

# Alternative Educational Experiences from Popular Education

**Knowledge, Innovations, and Commitments**  
to Transform the Margins of the System

## What are educational margins showing us?

Factors Creating the Margins



### Distance and Rurality

Geographical dispersion and precarious material living conditions.



### Work and Care

Subsistence tasks, household responsibilities, and gender gaps.



### Paused Educational Pathways

Recurring interruption of learning processes.



### Disability

Physical, attitudinal, and institutional accessibility barriers.



### Human Mobility

Forced displacement, migration, and instability due to lack of legal documentation.



### Identities and Languages

Lack of cultural and linguistic recognition and the invisibilization of local knowledge.



### Violence and Insecurity

Socio-environmental emergencies and conflicts that disrupt educational continuity.

## Exclusion Within the System

Exclusion also occurs within schools among enrolled students who face:



### Rigid schedules

That do not reconcile with their work or caregiving responsibilities.



### Standardized curricula

That do not take into account their prior knowledge and real lives.



### Exclusionary assessments

That make it difficult to earn a diploma and continue on the educational pathway.

"Looking at the margins requires us to ask ourselves which aspects of our way of educating produce or deepen exclusions."

## 8 Key Lessons Learned from Popular Experiences

| KEY LESSON                          | PEDAGOGICAL MEANING AND IMPACT                                                                                                         |
|-------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| STRATEGIC FLEXIBILITY               | Reorganize schedules, spaces, rhythms, and resources so that education engages with real life without compromising academic standards. |
| SUSTAINING EDUCATIONAL PATHWAYS     | Moving beyond the "enrollment-only" mindset: support student retention, learning, transitions, and completion.                         |
| COMPREHENSIVE LIFE-LONG LEARNING    | Recognizing knowledge gained through work, culture, the territory, and the community, moving beyond the classroom.                     |
| CLOSE SUPPORT                       | Tutoring, facilitators, peers, and community networks. The greater the flexibility, the more vital it is to provide support.           |
| CARE AND PROTECTION POLICY          | Care (against hunger, violence, and insecurity) is not merely supplementary: it is the primary condition for learning.                 |
| TERRITORY AS A PEDAGOGICAL SUBJECT  | Engaging in profound dialogue with Indigenous languages, memories, and ancestral identities to build meaningful knowledge              |
| DECENT EDUCATION AND WORK           | Integrate technical training and economic autonomy while preserving the civic, critical, and transformative dimension.                 |
| COMMUNITY AS AN EDUCATIONAL SUBJECT | Communities read the context, define content, and set the direction: they cease to be mere collaborators.                              |

## Conditions that Enable the Response and Creative Tensions



### Articulated Conditions for Education

- ✓ **Pedagogical Capacities:** Reading the context and permanently adapting practices.
- ✓ **Organizational Flexibility:** Adapting time, resources, spaces, and technology.
- ✓ **Sustainability and Institution:** Incorporating community-based learning within the federative framework.
- ✓ **Alliances and Co-responsibility:** Commitment from the State, civil society, and territory-based networks.

"Supporting students is not just about ensuring their re-entry into the classroom but weaving a community and emotional network that protects dignity and gives continuity to life histories."



### Creative Tension of Decisions

#### Necessary Pairs

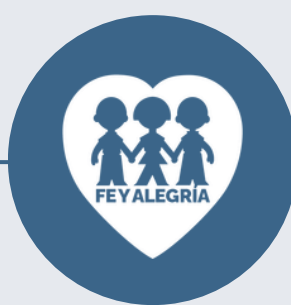
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| Flexibility        | ↔ | Recognition                            |
| Innovating         | ↔ | Providing institutional support        |
| Situated responses | ↔ | Replicable lessons                     |
| Local partnerships | ↔ | State's public responsibility          |
| Education and work | ↔ | Comprehensive and humanistic education |

## Path of Action: From Experience to Shared Capacity



### In Each Country

- ✓ Mapping emerging margins, systematizing existing responses, and providing comprehensive support for learning pathways.



### As a Federation

- ✓ Connecting accumulated knowledge, defining lifelong learning criteria, and strengthening federation-wide evidence.



### In Public Advocacy

- ✓ Demanding socially recognized flexible educational pathways, and driving the state's public responsibility.

## Key Question for the Future:

"Where does the asphalt end today for Fe y Alegría? What does it take for us to get there, and what do we need to change so that those living on the margins do not have to adapt to an education system that does not recognize their lives?"