

## DOCUMENTAL MEMORY

The Sandinista Popular Revolution, from the triumph in 1979, prioritized education as a Political Project, constant with their historical compromise with Nicaraguan people. The educational policy was outlined by three great lines of action, these were: more education, better education, new education, which, from its course, entailed meaningful outcomes.

The prioritized objectives, goals and populations in the main project and educational policy of the Sandinista Popular Revolution acquired a strong compromise regarding the education project, diligently and with solid results. The education project in 1980 made substantial reforms regarding the National Educational System structure, this led to curricular transformation, training, and capacity building of teachers, education administration-participatory, etc., as guaranteeing Nicaraguan's quality in education.

*in Nicaragua in the framework of the main project of education: (1980-1986), titled Betterment of the Educational System's quality and efficiency.* It reveals education to Nicaraguan people as a priority of the revolutionary project, when efforts and tangible results are merged to broaden education coverage a 94 % in 1979 to 1986. In this historical period, there were deep educational reforms in the National Education System, for the progressive insurance of a higher coverage in decent environments, teacher training in the various normal schools and universities, as well as other expressions of education's quality improvement. This connects the advances of education evolutionary transformation in Nicaragua on the second half of the Revolution, with the application of strategies, initiatives, creativity, compromise, delivery, and popular participation for the betterment of quality in education.

In Documental Memory of Índice Nicaragua Journal sixth edition, the reader will find the third chapter of the book: *Education*



### 3.1. Goals, Objectives, and Principles of the New Education.

In Nicaragua, the beginning of a revolution guides to achieve deep changes in all its structures with the purpose of creating a new economic and social system in which people are metamorphosing themselves to become a historical subject of their own destiny, the popular participation has great weight in the definition of their own political, economic and social system. From this principle and using rights and its significant revolutionary experience, organized people joined in the National Education Consultation to obtain criteria which contributed to defining New Nicaraguan Education's Goals, Objectives and Principles, constituting a democratic exercise of people in the decision of something very much their own and transcendent as it is their education.

We consider, defining Goals, Objectives, and Principles of Education of our country with broad national participation, constituted a valuable and innovative fact not only as the political-philosophical framework of the new education was obtained, rather because it also gave continuation to the consolidation of a new methodology of participatory education, which has been systematized and generalized in the ordinary practice of national education.

Education goals convey the image of men who want to be educated, not an abstract ideal image, but the image of men who must play a role of conscious builder in and of the New Society for its creative form and as a assets and material producer and spiritual values.

In the proposed purpose of the New Nicaraguan Education, we find the image of men we are in pursuit of training; in its statement is expressed: "New Education in Nicaragua proposes as goals: Create plans and integrally the personality of the New Man... starting from reality, creative work and historical circumstances we live.

This New Man must be integrated by political, social, and moral qualities of a New Society. In the political, it must be a patriot, revolutionary, solidary, and compromised with workers' interests and farmers and working masses, anti-imperialists, against all form of exploitation, racism, discrimination, and oppression, advocate for unity of the nation around our working classes by national sovereignty, justice, liberty, and peace in the region and world.

Morally and socially, they must be responsible, disciplined, with critical capacities and self-criticism, endowed with a scientific vision of the world and society, sincere, fraternal, modest. These are, among others, qualities part of the New Man, qualities to be achieved needs a whole process in which we are immerse, making of the purpose of our education a commandment in educational work entrusted to us.

General Objectives of Education are a base and starting point allowed to specify objectives, contents, and methods the development of each type and level of education in different subsystems making up the Nicaraguan Educational System.

Thus, full and integral education of the New Man, we will achieve it by offering students an education to encourage them to be

agents of their own education, stressing about the domain of scientific and learning methods, educating them in and for creative work and developing conscience about socioeconomical and cultural value of work and raising awareness about the worker's fundamental role in the creation of a new society; developing their convictions about values and principles of the Sandinista Popular Revolution; educating them in the thought and example of Heroes and Martyrs of our homeland and Revolution; growing in them the conscience to strengthen independency and sovereignty homeland is necessary to be part in the defense; promoting friendship and cooperation attitudes with people and governments globally under equality and mutual respect bases; infusing and boosting a deep respect for human rights; making them penetrate the roots of our own culture and reject alienating cultural elements, stimulating the capacity for critical analysis and self-critical and seeking to develop and improve each time more mental and physical health. Objectives 10 and 11 point out specifically the student must be "Provided a humanistic, scientific, technological, political-ideological, moral and physical education applied creatively to the transformation process of our own reality", that it must "Train and educate both technically and politically, the human resources needed for advance and consolidation of the revolutionary process, coherently with global plans of economic-social progress".

Each of the twelve Education General Objectives are being achieved in terms of the student going around the Educational System structure and these objectives are reflected on plans and programs of

study and the development of educational teacher activities with connected to systematic influence of all education.

General Principles of the New Nicaraguan Education, are great general lines revealing the educational policy expressed on Goals and General Objectives, establishing itself in these principles among other aspects: education is an inalienable and core right of all Nicaraguans, which will be based on serving a solution to the great economic and social problems and in primary function and indeclinable of the State, the productive and creative work will be formative elements and integral part of study plans through the conjugation of theory with practice and combination with manual work with the intellectual, so New Education is conceived as a system integrated by various subsystems and media outlets collective are considered an important part of the educational process, the New Education will stress and systematize vocational training and occupational orientation's tasks, which must be assigned a vital importance to the functions of research of educational institutions, the emulation will be present in the New Education as a way of recognition and stimulation for tasks and compromises' compliance drive steering to the betterment of educational process, which will respect parents' liberty to choose for their children schools or colleges they deem convenient for their education, and established funds to finance the educational system are considered a social investment.

A brief analysis to the behaviour of three great lines (expansion, improvement, and change) in which have been developed the educational Nicaraguan policies and

actions, allow us to ensure education has been throughout the last seven years, one of the more deeply revolutionary experiences where people has made their own their education future, proof of it has been the approval of Goals, Objectives, and Principles of the New Nicaraguan Education through a singular procedure of training and its integration in Title VII "Education and Culture" of the Political Constitution, enacted on January 9<sup>th</sup> 1987.

This constitutes the framework of the educational transformation guiding strategies to boost New Nicaragua's educational development.

**3.2. Education System's New Structure.**

A meaningful action and great implications in the national education transformation, which necessarily drive to improve quality in education and System's efficiency, has been the transformation of the Educational System's structure; actions carried out on multiple efforts and have added new theoretical and practical elements in search of overcoming disarticulation and discontinuity characterized the structure of the Nicaraguan education before the victory of the Sandinista Popular Revolution. Thus, during the last seven years, the Educational System's evolution has been progressive, dynamic, and dialectic as a self-demand of the own education's nature in a country in revolution. In this context, between 1980 and 1984 the educational structure was made in a series of adjustments of transitory character which still hadn't satisfactorily overcome articulation, integration and coherence problems.

The problematic is still present in the educational structure operating and acceptance by the National Reconstruction Governing Board of the New Education's Goals, Objectives, and Principles in 1983, where is established in the General Principle number six "The New Education is conceived as an Integrated Systems by various subsystems...", driving the National Board of Education to make a problematic's deeper analysis, which yielding to the creation, display, study, and acceptance of an Education System's unique structure organized in five subsystems, defining simultaneously the corresponding regulatory, administrative, and executor bodies and considering the new approved structure, would be progressively applied and perfected as progress made in the execution of the Global Plan of Transformation and Development of the Education and Formation Technical and Professional Charts required for its effective functioning.

This unique new structure, is conceived by educational levels and modalities of progressive education with objectives and common aims in terms of a final product and organized as it was already expressed, in five subsystems, being the following:

- Subsystem of General Basic and Secondary Education
- Subsystem of Popular Education
- Subsystem of Technical Education
- Subsystem of Higher Education
- Subsystem of Training

This way, the Subsystem of General Basic and Secondary Education offers general

culture and scientific and humanistic basic education. It is structured in: Pre-school level, a level of General Basic Education of nine grades and a Pre-University of two grades, additional to three grades related to Teaching Education after the nine grades of General Basic Education.

It is important to signal, that at the interior of this subsystem functions Special Education, conceived not only as an education cycle of Basic General Education, rather as a program of characteristics very own to give systematic attention to the scholar population that presents deficiency or alterations in their development, which precludes the compliance of a program of regular education.

The subsystem of Education for Adults, through the Program of Popular Education of Adults offers a basic general education allowing students to manage basic instruments of learning, consolidate their revolutionary consciousness and continue training; is regulated by adequate educational methods and principles for adults, given it doesn't have records in the previous educational structure, as its creation as subsystem has been performing actions guided to its progressive development, giving educational attention to adults through different modalities described before in this report.

The Subsystem of Technical Education offers education and qualification of the work force to production and services. It is structured in two levels: Basic Technician and Medium Technician, in different modalities corresponding to Agricultural Technical Education, Industrial Technical, and Education for Administration and Economy. To the Subsystem enter

students of the Subsystem of General Basic and Secondary Education and Popular Basic Education levels, to pursue degrees articulated with Higher Education in specialty related areas.

The Subsystem of Higher Education forms the highest-level professional charts on scientific, humanistic, and technological branches. Offers contents of specialized education through methodologies adequate to level and plans and programs of systematic studies, includes levels of undergraduate and postgraduate.

Its insertion as a structural component of Educational System, has been an vital advance in the conception of education as a unique system, for allowing Higher Education a greater relation with the rest of structures, which has driven to the start and realization of many tasks altogether, which progressively allow to overcome obstacles gaps mainly referring to the orientation content and quality in education on all subsystems.

The Subsystem of Training develops educational actions connected to requirements for workers' better performance in their corresponding jobs in the field of production and services, boosting training actions to the initial training until specialization, including learning, enabling, recycling, etc.

This Subsystem, just as the Popular Basic Education, doesn't have records in the educational structure, consequently, is in a phase of organization and initial operation and its inclusion as a component of the Educational System has contributed positively to its functioning and to improve quality in education.

In what has been expressed about the New Structure of the Educational System, it can be stated the progressive application of it, has had significant repercussions on the organizational and technical-methodological aspects related to planification and administration with contents and methods, as well as with training and education of teachers and charts of direction and educational gestion.

These repercussions were faced through the application of concrete measures that allowed advancing the quality and efficiency improvement process of the Educational System from the New Structure's application.

However, we still have to face new stages and overcome obstacles, mainly those not from the functioning of General Basic education of organization's nine grades and effective development of Popular Basic Education of Adults, and generally with relations and articulations between various levels and educational modalities, until achieving a coherent and integrated reality functioning of the Nicaraguan education as a Unique System integrated by all subsystems.

### 3.3. Curricular Transformation

Nicaraguan education's transformation has become rich in experiences and results, fruit of multiple and varied efforts made to improve Education System's quality and efficiency.

For its strategic character and its impact on quality in education, stand out among those efforts, ones directly linked to the curricular transformation process, guided to progressive and systematic achievement

of deep changes in the conception, components, and curricular processes developed on the different levels and modalities of the Educational System, aiming to establish its total coherence and adequation with the new conception of Nicaraguan education and answer the needs of society's development.

Curricular transformation process, started almost immediately after the Revolutionary Triumph of July 1979, with the review and reorganization of study programs in effect at said date, have had continuity through these seven years of educational development in the Revolution, acquiring characteristics of higher deepening as consequence of the definition and officialization of New Education's Goals, Objectives, and Principles in march of 1983 and conforming its essence and legitimacy by defining in 1984 a New Structure of the Nicaraguan Educational System, establishing a quantitative and qualitative organization different from the levels and modalities of our country's education.

As result of the advances in the curricular transformation during 1979-1986 and the curriculum's development of different levels and educational modalities, all which obviously, aim to improve national education quality and impact notably on the attainment of efficiency higher level of the Educational System.

Between the most relevant scopes of curricular transformation during this period, stand out:

- Elaboration and progressive application of a new curricular model, derived from a conception of General Basic Education, in the 7 first grades of this, foreseeing

for 1988 the culmination of this process and total conformation of the 9 grades' EGB model.

- Validation and improvement of curricular model correspondent to Pre-school Education.
- Development of vital curricular elements to boost Special Education in different modalities.
- Homogenization and progressive improvement of curricular model for teacher training.
- Production, for the first time in the country, of national school texts created in correspondence with the objectives and official programmatic contents.
- Special attention for the curriculum, to populational groups characterized (ethnic groups of the Atlantic Coast and educational population of rural area in multigrade modality).
- Elaboration and application of a curricular innovative model in Basic Education of Adults.
- Application of methodologies and conformation of innovative curricular structures in Adult Education and diverse modalities of General Basic Education.
- Elaboration and application of new curricular designs in degrees of Basic level and Medium level, offering recently conformed Technical Education Subsystem.
- Reorientation and adequate organization of components and curricular processes of technical and professional training's different modalities.

→ Adequation and improvement of different professional degrees' curriculum developed by universities and other Centers of Higher Education.

The prior mentioned advances have been attended by important training and educational supervision's actions and has had, as common denominator, participative character of its realization.

However the advances, together are a strong contribution to the global process of educational transformation boosting the Revolutionary Government, curricular transformation has faced some problems and limitations that have hindered its unified development and its total coherence to materialize the systematic conception of the Nicaraguan Education.

Among the problems and limitations, noted as relevant on one hand the differences as for conceptual elements and methodological criteria used to carry out the process on different subsystems, which has implied diverse strategies and development rhythms. On the other hand, actions of curricular transformation have placed greater emphasis on curriculum planification and design, being lower the attention to execution, follow-up, and evaluation of it, which has limited its reach a little.

The above has been an object of attention in the Educational System hence, in 1986 it was explicitly defined the National Policy on Curricular Transformation clearly defining main political, conceptual, and methodological elements, additional to global strategies to guide current and future actions of curricular transformation in all subsystems of the National Educational

System, to achieve unity and coherence of the process and its complete adequation to new educational conception.

It is vital to notice the formulation this National Policy on Curricular Transformation, as well as all relevant actions of management process and educational development in our country, it had the valuable contribution of different instances of educational structure as result of a broad process of consultation and participation.

The application of the National Policy on Curricular Transformation will be facilitated and guaranteed through the execution of a National Plan of Action in the strategy of educational planification framework for medium term, it will start guiding in 1987, the development of operative strategies and actions to will make effective the Curriculum transformation in each national education levels and modalities, to achieve each time better quality in educational services and higher levels of efficiency in our Educational System.

The Training and Education of Teachers, the Review and improvement of systems, contents, and training methods, education, and enhancement of teaching staff attending education of children, young people and adults is, obviously, a need in the transformation process of Nicaraguan education, while the teaching function development is an key factor to determine quality in education and Educational System efficiency.

In attention to it, throughout the last seven years, a series of measures guided to expand and improve substantially have been applied to educational services for

training and teachers education, especially Elementary School and Popular Teachers, attending Adult Education so their scientific preparation and pedagogical capacity will be more effective and consequent in conditions to make higher quality and efficiency teaching assignments.

Among the applied measures are:

- Creation of Normal Schools in regions and prioritized areas, having been increased in 9 the number of these type of School existent in the country.
- Review, unification and improvement of Plans and Programs of Study for Training and Professionalization of teachers and creation of programs of Training of Teachers of Pre-school, Fundamental Education and Physical Education.
- Programs and actions of professionalization of teachers aiming to decreasing empiricism index promotion.
- Programs and actions development for Teaching Training, both in terms of pedagogic preparation and levels of scholary elevation.

With the purpose of promoting with higher effectivity the application of these and other measures and achieve an integrated development and coherent, in function of offering an answer each time more adequate to the development needs of the teaching-educational process in the framework of socio-economical transformations the country lives, is currently working in the formulation of a National Policy on Training and Education of Teachers, establishing

policies lines and fundamental actions in this area, guide the integral attention and articulated development of training programs and teachings of the staff that demands the educational development of the country on short, medium and long term.

The foregoing, together with efforts, even with the limitations the country lives, are done to promote economically and socially teaching labour, applying measures to ensure conditions of work according with the importance of the social function they perform, will allow to achieve in progressively a higher quality in the teaching exercise and consequently, contribute to improve quality in education and efficiency of the national educational system.

**3.5. Participative management in the process of New Education’s development.**

Inside the global conception of a Popular Revolution constituted by a large social base, arises the need of generating and establishing new forms of organization and administration in the global context of the nation and basic guidelines of the National Reconstruction Government, participation of bases represents an inherent and fundamental element.

This popular participation has its main root on the full participation of people in the assumption of power, it was enhanced in National Literacy Crusade and National Consultation for the definition of Goals, Objectives, and Principles of the New Education and is being consolidated in all and each process and development actions of our society in transformation. For example:

- Popular participation expressed in specific forms of collective work through masses, gremials, and students’ organisms and even spontaneous groups with high politic will.
- Workshops of multiplication and consequent effect of it in specific training, programming, and information-communication ways.
- Popular mobilization in specific aspects of campaigns, student sciences and productions workshops and student production battalions.
- Popular creativity giving answer and originals to the need of schools’ construction, toys and educational materials productions.
- Popular organization as foundation of a mobilization and more effective participation.

Hence, our educational model creates and recreate, as basic support, new organization and direction methods of work, such as original and unique styles guaranteeing effective popular participation in educational management.

Theseworganizationandadministration forms are conducive to the educational community participation in search of efficiency improving and administration of the new education, through the process of deconcentration and decentralization functions, in consonance with the national educational policy guidelines and the Educational Sector Program of Reactivation demanding administrative decentralization of education.

In this context, it was considered educational regionalization could be

an administrative model of educational management in Revolution, to contribute to social, technical, and scientific development of the Region, promoting opportunities of training, education, supervision, and take better advantage of resources according to the qualities and availabilities.

It is appropriate to highlight the Ministry of Education inside the new space created by the Revolution of appropriating democratic strategies administration, establishes in its own way a process of educational regionalization in the 70's had been developed as a style of management and administrative decentralization in Latin America and particularly Third World countries.

This original form of educational management in the Revolution it proposes to link popular participation to educational processes, to improve quality in education and elevating efficiency of the Educational System. This explains all this process of educational management is placed inside a conception and practice of development of education participatory planification.

The process of participatory planification, inserted in historical-political moment of the Sandinista Popular Revolution, supposes the real fact of making people participate in the necessity's expression, in search of viable alternatives and coherent solutions and execution of more adequate alternatives, according to the interests of the great majorities.

This process of participatory planning has been improving and enriching in the last two years with effective participation of those involved in education, strengthening

the educational management mainstay.

It is convenient to add the formulation of politic lines and educational actions, that substantiate the Annual Operative Plans with its respective Evaluation and ensure participation of bases, constitute meaningful contributions on the planification and therefore qualitative advance of education. In this process, it occupies a very important place in the creation and functioning of Planning Network Headquarters-Regions, developed in an integrated form by multilevel, in a coherent coordination between the Responsible of Planification and the Responsible of Programs on a Central Level, and the Responsible of Planification with the Responsible of Regions, Zones, and Centers.

Thus, the Educational System of Nicaragua a Net has been established to promote educational development and has its relation level and coincidence with Regional Network for Training, Function and Investigation on areas of planification and administration of Basic Education and the Programs of Literacy (Educación Básica y de los Programas de Alfabetización, REPLAID).

From this entire planning process, it has emerged strategies the own educational practice has perfected, aiming to formulate plans to medium and long term, of conformity with plans of national development and educational priorities of the Revolution.

All these efforts guided to improve the process of educational management, has placed a series of actions of leaders' Training and Education and key charts of

education, both in Headquarters, as the Regional and mediation instances.

In this regard, it has been created a Training Network arising as a complementary strategy the Evaluation, Programming, and Educational Training Workshops (Talleres de Evaluación, Programación y Capacitación Educativa, TEPECE) and Pedagogical Encounters, taking place systematically in all and each country's region, with the aim of promoting training action to contribute to the betterment of technical-pedagogical quality of all involved in education.

This Network of Training is included in the global framework of Regional Network of Training of Staff and Specific Groups in the Literacy Programs and Adult Education (Red Regional de Capacitación de personal y de Alfabetización y Educación de adultos, REDALF), of which Nicaragua is a member of. Our Network, which constitutes a meaningful advance in the qualitative development of the revolutionary education, makes feasible the application and boost of REDALF and implies an important effort that could be fully developed in the context of Regional Network Training, Enhancement and Education of Teachers (Red Regional de Formación, Perfeccionamiento y Capacitación de Educadores, PICPEMCE).

These efforts are still not enough to face the requirements and compromises a process of social transformation demands, but each day are done new pledges for answering a new, transformational educational new, transformed reality, generating in the practice a participatory methodology, original and creative, own of a country in

Revolution that goes forward in the middle of its limitations, is strengthened in the middle of sacrifices and is consolidated in the middle of aggression.

**3.6. Other measures and actions to improve quality in education and elevate efficiency of the Nicaraguan Educational System.**

- In the framework of National Educational Policy and according to educational transformation global strategy, on par with fundamental elements indicated (application of New Structure of the Educational System, process of Curricular Transformation, Training and Education of Teachers, participatory management, etc.) have applied another series of measures and are carried out a countless number of actions directed in its group, to improve quality in education and Educational System achieve higher levels of efficiency.
- Among these other measures and actions that also integrate the strategy of transformation of Nicaraguan education, it should be noted the following:
- Impulse each time more effective to the actions of Educational Supervision, with the purpose of supporting, follow-up, and evaluate the educational work, specially related to the methodological work done by teachers, principals of centres of study and technical personnel of MINED.
- Strengthening and attention very particular to multigrade teaching, especially the rural area.

- Development of school and non-school attention forms in all levels of the Educational System, particularly Pre-school Education and Adult Education.
- Impulse educational nuclearization as an instrument for social development integrated in the rural area.
- Link education with work through various actions to extend from creation of Rural Schools of Education and Work (Escuela Rurales de Educación y Trabajo, ERET) and Agricultural and Livestock Farming Schools (Escuelas Agropecuaria Campesinas, EAC) for adults, until the creation of Science and Production Workshops and integration of Student Production Battalions (Batallones Estudiantiles de Producción, BEP) organized to harvest crops mainly coffee and cotton, with productive and educational purposes.
- Amplification and strengthening of School Libraries network.
- Development of coprogrammatic activities to promote self-learning and participation of all Educational Community in the teaching process development.
- Realization of actions for the betterment in the organization and administrative functioning of the Ministry of Education structures in its central, regional and zones, which has implied the definition and elaboration and correspondent adequations and adjustments to the respective organization charts, Function Manuals and Charge Manuals.

- Boost and development of Educational Research as instrument and permanent action in the process of National Education transformation.

### Synthesis and Projections

Starting from political will of offering education to all Nicaraguans in the popular, democratic, and antiimperialist process, the Ministry of Education, conforming with this decision, has been creating conditions, previsions, and perspectives to answer, medium and long term, to the educational demands and formations of needed human resources for the creation of a new society and its transformation and development.

These conditions, previsions, and perspectives go beyond the support to influence objectives of the Main Project of Education for Latin America and Caribbean, as it can be found in the recently enacted Political Constitution of Nicaragua (January 9<sup>th</sup> of 1987), in its Title VII Education and Culture, unique chapter, orders textually:

Arto. 116. "Education has as an objective the full and integral formation of the Nicaraguan; doting them of a critical, scientific and humanist consciousness; develop their personalities and sense of dignity and train them to assume tasks of common interest demands the nation's progress; therefore, education is a key factor for the transformation and development of the individual and society.

Arto. 117. "Education is a unique, democratic and participatory process, which ties theory with practice, manual

work with intellectual and promotes scientific research. It fundamentes our national values, on our history's knowledge, in the reality of national and universal culture and steady development of science and techniques; cultivates own values of the new Nicaraguan, according with established principles on the Constitution, study of which must be promoted".

Arto. 118. "The State promotes family, the community, and people's participation in education, and guarantees the support of social media outlets".

Since 1979 it has been the highest preoccupation in education, firstly constituting itself the purpose of "Battle for a Popular Basic Education" to achieve towards 1990 for all children in age have acquired or pursued the four first grades of education, as a fundamental condition for an even longer term, all Nicaraguans must achieve nine grades as minimum.

Since 1979, and as one of the first measures of our Government and people, the decision of eradicate illiteracy and offer a real opportunity to adults to a basic and labour education integrating them with advantage and conscience in the political tasks and country development was taken.

Since 1979 it was decided to offer quality education, and it started a whole task of improvement and transformation of Study Plans and Programs, for different educational programs included training and teacher education, also powered progressively the application of the new conception and methodology of popular Nicaraguan education.

Since 1979 it has been operating transformation in the management, in the organizational and administrative structure and educational planification. All the above has implicated necessarily the Structure of the Educational System transformation.

In all this process of educational management, people have been effective participants in the great action, especially through the participation of organized teachers, parents through the Consultive Advisory Councils of all instances and levels of decision, students through their organizations, etc.

Plans to medium- and long-term face, not only through plans technically structured in all its components, but also through the development of specific strategies to attend priorities that the country's reality has defined to support politics lines and actions for the country's economic and social development, such as:

- National strategy of educational development in the rural area.
- National strategy literacy and popular education of adults.
- National strategy of Curricular Transformation.
- National strategy of Administrative Decentralization, etc.

Regarding the first goal of the Main Project of Education for Latin America and Caribbean of "Ensuring schooling before 1999 to all kids in scholar age and offer them a minimum general education of 8 to 10 years old, National Strategy of Educational Development in the Rural Area, it proposes a real opportunity to

access the education in equal conditions for all Nicaraguans, as in the article 125 of our Constitution:

Arto. 121. "Access to education is free and equal for all Nicaraguans. Basic teaching is free and mandatory. Communities of the Atlantic Coast have access in their region to education in their mother tongue on determined levels, according with plans and national programs".

In this National Strategy of Educational Development in the Rural Area, it will contemplate in a first stage concentration efforts in Fundamental Education (four first grades), as well as those programs and prioritized areas of national development. Likewise, it will have to foresee the increase of educational services and assignment of human resources and materials, while it is considered the reorientation and potentiation of experiences and educational generated by Rural Educational Nucleus (Núcleos Educativos Rurales, NER), Farmer Agricultural Schools (Escuelas Agropecuarias Campesinas, EAC), Basic Production Cycles (Círculos Básicos de Producción, CBP), etc., for integral educational development in the rural sector.

Teacher training, popular education methodology, curricular design, etc., are another component of the Strategy that, in education must tend to eliminate the existent gap between the country and city.

Regarding the expansion of educational services of 1986, it attended a total of 656,532 students between grades of 1º and 9º, which 451,006 (69.0) are on the first four grades. In the Ministry of Education Annual Operational Plan, it has established

as goal for 1987 an enrolment of 705,079 students for nine grades, 484,97 (68.8%) will study years 10 to 4<sup>th</sup>.

According with the perspective of Global Strategy of Educational Development in Nicaragua, it is estimated in a preliminary manner enrolment of the nine grades will increase in 1990 to 786,12 and in the year 2,000 to 1,24,500 students, while the first four grades will cover an enrolment of 521,410 (66.3%) in 1990 and 809,700 (64.9%) in the year 2,000 (see the following table).

ENROLMENT OF 10 to 90 GRADE 1986, GOALS 1987 AND PERSPECTIVES OF 1990 y 2,000

Years	1º a 9º	1º a 4º	5º a 9º
1986 (a)	653,532	451,006	202,526
1987 (b)	705,079	484,970	220, 109
1990 (c)	786,120	521,410	264,710
2,000(c)	1,247,500	809,700	437,800

- a) Refers to real data in the initial enrolment.
- b) Goals established in the Operational Plan 1987.
- c) Estimations.

These goals and perspectives suppose an annual increase of 4.7%, 11 generally inferior to the sustained in 1980 to 83 and will be able to offer nine grades of basic education to the 94% of the population in scholar age.

Concerning the second objective of "eliminate illiteracy before the end of the century and develop and expand educational services for adults"; it has the firm purpose of attacking the illiteracy problem existent through a National Strategy of a National Plan of Literacy. This strategy, linking efforts

guided to training the population in scholar age the regular education, will enable, if not its total elimination, it will reduce it to an acceptable minimum that won't contradict constitutional present in article 122: "Adults will enjoy opportunities to educate themselves and develop their abilities through training and education programs. The State will continue their educational programs to suppress illiteracy".

One of the main lines of action in the National Strategy of Literacy is knowing and characterizing the phenomena aiming to determine priorities, mechanisms, and control periods, reduction, and eradication.

In this sense, consolidation of development of regional actions of literacy and post-literacy, foreseeing mechanisms and modalities diversified of attention; likewise, the systematization and strengthening of training action in the domain of technical-methodological elements and organizational are fundamental.

In short, it is a National Strategy to give sense and coherence to regional and local strategies, born from the creativity and initiative at these levels.

Tentatively, it is foreseen the Strategy considers expanding attention to adults increasingly until 1995, starting then, as it is logical, a coverage decrease, this can be noticed in the following table, which only includes an education corresponding to the first six grades, although it is not neglected the attention on higher levels or attention offered through Subsystem of Training.

**ENROLMENT OF THE PROGRAM OF EDUCATION FOR ADULTS**

YEARS	TOTAL	LITERACY	POP. BASIC_ EDUC.	OTHER MODALITIES
1986 (a)	120,851	35,006	64,924	20,921
1987 (b)	150,935	49,600	76,570	24,765
1990 (c)	185,000	70,000	80,000	35,000
2,000 (c)	100,	30,000	50,000	20,000

- a) Real figures
- b) Goals of the Operational Plan
- c) Estimation

Sustainability of this Program is in inverse proportion of the increase in the offer of basic education and attention to children of scholar age of nine grades.

Conjugated action of the strategy of educational development in basic education, particularly in the rural area, and national strategy of literacy and Popular Education for Adults, will give as foreseeable result the reduction of the illiteracy rate between 6% and 8% for 2,000.

"Improve quality and efficiency of the Educational Systems through the realization of necessary reforms", constitutes the third objective of the Main Project of Education for Latin American and Caribbean.

In Nicaragua we cannot talk about betterment of quality and efficiency of the Educational System, without considering the new established order. Education in our country must be a "fundamental factor for the transformation and development of individual and society", therefore, education must transform not only through the reorientation of a social composition of school population, but also through the application of a Policy and Strategy of Curricular Transformation and Policy

and Strategy of Teacher Training, as well as through the systems and management mechanisms transformation, organization and planification with clear participatory character.

In these aspects, our National Constitution stipulates:

Arto. 119. "Education is an unwavering function of the State. It corresponds to plan, guide, and organize it. The National System of Education works in a unified way and according to national plans. Its organization and functions are determined by law".

It is the State's duty to educate and form in all levels and specialties the technical personnel for the country's development and transformation.

Arto. 120. "It is a core role of national teachers the creative application of plans and educational policies. Teachers have rights to living and working conditions according to their personal dignity and social function it performs. They will be promoted and estimated according to law".

To ensure the Educational System quality and efficiency, it is essential to give coherence in educational fact through the definition of all educational levels and modalities through policy application, already defined and a Strategy of Transformation and Curricular Design, guaranteeing the transformation process already initiated, establishing fundamental methodological and organizational elements, propitiating methodological unity through curricular designs adapted to nature, objectives, and characteristics of different Subsystems. This Strategy

will include, as one of its components, a diagnosis to evaluate the transformation stage currently underway; participatory research as instruments and permanent actions on the process of curricular transformation; a System of equivalences that regulate, without hindering, the transit between Subsystems.

Strategy of Transformation and Curricular Development must have as complement, a Strategy of Action for the Teaching Training, which makes feasible, in the practice, the Policy of Teaching Training, to be defined, and the own Curricular Transformation.

The Strategy of Teaching Training must be according to priorities and guidelines established by the National Educational Policy, which teacher promotes training, as centres of educational development according to national and regional demands, that promotes teachers qualification in the methodology of Nicaraguan popular education, and the different teaching methods, guaranteeing quality and efficiency in the educational teaching process, ensuring the domain of curricular development and organization techniques of programmatic contents, and promote the teacher insertion in the economic and social development of the community, as teacher and social promoter.

These Action strategies must be organized and executed through an organic structure and agile, smooth and consistent management with limitations imposing the politic, economic, and military mercenary aggression. A functional organic structure rationalizing its inner resources, ensuring efficiency and quality in the execution, considering national needs and regional and local

particularities, reducing disparities of educational attention in regions and among different population sectors and eliminates differences between Pacific and Atlantic, as well as between the and city. But it keeps the normative character of national in benefit of the executor character of the regional.

In this regard, it will be formulated a Plan of Action for Administrative Decentralization considering among other aspects, regulation and control of administrative processes in all structures of the Ministry of Education, coordination mechanisms between organisms and instances involves the educational endeavour, which guarantees basic conditions for the progressive decentralization and direction of education. In short, ensures the effective functioning of the Ministry of Education.

The formulation of these plans action of Nicaraguan education fundamental aspects, outline educational politics and conformation of a Planification Strategy, in the gaze of medium and long term, which contributes to directly support the Main Project of Education for Latin American and Caribbean, registered in the politic, economic, social, and educational project of the Sandinista Popular Revolution.

The conjugated and integral action in all these aspects will conform a new education and strengthen those aspects that have a more direct impact on the educational system efficiency and quality of education (Curricular Transformation, Teaching Training, educational management...)

The process initiated in this regard and the achieved advances in various components of educational transformation, guarantee

before the end of the century the reality of an education with efficiency levels and substantial improvements in quality.

**Taken from the book “Education in the Framework of the Main Education Project (1980-1986)”**

**Managua, January 22<sup>nd</sup> 1987**