skills to prevail in 21st century society benefits them individually, but their families, communities, and the society of migrant-sending and migrant-receiving countries are equally important stakeholders and beneficiaries.

What we present is, at once, a strategic vision, and a practical proposal stemming from our having been fortunate in being able to work collaboratively with Maestra Graciela Andrade, Secretaria de Educación and Lic. Zaira Mandujano, Secretaria de Migrantes, of the state of Michoacán, their staff, and local educators. In the United States we have also established a collaborative relationship with colleagues from the private-public education reform network, the Partnership for 21st Century Skills, to work toward an affordable program to prepare the youth for lifelong learning to reach their personal objectives.

Our development of this vision has also benefitted from discussions over several years with Michoacán migrants involved in hometown associations and federations about ways to enhance the current transnational "3 X 1" program to support, in addition to public works, education and development of hometown projects to generate local employment.

THE DYNAMICS OF EDUCATIONAL EQUITY AND ACCESS TO LIFELONG LEARNING OPPORTUNITIES

The issues of access and equity have both individual and collective dimensions—as education yields a mix of private returns and social returns.[1] In education systems with high levels of dropout, equitable access to equitable learning opportunities will require robust programming to support alternative education models to provide "second chance" opportunities for a broad spectrum of adult learners—with our focus here being the prospective and current migrants who have dropped out of school to work (or those who have simply dropped out—the so called "*ni nis*").

In the migrant-sending areas of Michoacán where we propose to flesh out, refine, and implement the strategy for lifelong learning, more than half of the student population leaves school before finishing *secundaria* (9th grade). We focus particularly on the pre-adolescents, the 13 and 14 year olds who are inevitably engaged in the process of exploring their own identity, likes and dislikes, personal strengths and weaknesses, and developing a set of aspirations about what they "want to do in/with their lives" (or failing to do so).

<u>How Much Learning is Enough?</u>

The theoretical considerations about how much learning is enough revolve around education systems' ability to provide individual learners the skills they need to thrive and for countries to progress—in terms of economic growth and poverty reduction, socially, and culturally.   Both migrant-sending countries such as Mexico and migrant-receiving countries such as the U.S. benefit greatly when transnational migrants are prepared to engage in lifelong learning, especially when education services recognize, as in traditional "night school" offerings, the reality that migrant youth and young adults need to combine ongoing learning with work.[2]

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[1] Pscharopoulos, Patrinos, and their World Bank colleagues have analyzed the challenges in securing adequate data for analyses of private and social returns to education. (Pscharopoulos and Patrinos 2002) and observe that social rates of return are much harder to measure than private rates of return (Jimenez and Patrinos 2008). An equally vexing analytic problem is that estimation of the future benefits of education are probably less certain for the 21st century—since labor market expectations may, and most probably will, change over the half-century worklife of a student exiting primary school in 2010.

[2] New models for combining work and learning have been shown to be tremendously effective. Workplace learning programs, in particular, provide impressive returns on investment for both workers and their employers. In the mid-

World Bank economists (e.g. Hanushek, Patrinos) and educators alike stress how high the stakes are. Countries that cannot transform their investments in basic education into real-world competencies for workers in the 21st century global economy will find their economic progress stalling.

Countries that do invest in building youths' abilities (including migrants' abilities) to engage in ongoing upward career advancement will reap immense economic rewards; in countries such as Mexico where the economic benefits of migration have long been recognized, of course, this includes the likelihood of increased remittance flows. However, transcending the economic considerations, the stakes for migrant-sending countries include the even more fundamental responsibility of attending to their migrant citizens' human rights by preparing migrants better to defend their rights in the countries where they go to work and providing them the most basic resource for economic success—foundation skills for the workplace and expertise in "learning to learn". The Mexican federal government and states' programs of "Atención al Migrante" seek to extend their citizens' rights even when working abroad by providing various types of support—but how much easier their tasks would be if migrants were better-prepared before they left home?!

There is a strong practical rationale for countries' being "out ahead" in adding value to limited resources of human capital. (Jiménez and Patrinos 2008). The World Bank December, 2008 report to the high-level Education for All (EFA) group calls specifically for giving higher priority to post-primary education—due to progress towards UPE, demographic trends (bulging youth population in some countries), and the need for math and science skills to help countries create, adapt, and apply knowledge. Knowing how much education is enough is difficult but there is no doubt that it will be important to provide, at a bare minimum, the preparation for students to engage in self-directed learning—in formal educational settings and outside them.

Rosa Maria Torres (2004) addresses the issue as one of disparity in social policy, characterizing contemporary strategies as "lifelong learning in the North, primary education in the South" and characterizing the situation as "crystallization of a dual education paradigm on a global scale" which is problematically asymmetrical.[3] Torres reminds her readers that the call for universal primary education (UPE) was initially conceptualized as completion of Grade 4. She goes on to argue, however, that lifelong learning is needed to assure equitable social policy and, quite specifically, that program designs should be oriented toward development of "communities of learning", typically in non-formal learning contexts, are crucial. A World Bank team analyzing the demands made by knowledge economies on education systems came to the same conclusion as that put forward by Rosa Maria Torres and the same conclusions as the US Department of Education has over the years, as shown in the reports SCANS (Secretary's Commission on Achieving the Necessary Skills, 1991), EFF (Equipped for the Future, 1994), OECD ("21st Century Skills and Competences for New Millennium Learners in OECD Countries", *OECD Education Working Papers*, No. 41. 2009), and

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1990's we evaluated a number of programs serving migrant and seasonal farmworkers in California (Intili and Kissam 1992) and found they were very successful in teaching English even to workers with low levels of educational attainment. We believe these would be even more successful if participants' had received, early on in their lives, preparation in "learning to learn" skills.

[3] Rosa Maria Torres, "Lifelong Learning in the South: Critical Issues and Opportunities for Adult Education", SIDA Studies No. 11, 2004.

others examining "functional literacy", i.e. a reconceptualization of "literacy" as, more generally, the skills individuals need to navigate the world.[4]

What Kind of Learning Is Needed?

Discussion of what kind of learning is needed for economic competiveness has now been underway in developed countries for about half a century—more or less since the term "knowledge economy" was coined in the 1960s. In 1990, the U.S. Departments of Labor and Education initiated a blue-ribbon panel called SCANS which embarked on an applied research program to identify "the necessary skills" for what was referred to as "the high-performance" workplace in recognition of the fact that the industrial sectors and occupational clusters experiencing the most rapid rates of growth were those which require higher skills levels from their workers. OECD has developed an analytic framework for 21st century education which is quite similar to SCANS in many respects.

The "Equipped for the Future" (2001) curriculum framework articulates four more general "purposes" of education: access (enabling learners to gain access to information and resources so as to orient themselves in the world), voice (expressing ideas and opinions effectively so they will be heard and taken into account), action (solving problems and making decisions without rely on others to mediate the world for them), and lifelong learning (learning to learn so as to be prepared to keep up with the world as it changes).[5] The other dimension of EFF's articulation of the full spectrum of skills needed by adults identifies three major "domains" of social functioning (which it calls "role maps"): as citizen/community member, as worker, and as parent/family member

Thoughtful analysts agree that these "21st Century skills" are not somehow a luxury relevant only to developed countries' labor markets. The reality is that migrant-sending countries and migrant-receiving countries are both stakeholders (and hopefully wise investors) in the human capital of migrants. Jamil Salmi, for example, provides a number of examples of the sorts of knowledge needed in the developing world and refers to the work of Levy and Murnane (1996) to identify five broad categories of tasks already commonplace in the labor market of developed countries and of increasing importance in the developing world: expert thinking, complex communication, routine cognitive tasks (mental task that are well described by logical rules), routine manual tasks, and non-routine manual tasks (which, in fact, require "learning to learn" skills. He goes on to argue that it will be particularly important to provide learners with flexibility to develop these skills in different settings. He observes also that the pace of technology change will make it inevitable that lifelong learning will be needed to keep up, and that the clientele for advanced (tertiary) education will increasingly include working people, youth and young people "dropping back in" to programs of intensive, specialized professional/technical development.

Another useful analysis is presented by a private-public sector consortium, "The Partnership for 21st Century Skills" led by Cisco, Intel, and Microsoft.[6] This consortium and professional network

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[4] The World Bank, "Lifelong Learning in the Global Knowledge Economy: Challenges for Developing Countries", The International Bank for Reconstruction and Development/The World Bank, 2003.

[5] "Equipped for the Future: Fundamentals" website at http://eff.cls.utk.edu/fundamentals/purposes.htm

(which we participate in actively) visualizes skills in quite similar ways—but focuses even more on communication and creativity, higher-order competencies which were once considered luxuries appropriate only for the elite but which are now increasingly realized as crucial for socially and economically disadvantaged learners as well.

THE CHALLENGES OF MIGRATION FROM RURAL MEXICO TO THE RURAL UNITED STATES

As we come to the end of the 1st decade of the 21st century, large-scale migration of Mexican workers to the United States has been underway for more than a century. The phenomenon of "norteñizacion" has had the result that in large swathes of rural Mexico—in the Bajío, and increasingly in other poorer areas of Mexico such as rural Oaxaca, Guerrero, and Puebla—the most common career trajectory for young men, and a fair number of young women also, is northward migration. The abstract academic concept of "transnational communities" and "convergence" between Mexican and U.S. society are an everyday reality they confront. However, the consequences of a decision to migrate, to dedicate one's life to being dispossessed and to work far from home, are sometimes ignored in the face of the imagined opportunities of elsewhere.

It deserves note that indigenous Mexican youth realize the lowest return on investment from educational attainment, in part due to the quality of instruction in their communities, in part from labor market discrimination (Patrinos 2003); thus, the decision to migrate may well make for economic sense for them than youth in other rural Mexican communities. This is very evident in our analysis of the ethnic composition of the US farm labor force—since one in five Mexican-born farmworkers is now of indigenous origin and the proportions are increasing (Gabbard, Kissam, Nakamoto et al 2008).

There are now, in the United States more than 11 million first-generation Mexican immigrants. Three out of four are limited in English and three out of five have less than a secondary school education (Laglagaron, MPI, 2010). More than 1 million of these Mexican immigrants in the U.S. are working migrant and seasonal farmworkers, mostly from rural areas of Mexico, and their average educational attainment is about 7 years of schooling. One-third are 21 years of age or less (and, thus, eligible for Migrant Education services to out of school youth and young adults).

No one needs "21st century skills" more than migrants. Just the act of 'leaving' brings them into a new and unfamiliar social system, laws, rules, and regulations, new sorts of economic transactions (with the ever-constant threat of exploitation and abuse for those with limited numeracy). Migrating north brings them to a mythical world they have heard something about from returning migrants but where the information is seldom complete or fully accurate. Their vision of this distant world of work and life in the U.S. beckons with the promise of opportunity but the realities of what things are like or how they work are mostly obscure. Moreover, in this distorted vision of the north there is often little room to consider the opportunities that may be created in Michoacán and Mexico to find gainful employment and/or develop entrepreneurial projects, hence contributing to maintain and generate much needed human capital in the homeland.

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[6] http://www.21stcenturyskills.org/index.php The organization includes a much larger group of information and technology businesses, as well as the National Education Association, the National Librarians' Association and others; see www.p21.org .

However, educational curriculum and practice in migrant-sending communities (and elsewhere!) have not yet responded to the pressing need for change in helping youth navigate the difficult transition from childhood to adult life as workers, heads of household, and civically-engaged community members. In terms of educational practice and pedagogy, the central challenge facing both developing and developed countries is helping students deploy the academic skills and knowledge that are the core of traditional primary and secondary education to navigate the complex world of the 21st century world of work, family, and community life.

FULFILLING THE PROMISE OF "EDUCACIÓN SIN FRONTERAS"

What is most evident in primary and middle-school schooling in the typical Mexican migrant-sending communities is the lack of adequate opportunities for youth to learn about possible career pathways (in addition to the traditional core professional careers accessed via university education), and problem-solving strategies to access such options even if they are poor.

The strategic foundation for our prototype model for transnational lifelong learning is to encourage and assist potential migrants in fully exploring options available to them in their home communities and individual circumstances (making good on "the right to stay at home"). At the same time, our model is to offer those youth and young adults who have already decided to follow relatives or embark with friends on the adventure of migrating to the U.S., the information and skills which will help them migrate safely, settle into their new communities of residence in the U.S. as easily as possible, and begin their U.S. working lives with adequate information about their legal rights and the resources available to them.[7]

CATALYZING INSTITUTIONAL GROWTH AND RESPONSIVENESS TO MIGRANTS' LEARNING NEEDS

We seek to leverage impacts on institutions and civil society organizations as well as direct individual impacts on migrants. What's currently missing, generally, in even the migrant-sending communities where there are academically sound schools, is an adequate practical education and career development infrastructure for youth to grab onto, which makes preparation for career and life beyond school as part of the school experience; and which involves community, family, business, political and social leaders, university students and school personnel as part of the process. There also needs to be effective collaboration between diverse organizations and types of program services in communities where they settle in the U.S. (e.g. adult education, employment training, ESL-civics) so as to effectively address migrants' actual learning needs.[8]

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[7] We are very much aware of pioneering work done by U.S. migrant legal services programs in providing workers in Mexican hometown villages with information about their human and legal rights when they arrive in the U.S. However, most of those initiatives have consisted of short workshops, often targeted to H-2A workers, and oriented primarily toward worker rights. There have not been any which have focused on orienting prospective migrants, nor have they generally provided to other facets of US life (e.g. access to health care, tenants' rights). In the late 1990s we developed a curriculum and instructional resources (30 lesson modules with integrated student assessment tools) for adult education teachers to use in ESL or adult education classes for immigrants—the "Tierra de Oportunidad" curriculum for California's Latino Adult Education materials. The full set of materials is available at (http://www.otan.dni.us/ webfarm/ laes/).

[8] A review of US Department of Labor employment training services for migrant and seasonal farmworker youth (referred to as WIA 167 projects based on the section of the authorizing legislation) showed much improvement is needed in "mainstream" programs (so-called "One Stop" Centers) where resources were grossly inadequate and that

In migrant-sending communities in Mexico, a priority will need to be to provide middle-school level teachers and paraprofessionals training to enhance their ability to provide their students an orientation to how to navigate the real world of transnational work, family, and community life. The initiative will also work with school directors, teachers, and community organizations to develop collaborative programs to provide non-formal learning opportunities to youth who have dropped out of formal school. Objectives will include both creating opportunities to "drop in", i.e. return to school and, as described above, orienting those who have left school to lifelong learning and providing those who are planning to migrate north a short "crash course" to learn about life in the U.S.

In the U.S. a priority is to assure that a reasonable amount of the $400 million spent annually on services for migrant youth are devoted to programs for out-of-school working teenagers and young adult farmworkers. (Migrant/seasonal farmworker youth and young adults up to 21 years of age are eligible for services from this program irrespective of immigration status).

Youth and young adults need not only to be prepared for workplace productivity and upward career mobility. They also need to be prepared for active and productive civic engagement on both sides of the border. To do this, they need the skills to secure and interpret crucial information on community issues, and to discuss those issues and make use of the information to inform their decision-making ability. They need to improve their ability to work with diverse groups of people to realize common objectives.

Service providers/programs in Mexico and the U.S. alike can work together to increase their organizational capacity to respond to the learning needs of a large population of Mexican migrants with low levels of educational attainment who are living transnational lives. Our proposed initiative provides a means to expand such collaboration across borders—an ongoing challenge for both the U.S. and Mexico as underscored by U.S. Ambassador to Mexico Carlos Pascual, who noted in a July 8, 2010 speech to outstanding teachers, rural indigenous students, and educational planners, that lifelong learning is inevitably part of a multi-generational process as well as, ultimately the ongoing process of North American regional integration, and evolution of a global economy.

CORE DESIGN ELEMENTS OF A PROGRAM FOR TRANSNATIONAL LIFELONG LEARNING FOR MIGRANTS

Migrant youth and young adults should have access to after-school and out-of-school program services to provide them with "learning to learn skills" so they can successfully confront the challenges of lifelong self-directed learning and effectively transition between out-of-school non-formal learning contexts and formal in-school learning or employment training programs. Enhanced life skills, decision-making skills, communication skills (oral and written, in Spanish and English), and enhanced awareness of the social, economic, civic, and legal context of life in Mexico and the U.S. is crucial for moving forward with one's own and on behalf of one's family and community in the current and future social environments.

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the specialized programs operated for MSFW's were sometimes better-designed but that improvements would benefit them also (Kissam and Martínez Saldaña 2009).

Objectives for the Prototype Michoacán-US Educación Sin Fronteras Model

- ***Individual Participants***: Increase in eventual level of educational attainment (resulting from increased "learning to learn" skills, as well as increased ability to combine work and continuing education). At least a 40% increase in lifetime earnings (due to higher levels of educational attainment, improved ability to navigate a turbulent labor market, and greater access to well-paid technical, managerial, and professional employment). Increased levels of civic participation (based on experience in collaborative teamwork and improved communication skills). Decreased incidence of behavioral health problems (e.g. domestic conflict, substance abuse) as a result of improved skills in managing transnational family life and making key life decisions.

- ***Educational Institutions in Migrant Sending Communities*** At least a 10% decrease in the dropout rate for the transition from primary to secondary school and an additional 10% decrease in transition from middle to higher secondary education as a result of opportunities to fully consider the implications of leaving school and improved understanding of the relevance of core academic competencies to rewarding employment, earning power, and personal satisfaction. Improved instructional techniques for teachers to use in relating basic academic subject matter to "the skills needed for the 21st century success, improved ability to motivate students in school, and improved awareness of ways to extend learning beyond the classroom via after-school programs. Ultimately, the involvement of formal and non-formal institutions concerned about education and human capital investment will be able to point to concrete examples demonstrating the relevance of education to enhancing personal and community well-being.

- ***Migrant-Sending Communities***: Greater engagement of youth and young adults in community civic life. Involvement of at least 50% of youth in community service projects which they have, themselves, designed in consultation with community stakeholders, and which they carry out as members of local teams (so as to build communication/collaboration skills).

- ***Migrant-Receiving Communities***: Decreased levels of conflict between local citizenry and arriving migrants as a result of migrants' better orientation to the realities of U.S. life, awareness of the community context in towns where they settle, and more rapid pathways to migrants' social and civic integration resulting from prior introduction to 21st Century skills related to effective communication, problem-solving, learning to learning skills (including English). Increased service efficiency and efficacy in public health and other programs serving immigrants and, eventually, higher levels of immigrant involvement in community service and civic life.

Development Process for the Pilot Initiative for Michoacán Migrant-Sending Communities

The Secretaría de Educación in Michoacán, together with the Secretaría de Migrantes and the authors of this paper are developing an initial pilot demonstration project to address the above issues. The central vision is to provide hometown orientation to strategies to make "the right to stay at home" a rewarding and feasible option while at the same time preparing those who do migrate for US life. The educational goals are to use scarce learning time effectively to provide information and develop skills which are directly relevant to the primary life challenges prospective and current migrants confront—overcoming the arbitrary constraints of current programs (e.g. GED, standard ESL, Spanish-language literacy, the *bachillerato*) for out-of-school learners.

The proposed binational collaboration "Educación Sin Fronteras" (Education Without Borders) will benefit migrants themselves directly and the economies of both countries (as immigrants will make up an increasingly large proportion of the US labor force) and the civic life of both countries where active and informed civic engagement is increasingly recognized as a significant resource for local communities. To that end, Secretary Andrade, Secretary Mandujano, key members of their team, and our team, met with US officials responsible to different aspects of education services provided to immigrants in the U.S. in July 2010—the Office of Vocational Education and Migrant Education programs of the U.S. Department of Education, the Department of Labor's Office of Public Engagement, and the Bureau of Citizenship and Immigration Services.

<u>Overall Program Design and Operational Framework for the Pilot</u>

The aim of this pilot phase is to test and refine the ideas and build the organizational capacity to subsequently roll-out the program design to other communities. It employs a systematic approach, with careful planning, meaningful local community involvement, curriculum, learning materials, and teacher training tailored specifically to address migrants' need to engage in lifelong self-directed learning in a bi-national labor market. This is crucial because the stakes are high. There are four principal activity cycles:

- An introductory planning cycle, 2 or 3 months, focusing on building community and stakeholder engagement, specific community and education-based needs analysis, and program planning;

- A first 4-month cycle of educational activities focusing on migrant-sending villages in Mexico;

- A second 4-month cycle of educational activities extending services to migrant-receiving communities in the U.S.;

- A final outcomes assessment phase, focusing on what has been accomplished to date, barriers, assets to build on, and next steps for replicating the pilot/prototype.

In order to fulfill the full promise of providing learning opportunities for working migrants anywhere in their migrant circuit, careful planning is necessary. We envision as having the following overall design:

- **Targeted participants**: In Michoacán, 13-15 year-old youth in migrant sending communities, and their families, but also some 16-18 year-olds. The intervention is meant to have an impact during key periods when youth decide about and move forward in lifelong career pathways. In the U.S., teenage and young adult migrants aged 13-21, their co-workers, and their families (if the whole family has migrated).

- **Program Length**—In Michoacán migrant-sending communities, 12 weeks with 2 afternoon/evening meetings per week and 2-3 additional field trips to employer facilities and post-secondary educational institutions. In U.S. migrant-receiving communities, open entry/open exit, typically 12 weeks also.

- **Targeted Collaborating Institutions and Organizations**: In the United States, ETA/DOL's National Farmworker Jobs Program grantees, U.S. Department of Education's Migrant

Education programs for out-of-school youth, OVAE and state-funded adult education ESL providers and EL/Civics programs, USCIS-funded citizenship programs, migrant networks' hometown associations, LSC-funded and other legal service providers, Mexican consulates' Plazas Comunitarias adult learning programs, Migrant Health Clinics, Migrant Head Start programs, and other immigrant service and advocacy organizations. In Mexico--Secretaría de Educación, Secretaría de los Migrantes, local schools, vocational training organizations, CONEVyT, municipal government, other concerned NGOs and voluntary groups.

- ***Binational Scope-- 5 migrant-sending communities in Michoacán and 5 US Destination Communities for Michoacán migrants*** In Michoacán, 1 school per community, with about 30 teenage youth participants in each community – some could be out of school, some in-school. Community leaders, businesspeople, and civic volunteers would be recruited as resources and mentors. In migrant destination communities (e.g. in California, Oregon, North Carolina for farmworkers and Illinois (urban/service sector workers), and corresponding hometown migrant-sending communities. We would look forward, in future years to working with state programs, institutions, and non-governmental organizations in other migrant-sending states in order to configure the design to their distinctive migrant populations.

PILOT PROGRAM CURRICULUM DESIGN IN MICHOACÁN MIGRANT SENDING COMMUNITIES

The curriculum and instructional activities are configured to help youth develop for themselves a précis for a life/career/job orientation and development experience as part of their academic career-building. As indicated earlier, the program is meant to bridge the school to life gap. Specific objectives relate to strengthening core 21st century skills, namely:

- Asset-building and problem-solving, including finding crucial information, identifying and describing problems, and both developing and testing solutions;

- Productive collaboration and strategic teamwork, including, critical and strategic thinking, understanding how organizations work, asking useful questions and interpreting responses analytically

- Building creative solutions, developing effective strategies and plans, and mobilizing resources to implement them, including building skills in observation and self-reflection, understanding how to conduct environmental scans and develop and test hypotheses, and how to assess and make use of results in decision-making; and

- Understanding how organizations work, and how to help organizations and institutions work better, on behalf of one self, one's family, and the community at large.

In many ways these skills and abilities are at the core of civic, social and organizational life, and are those that make for success across the different arenas in which people function across cultures. They are also the focus of new attempts to improve educational strategies (see www.p21.org).

Ten Modules Illustrating Instructional Approach and Content (detailed in Appendix A)

In total there are 24 project modules for program sessions. For the purposes here, however, we have profiled the content and approach for the first 10 of the modules. These include:

1. Getting to know each other and our communities
2. Self-reflection: What we're thinking now about our lives
3. Getting to know the community and kinds of work people do
4. Finding Out How Others Find Their Way
5. Diving Deeper into Self-Assessment and Planning Life Trajectory
6. Self-Assessment: Comparing Different Tools and Perspectives to Guide the Way
7. The Argument for Lifelong Learning
8. Teamwork Working Together to Find Out About Career Pathways
9. Careers—What Students Know and What Employers Know
10. What One Gets from Education and What One Doesn't Get

CONCLUSION

Effective strategies to afford migrants equitable educational opportunities are critical for migrant-sending communities such as Mexico, as well as for other less-developed countries which send large numbers of migrants to urban and other centers of employment, i.e. from the "periphery" to the "core".

The most fundamental human right may well be to opportunities to discover one's own identity and to pursue one's own unique goals, to exercise one's right to fulfill their human potential. Given the fact that in migrant-sending communities it is typical to drop out of school before having an opportunity to develop the skills needed to do more than survive, that is to develop the skills needed to prevail in 21st century life, the need for program models to provide migrants preparation for and support in "anytime, anyplace" modes of learning is evident.

Our collaborative work in Michoacán has been oriented toward developing an affordable and effective pilot/prototype of "Educación Sin Fronteras", a model intervention allowing pre-adolescent and adolescent youth and young adults opportunities to explore options to "stay at home" and, at the same time, providing them an orientation and preparation to improve their well-being in migrant destinations if they do decide to leave home to work abroad.

Given the challenges of workplace productivity, career advancement, family life management, and civic participation in migrants' transnational lives, it is clear that the best strategic investment will be to prepare them for lifelong self-directed learning—in the societal context where they live, be that their natal country or a foreign country where they settle. Peer group support—using collaborative learning approaches—and community members' involvement in sharing their information, insights, and experiences are crucial resources for making the "Educación Sin Fronteras" model work. Such an approach can relatively easily convert social capital into civic capital and make that a resource for educational advancement—making this type of strategic support for migrants' learning affordable even in communities where economic resources are scarce.

Our experience over decades in working with migrants, research on migrants' lives, and review of the growing body of relevant literature suggests there is a consensus that traditional curricula and instructional methods do not effectively or efficiently prepare migrants for the real-world challenges they will face in their lives and that it is entirely feasible to configure an educational intervention to focus on developing the skills they most need—those identified in the Partnership for 21st Century Skills framework and similar evidence-based analyses—by OECD, the US Department of Labor and others.

We look forward to ongoing collaboration with diverse stakeholders in order to make the current vision and prototype a reality as well as to going on, then, to work with other interested individuals and organizations to refine and replicate what we are confident will be a successful innovation in educational service delivery.

SAMPLE FRAMEWORK FOR ORIENTATION TO TRANSNATIONAL LIFELONG LEARNING

Module Title	Topical Strands/Domains	Design Issues and Details
1. Program Objectives and Getting to Know Each Other	What do we all want—happy, fulfilling life. What is each participant's vision of that? Analysis of similarities, differences. Introduce in discussion the reality that, with a life expectancy of about 80 years, most current teenagers and young adults will live another 60 years—time enough for going through many different phases/life cycles, making it reasonable and important to think not about the next 1-2 years but the whole long journey What about parents' and older siblings' lives, career pathways? What's good and what's tough? Introduction of information about reality of bi-national labor market and community (e.g. % of MX-US migrants, plans to come home vs. reality of US settlement) Closing assignment—think about possibilities. Imagine 3 possible biographies for yourself.	Focus mainly on dreams (not barriers) but do look at real-world context of limited opportunities in local community *Corridos* of *migrantes* and "Jaula de Oro" and discussion Homework assignment—for next session think about own plans (or lack of and prepare to present to fellow students)
2. Self-Reflection, Values Clarification, Self-Assessment in Current Context	Presentations by each student about his/her life possible life trajectories. Critique by fellow students and suggestions for better/deeper thinking. Discussion of educational qualifications for different careers with emphasis on emerging occupations and information on return on investment for education—per year, during part of life cycle raising children, and lifelong. Discuss *ni-nis*. Discussion of careers for those with no education—emphasis on traditional occupations of becoming migrant farmworker, staying home and farming land, or running small store, or being truck driver, or raising kids—what's good and bad Closing homework assignment—revise possible biographies for three different audiences: a) donor willing to give $20,000 pesos for career advancement, b) *novia/novio*—as part of marriage proposal, c) telling grandchildren about their life/career	Discuss (and possibly graph) clustering of student notions about life trajectories. Commend those which are more detailed, gently critique the vague ones. Discuss problem of lack of career information on emerging occupations and the "trick" being to see which ones which are more achievable are most attractive and well-paid. (If *narco* comes up, discuss realities) Life/career investment of $20,000 pesos is about cost of paying *coyote/raitero* Framing of different discourse contexts for imagining life story is to provide different perspectives. Subsequent discussion may give attention to differences in framing for different audiences

Module Title	Topical Strands/Domains	Design Issues and Details
3. Getting to know the community and kinds of work people do	Group discussion of what program participants know about the community and what they don't know. This should include an emphasis on both qualitative dimensions of community (community resident perspectives and opinions) and quantitative (e.g. how many people work in which industries and occupations) Preparation for talking with 3 different people in the community – a relative, someone outside the family who is running a small business or working in some way, a professional or technical person (e.g. teacher or a nurse or an electrician), a former, or briefly returned migrant, about: • what they do and how they like it; what's good and what's tough • what are the key things they think someone needs to know or be able to do to be successful in their occupation or industry • what they think of when they think about the strengths and weaknesses their community has; what's best about it, what's worst about it, how could it be made better • what they think someone/people in the community could do to help the community be better off • if there was one business to add to the community, what kind?	Focus on different perspectives about the community – positive perspectives, hidden talents and strengths or resources. 'e.g. what Abelardo can do that nobody understands much about' The preparation session will focus on effective communication skills—crisp questions, good listening, drawing people out, not arguing but learning, etc. If those interviewed can't think of anything in their community, how about someplace else… is there any other community that has done something really special or has something really special?
4. Finding Out How Others Find Their Way	Brief presentation on an inspiring story they heard from someone they interviewed. Discuss the key skills people developed outside of school; how to be aware of needed skills and information; how to think about experiences that influence one Discuss short-term vs. longer term perspectives What experiences have most helped them in their lives; what experiences changed their lives and why, or how? Preparation for next exploratory assignment—To re-interview the people they talked to previously about how they came to do what they are doing; what other things they thought of doing; what they learned in school that has helped them and how they have built on what they learned in school – e.g. what are the key skills they think they have developed since school	Discussion of what makes a story inspiring? How are a biography and a story about a life different? As well as preparing for the round of further interviews with community residents about how they've gotten where they area, an additional homework assignment—think further about their own imagined life trajectories (from session #2) but add thinking about something they could contribute or do for their community or in it that would make them proud of themselves.

Module Title	Topical Strands/Domains	Design Issues and Details
5. Diving Deeper into Self-Assessment and Planning Life Trajectory	Presentations by students of the three versions of their imagined life stories. Role-playing by student audiences—what comments would their potential funders, novio/novias, grandchildren make Introduction to career planning, career search resources: O*Net and some version of one of the vocational interest and aptitude profiling tools Participants use the vocational/aptitude tool to assess themselves. They then present the information to other participants with comments about whether the tool seems to have correctly described their actual interests and aptitudes and critique by fellow participants as to whether the findings seem credible Give students a homework assignment of writing down their life stories in letter form to the same 3 audiences: funders, novio/novia, grandchildren (These will be shared in Session #7)	Need internet for O*Net Use assessment/aptitude tools in Spanish that are free or affordable and can be scored without sending to the publisher. The writing assignment is a means both to assess the participants' basic skills in that realm and to start working on "generative" communication in writing as well as orally.
6. Self-Assessment Individual Meetings with a teacher/coach to discuss what they have learned about themselves from the tests and discussion to date Subsequent whole-group meeting to discuss as a group what they found out—differences and similarities in interests, aptitudes.	The round of individual meetings during the first half of this session block (may need to be longer than the standard 2 hours) is meant to build trust between the teacher/coach and each participant but, also, as a means to the participants to get practice in talking about uncertainties, curiosities, what they don't now know that they might like to learn? This might include, for example, discussion of what vocational/aptitudes tests don't teach. How do these formal instruments relate with what the students' perceive about others- what would they say about the vocational aptitudes of those people; and how does it all mean? The individual meetings are preparation also for the subsequent group discussion. It should be explained to participants that they can revise the letters they wrote (as their homework assignment after Session #4) to incorporate new insights they got from the talk with the teacher/coach, their peers, and what they learned from trying out the vocational assessment/aptitude tools.	This should take a fair amount of time. The single session can be extended into two; participants should see if they can find out what others are good at (or not) as well as assessing themselves. This can, then, be linked to the idea of cooperative learning/peer group support It will be important to emphasize the idea of forming one's own opinion based on diverse and sometimes conflicting input. It will be important to stress that one's own self-assessment and peers' self-assessment is as good (and in many cases, better) than formal assessments. It will be good here to talk also about how potential employers form their impressions of prospective employees.

Module Title	Topical Strands/Domains	Design Issues and Details
7. The Argument for Lifelong Learning	Students read their letters aloud, critique, and commend each other. The idea of self-presentation as a way to get ahead—in competing for a job, to get into continuing education, in getting scholarship help Explore O*Net with students using the vocational/aptitude profile they've done for themselves and figuring out what the implications are when they put their vocational/aptitude profile together with O*Net information on education, training, and real-world requirements for different careers. Presentation on the argument for lifelong learning—that foundations of basic skills are needed in order to go forward but that all information gets outdated. Include examples of technology change and job displacement. Discussion of the possibilities of on-the-job training as one pathway to move forward and the emerging trend toward "stackable credentials" which give employees credit for what they've learned on the job but which also require participating in continuing education. Give students a homework assignment to do in groups (or pairs) to examine the career pathways in 3-5 different major businesses/industrial sectors in Michoacán—e.g. agriculture, tourism, manufacturing.	At this point, students should be encouraged to set up a life/career planning portfolio (and given some clerical supplies to organize it). They should be given some worksheets to use in pursuing their career planning—the original 3 possibilities, the letters, and subsequent assignments At about this point it would be good to assess each student's computer literacy—Microsoft Office skills (with priority on Word and Excel, but introduction to PowerPoint as a tool for summarizing, organizing). Part of the assessment should include Intent surfing literacy
8. Teamwork Assignment— Participants Work Together to Find Out About Careers and Pathways to Get Into and Ahead in those Careers	Analyze is the thinking needed to 'examine a career pathway'; what information they need to present. Stress weighing of pros and cons, feasibility vs. aspiration. Stress "reality thinking"—assessing to what extent official information, online, in print, on broadcast media is accurate and what one does to weigh the utility and accuracy of information presented. Stress the importance of integrating information from disparate sources and making an "executive" judgment—even if tentative, about what to make of conflicting information. Design team/pair to help divide up the work, analyze and present the findings. It will be helpful to suggest to the individual teams that they may find it useful to share information In the closing discussion include reflection, group talk about the good and bad aspects of teamwork in comparison to working on one's own and go on to talk about what kinds of behavior facilitates team work and what kinds of behavior makes it difficult.	Access to Computer is need for accessing information on careers. A possible homework assignment is to look for resources in the local community to learn more about these careers—e.g. are there any people that were interviewed (or others who weren't interviewed) in careers that interest participants?

Module Title	Topical Strands/Domains	Design Issues and Details
9. Careers—What Students Know and What Employers Know	Participant presentations on what they've found out about career pathways in 3-5 major businesses/industrial sectors. Note that there are some professional pathways, some technical/blue collar ones, and some pathways which lead nowhere. Most all involve lifelong learning and the tracks for each involve education Critique of student presentations by employer guests from each industrial sector (match need not be ideal). Employers go on to present their own perspective on their worries about the problems they're seeing in new hires, the problems they face with workers' preparation and attitudes, etc. After employers leave, participant discussion of what they said—whether it seems accurate and what it means for their planning. They can ask the employers some of the questions they used earlier regarding what workers need to be successful with them; how they contribute to the community and how they can help them contribute better or something else integrating the different parts of one's life. Homework assignment—students prepare a presentation which would be a part of a job interview explaining why they are better than other candidates/competitors given the distinctive complaints they've heard from employers in each sector.	Challenge of getting large employers who can talk about a career pathway in their industry or firm in a substantive way to be guests. For the homework of preparing sections of job interviews, students can be broken into 3-5 groups each of which will give 2-3 presentation in a industrial sector (even if it's not one they themselves are very interested in).
10. What One Gets from Education and What One Doesn't Get	Student presentations of why they are "winners" and critique by fellow students. What does one get from secondary education—foundation skills and also a stamp of approval but it's also important to understand one needs to really learn those basic skills and that all the academic subjects are seen as one way to build the "skills that are needed" Presentation of what one gets from post-secondary education and available resources—public and private technical schools, universities in the Bajío. Presentation on available scholarship resources. Discussion of who wants to drop out or has and why. Discussion about the possibility of dropping back in or, alternatively, getting online bachillerato and/or US GED in Spanish The introduction to online resources for continuing education will include actually getting onto the sites 1. http://www.capacinet.gob.mx/ 2.http://www.conevyt.org.mx/ 3.http://procadist.stps.gob.mx/aulavirtual/index.php	Homework planning assignment should ideally be done with students using Excel template that the program leader provides them for thinking about personal budgets and Word or PowerPoint for bullet points or outline of planning issues (format of problem with accompanying solution). Homework assignments—Students should figure out what it would cost and personal planning required to go to the university or post-secondary training program most attractive to them (irrespective of whether they actually think it possible at this moment).

ANNOTATED REFERENCES

This list of annotated references consists of resources we've drawn upon in preparing the Michoacan "Educacion Sin Fronteras" model as well as analyses of policy issues directly relevant to provision of lifelong learning opportunities to transnational migrants.

1. BENEFITS FROM EDUCATION FOR DEVELOPING COUNTRIES

a) USAID: Jobs for the 21st Century; Synthesis Paper. USAID 2007

The Jobs for the 21st Century Initiative focuses on 5 countries in the Asia and Near East. As part of this initiative, USAID's contractor EDC conducted conducted an assessment to examine key economic, educational and institutional issues that shape workforce needs and job creation, and reviewed programming of workforce activities for USAID. Even though this summary is about a different region, some of the findings seem importantly applicable to Mexico. One finding relates to the mismatch between available 'workers' and needed skills (page 10, see Zeufack 2006). It further points out that traditional social networks (e.g. family-based networks where no other jobs seem apparently available to them) frustrate youth and they feel they are blocked from economic improvement (page 10). It speaks to a shift from the agricultural to a service sector base for employment growth (page 17), and the importance of skills training for economic success in this context, especially for non-farm rural business development (pages 19, 20); and specifically points to the importance of 'employability skills' (page 21). Employability skills included 'basic skills: literacy and numeracy, inter-personal communication, information technology (IT) and critical thinking'; and were expressly demanded by the private sector as a requisite for employment success (page 21). These are central to OECD, SCANS, EFF, and the Partnership for 21st Century Skills frameworks for visualizing necessary skills for life in contemporary global economy and society.

b) OECD: Education at a Glance 2009 in Spanish: OECD Indicators. OECD 2009
This monograph addresses the issue of the risks of employability related to education that is de-linked from market issues. 'Las consecuencias para las oportunidades de trabajo son más importantes que nunca en el actual mercado laboral. Aquellas personas que no cuentan con estudios de educación media superior, muestran ser mucho más vulnerables ante los crecientes riesgos de desempleo que quienes están mejor preparados. (p. 4)
.
c) Psacharopoulos, George and Harry Anthony Patrinos, "Returns to Investment in Education: A Further Update", Latin American and Caribbean Region, Education Sector Unit, World Bank, 2002.

This is a major paper by the World Bank's education team. It presents an anaysis of private and public returns from investments in education.

d) Salmi, Jamil "Constructing Knowledge Societies: New Challenges For Education", Journal for International Education, March, 2006.
The keynote address by a visionary gives a very detailed analyses of the specific issues that must be addressed in constructing knowledge societies and Salmi's argument for education reform to achieve these objectives.

e) Hanushek, Eric A. and Ludger Wößmann, "Education Quality and Economic Growth", World Bank, 2007.

The definitive analysis of returns on investment in improving quality of education, as envisioned by the authors, including relevance as well as reliability of instruction.

f) Ed Kissam and Jo Ann Intili. "Fulfilling the Promise of EFA; Building Decision-Makers' Ability To Effectively Use Education System Data to Improve Performance," presented at the Annual Meeting of the American Evaluation Association, November, 2009.

This presentation addressed the issue that EFA indicators of quality are inadequate, and their data collection strategies, therefore, tend to undermine UNESCO's own stated commitment to the importance of life-long learning. The presentation argues for the importance of building a network for learners that supports learning across the continuum, and unites local and international organizations. It emphasizes the importance of quantitative literacy and functional effectiveness in communication and language.

2. PRESENTATIONS, REPORTS, AND ARTICLES DIRECTLY ADDRESSING EDUCATION CONDITIONS IN MEXICO

a) Adam Sawyer and Bryant Jensen, "Education in Mexico: An Overview of the System, Its Triumphs, and Remaining Challenges". Center for Mexican-U.S. Studies, UC San Diego, May, 2008.

A comprehensive overview of the status of Mexico's education system. The review provides crucial information not only on participation rates and dropouts but, also, an analysis of patterns of Mexican students' performance based on PISA data.

b) Patrinos, Harry Anthony. 2007 "Indigenous Peoples in Mexico." Paper presented to JEL.
A comprehensive review of education in indigenous regions of Mexico and returns to education. Patrinos' analyses have consistently emphasized the need for developing countries to assure educational equity for ethnic and linguistic minorities.

c) Paolo Freire, Pedagogy of the Oppressed, Harmondsworth: Penguin, 1972.; Pedagogy of Hope. Reliving Pedagogy of the Oppressed, Continuum, 1995.

Freire speaks about the importance of the concepts of *dialogue* and *praxis for education. He* sees these as deep-seated characteristics of the educational process that, if implemented thoughtfully, link education to the real world and community and enhance the potential positive power of social capital. While stemming from Freire's work in Brazil, this groundbreaking analysis is, of course, relevant for all efforts to strengthen non-formal adult learning in Latin America.

3. Immigrants in the US – Employability and Career Trajectories.

a) NAWS, National Agricultural Workers Survey. *http://www.doleta.gov/agworker/naws.cfm*
Aguirre Division, JBS International, Inc., has developed, implemented, analyzed, and reported on the NAWS survey, for the US Department of Labor, since its inception in 1988. Ed Kissam has been an informal advisor to the JBS team regarding priority study issues and interpretation.

b) Ed Kissam, 'Arvin, California: Dust Bowl, Bajio, Sierra Mixteca To San Joaquin Valley,'
presentation to University of California-Davis, Conference on the Transformation of Rural American Communities and Implications for Immigration Policy Reform, Washington, DC, June 2007

This presentation discusses the condition of farmwork and immigrant households in a famous farmworker town to which Mexican migrants have come since the 1930's. It examines the community of Arvin, featured in the classic 1946 study by Walter Goldschmitt, **As You Sow**, of the relationship between the size of agricultural production units and civic well-being. The community which had a population of Mexican immigrants which made up 8% of the town in 1946 is one where 89% of the heads of household are born in Mexico.

c) Kissam, E. (2005). "Social Identity--The fulcrum for immigrant civic engagement". The Journal of Latino-Latin American Studies, Winter, 2005-2006

Case studies of immigrants who have become active in civic life in migrant-receiving communities as the basis for examining the skills and personal characteristics of popular leadership. This article is drawn from an ethnographic study of grassroots civic activists in California's Central Valley funded by the Civic Culture Program of the James Irvine Foundation.

d) Ed Kissam y Anna Garcia, 'Los Jovenes Que Trabajan en la Agricultura Norteamericana Patrones de migracion transnacional, problemas enfrentadas, y posibilidades programaticas,' presentación al Seminario Permanente Sobre Migración Internacional, COLEF, Tijuana, BC, 10 de Septiembre, 2004

This presentation reported findings from Kissam's study for the Office of the Assistant Secretary for Policy, U.S. Department of Labor, 2000, regarding teenage workers in U.S. agriculture. The study is based on a survey of more than 200 youth and young adults in major agricultural labor markets in California, Florida, and Oregon, as well as interviews and observation in a major border-crossing area of California.

e) Ed Kissam, 'Challenges and Opportunities in Responding to Farmworker Youth Needs: Some Issues to Consider,' Presentation to Association of Farmworker Opportunity Program Board of Directors, Annual Meeting, October, 2009.

This presentation summarizes findings from a 2008-2009 study for the National Farmworker Jobs Program of the U.S. Department of Labor's Employment Training Administration. The study objectives were to assess the quality of services provided to farmworker youth by a sample of grantees and to review strategic options for enhancing service effectiveness. The study, led by Ed Kissam and Jesus Martinez-Saldana included site visits to programs in California, Washington, Texas, Florida, and North Carolina.

f) Ed Kissam, Jo Ann Intili, Anna Garcia. 'The Emergence of a Bi-National Mexico- US Workforce: Implications for Farm Labor Workforce Security.' Paper prepared for America's Workforce Network Research Conference, US Department of Labor, June 26-27, 2001.

This paper explores in depth the implications of the Aguirre/JBS team's 1999-2001 study of teenage and young adult farmworkers, the overwhelming majority of whom are transnational migrants.

4. 21ST CENTURY SKILLS – THE SKILLS EMPLOYERS WANT AND THAT CIVIL SOCIETY NEEDS FOR DEMOCRATIC GOVERNANCE

a) The Secretary's Commission on Achieving the Necessary Skills, "What Work Requires of Schools: A SCANS Report for America 2000", 1991.

In 1990, the US Secretary of Labor appointed a commission to determine the skills our young people need to succeed in the world of work. The commission's fundamental purpose was to encourage a high-performance economy characterized by high-skill, high-wage employment. Although the commission completed its work in 1992, its findings and recommendations continue to be a valuable source of information for individuals and organizations involved in education and workforce development. Although the skills framework was generally viewed as relating to the workplace, its author subsequently wrote several article arguing that these "foundation skills" were transferrable and could be applied also in civic life.

This work has been added to by the very practical efforts of the public-private Partnership of 21st Century Skills, and the O*Net consortium. The first of these creating secure linkages between the SCANS skills and specific learning curricula; and the second creating resources for job seekers/holders to use in understanding what's required of them to move ahead in a given field, integrating labor market information and skills requirements

b) O*NET http://online.onetcenter.org http://online.onetcenter.org/skills/ JBS International developed O*NET for the US Department of Labor as an online system to replace the antiquated "Dictionary of Occupational Titles" which was the prime resource for employment training and job placement. This website summarizes the skills and training required for types of jobs and careers. It is a resource used by counselors and public to guide job search and employability enhancement. Ed Kissam and Jo Ann Intili, working with JBS, have direct access to the developers of the site and resources that support it. The O*Net team is currently using the analytic framework to develop competency models for major industry clusters in the U.S. The new competency models include ones for: construction, energy industries, and entrepreneurship.

As stated on the site: *The O*NET program is a primary source of occupational information for the US. Central to the project is the O*NET database, containing information on hundreds of standardized and occupation-specific descriptors. The database, which is available to the public at no cost, is continually updated by surveying a broad range of workers from each occupation. Information from this database forms the heart of O*NET OnLine, an interactive application for exploring and searching occupations. The database also provides the basis for a set of Career Exploration Tools, available on the site, and a set of valuable assessment instruments for workers and students looking to find or change careers.* Again, as stated on the site: *Every occupation requires a different mix of knowledge, skills, and abilities, and that inform its variety of activities and tasks. These distinguishing characteristics of an occupation are described through a standardized, measurable set of variables called "descriptors". O*Net employs a hierarchical model for description which starts with six domains, describing the day-to-day aspects of the job and the qualifications and interests of the typical worker. The model expands to 277 descriptors collected by the O*NET program, with more collected by other federal agencies such as the Bureau of Labor Statistics.* We would propose to use this as a key resource for the work with Michoacan's youth and young adults.

c) www.p21.org. **21st Century Skills, Education and Competitiveness, A Resource and Policy Guide, 2008.**

The 21st Century Learning Skills public-private partnership developed an integrated vision of education described in their *Framework for 21st Century Learning.* As stated on their website, in the definitions document, 'This Framework describes the skills, knowledge and expertise students must master to succeed in work and life; it is a blend of content knowledge, specific skills, expertise and literacies. Every 21st century skills implementation requires the development of core academic subject knowledge and understanding among all students. Those who can think critically and communicate effectively must build on a base of core academic subject knowledge. Within the context of core knowledge instruction, **students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and**

collaboration. When a school or district builds on this foundation, combining the entire Framework with the necessary support systems—standards, assessments, curriculum and instruction, professional development and learning environments—students are more engaged in the learning process and graduate better prepared to thrive in today's global economy.' We would propose to use this framework as the basis for the work with Michoacan's young adults.

d) Equipped for the Future, National Institute of Literacy, 2002

This major adult education initiative extended the sort of approach used in SCANS and in strategies used in workplace learning programs built around "functional competencies" as the basis for curriculum design to the full spectrum of adult learning. The curriculum framework is very useful by virtue of identifying major functional domains of social life and, within each, providing "role maps" as a means of depicting the demands on contemporary adults.

5. Articles and Presentations by Kissam, Martinez-Saldana, and Intili, specific to the issue of Transnational Adult Learning for Mexican Migrants

a) Ed Kissam, 'La Realidad Actual de los Migrantes y Una Visión Para El Futuro, Colaborando a Través de Fronteras para Crear un Verdadero Sistema Educativo Transnacional, ' ponencia a la Reunión de Legisladores Estatales y Organizaciones Civiles México-E.U.A. sobre Protección de los Derechos de los Migrantes y sus Familias, Morelia, Michoacan, 27 y 28 de agosto, 2009

This presentation addressed the need for continued education for migrants, and emphasized the importance of 21st century skills – development of functional skills – to the success of immigrants to the US.

b) Kissam, Edward, Holda Dorsey, and Jo Ann Intili, "Tierra de Oportunidad: Implementation Handbook and Instructional Modules for Adult Immigrant ESL", Latino Adult Education Services Project, Hacienda La Puente/California State University Institute, 1997.

This is an example of the kind of practical curriculum approach we we see as appropriate for the youth of Michoacan. The curriculum and instructional resources package includes 30 modules with discussion themes, basic information, and practice assignments for ESL students in adult education programs. The modules are divided into clusters in key domains of adult functioning: workplace, family life, lifelong learning, and community civic life.

c) Kissam, E., & Reder, S. (April 1997). Responding to diversity: Strategies for meeting the adult education needs of limited English proficient adults in California (Final Report to Adult Education Policy and Planning Unit). California Department of Education.
This study, mandated by the California legislature, examined the English-learning needs of Spanish-speaking populations in California based on community case studies in two urban areas, Long Beach and Redwood City, and one rural community, Sanger.

d) Kissam, E. (November 1997). Prospects for future U.S.-Mexico collaboration in adult education Report to Office of Vocational and Adult Education, U.S. Department of Education, Aguirre International/Cal, Inc.
This analysis was based on a collaborative initiative sponsored by the U.S. Department of education to move forward with joint adult education in the Mexico-US border states: California, Nevada, Arizona, Texas, Baja California, Sonora, Chihuahua, Nuevo Leon, and Tamaulipas. The project involved INEA and US states' adult education directors.

e) Margie McHugh, Julia Gelatt, and Michael Fix, "Adult English Language Instruction in the United States: Determining Need and Investing Wisely", July 2007, Migration Policy Institute
An influential review of options for improving the large but flawed service delivery system for English-language instruction in the U.S.

f) Kissam, E. (2003). Adult education challenges. In D. Lopez & A. Jimenez (Eds.), California's Latinos: Assets at Risk. Sacramento, CA: Institute of Governmental Studies/California Policy Research Center, University of California.

This chapter describes and critiques California's system of adult education vis-à-vis services to Latino, primarily Mexican, immigrants and recommends strategies to enhance the accessibility and effectiveness of adult learning.

g) Kissam, E. Indigenous Migrant Farmworker Youth: Work and Life in A Transnational World, American Industrial Hygiene Association (June 2009), Toronto, Ontario.

An overview of the situation faced by indigenous migrant youth drawing on analyses of National Agricultural Worker Survey data and ethnosurvey work in Florida and other labor markets which are destinations for indigenous youth from Oaxaca, Chiapas, and various Guatemalan provinces.