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EVALUATION REPORT

EDUCATION AND SOCIETY SECTOR
LATIN-AMERICAN FACULTY OF SOCIAL SCIENCES
FLACSO-ARGENTINA

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(translated from the original version of the report
prepared in Spanish)

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INTRODUCTION

From July 22-29, 1991 a special committee comprising Dr. Marcela Gajardo and Dr. Silvia Llomovatte, appointed jointly by representatives of FLACSO - Argentina Program and IDRC, conducted an evaluation of the results obtained by the Education and Society Sector over two periods of time: 1983 to 1986 and 1987 to 1990.

The results of the said evaluation are given in this report.

The information on which the report is based was collected in various ways: examination of completed research reports; reports in preparation; recently published books; interviews with government officials, technicians and politicians, from the last two democratic administrations; academics from national universities; the Director of FLACSO-Argentina and graduates from the Master's program in Education and Society. Other interviews with members of the Education and Society Sector, as well as consultation with well known and experienced Latin American researchers who have been connected with the Sector's programs from the beginning, made a valuable contribution to the analysis and helped us to better appreciate the impact of the Sector's work, not only in Argentina but also in other countries in the region. A preliminary version of this report was shown to the team working in the Education and Society Sector, and they had the opportunity to comment on it. It goes without saying that the evaluation team accepts full responsibility for the final version and any errors contained in it.

The members of the evaluation team wish to express their gratitude to everyone who has contributed to this undertaking, particularly the Coordinator of the Education and Society Sector of FLACSO - Argentina Program. Her openness, honesty and willingness to contribute to the success of the project were key factors in helping to overcome difficulties encountered in the development of the Research, Teaching and Extension Programs. We hope that many of the values and concerns of the team will be reflected in the report itself. It is also our hope that the recommendations made will help to strengthen and guide current lines of research which will serve as the basis for developing educational strategies to help improve education and foster the skills needed to achieve sustained growth within the framework of policies intended to build a more just society and a solid and stable democratic system.

Buenos Aires, July 1991.

CONCLUSIONS

1. The Education and Society Sector of FLACSO - Argentina Program was created in 1982 for the purpose of developing and strengthening education and educational research, generating knowledge which would be relevant to the formulation of educational policy in a democracy and disseminating the results of work which would be of interest to the educational community in Argentina. Its activities were in line with the policies of FLACSO, an autonomous international agency with a regional character, in which various Latin American and Caribbean governments participate to promote and strengthen postgraduate teaching and research in the social sciences.
2. The Sector has an excellent reputation and has produced a considerable amount of high quality work in the area of research, teaching and extension programs. This has been achieved despite the fact that it was operating during a difficult period of transition in the nation's political life and during a time which, in economic terms, was critical.
3. Two research programs on the secondary level of education were successfully completed. The first of the programs focused on an analysis of the structure and operation of the education system at the secondary level, the relevance and quality of what is taught at that particular level, the behaviour of the people involved in view of the unequal distribution of educational opportunities, as well as the subsequent professional status of graduates and those who did not complete the program. The second program, which examined the content of education at the basic level of secondary education, focused its analysis of the current curriculum (proposals, programs and texts) on the training of teachers for that particular level, the characteristics of the bureaucracy, as well as the educational demands of Argentinean workers and management.
4. In the area of teaching, the Sector implemented the Master's Program in Social Sciences and Education, with initial support from IDRC in 1981. Since that time, the Sector has continuously offered postgraduate courses, extending its activities to other parts of the country and other countries in the area. Everybody consulted about the results of this work stated unhesitatingly that the Master's Program in Social Sciences and Education was clearly successful in training the generation of tomorrow, despite the fact that it had to operate in national conditions which were very difficult for the development of knowledge and education, without often having an academic focus in the national university system with which it could interact adequately.

5. With respect to extension programs, the Sector has done some very interesting work to disseminate knowledge obtained through its own and other programs. This can be seen by the publication of books and articles written by its researchers in specialized reviews and the national press, by their participation in national and international seminars, and especially by the signing of technical assistance agreements with the National Department of Education and provincial authorities, cooperation agreements with various national universities and contracts with other public and private institutions.
6. A special mention should also be made of the Sector's publication of the review "Propuesta Educativa" (educational proposal) of which there have been four issues to date. The review is very highly considered by the international academic community and by teachers and academics in Argentina.
7. In summary, the Education and Society Sector of FLACSO-Argentina has produced research of high quality and relevance. This has been achieved by maximizing the scarce financial resources available, and through the efforts of a team of highly qualified professionals working in very difficult economic circumstances. The economic difficulties they faced in their work were due to both increased budget restrictions in the public sector and also economic adjustment policies which reduced the possibility of obtaining funds from the private sector.
8. In this context, the ongoing support provided by IDRC for FLACSO research programs has helped researchers avoid wasting time and energy on small projects which, rather than focusing on the shortcomings in research they have identified, might be more in line with the priorities of international cooperation agencies. It would be highly regrettable for the Education and Society Sector to be faced with such serious risk.
9. It is a recognized fact that IDRC is characterized by the support it gives to the development of local research capacity and that it shows faith in the ability of the researcher to identify problems on the basis of their research. IDRC seeks to strengthen national institutions and provides necessary resources for the implementation of research programs and the formulation of policies which must be both academically excellent and socially and politically relevant. As a result of this policy, the programs supported have played and continue to play a very important role, not only in Argentina but in the majority of Latin American countries. In fact, IDRC has supported the work of non-governmental research and educational development centres during the difficult times of authoritarianism, and has also shown faith in the results of

those research programs which have been conducted during the no less difficult period of transition towards democracy.

10. In both contexts, the support provided for research programs has proven to be a way of significantly contributing to the institutional strengthening and development of research which has helped to keep our productive intellectual life alive and made such a large contribution both to the designing and implementation of policies to enhance the quality and equity of education and also to the inclusion of capable and experienced professionals into senior positions in the country's public administration.
11. This policy cannot be continued without ongoing financial support to the Society and Education Sector of FLACSO-Argentina Program, so as to allow it to successfully complete unfinished work from the previous period, to enhance even further the quality of its activities, to continue stimulating collective thinking on the problems of teaching and learning, and to rethink society and education in the light of new perspectives and new currents of thought. This must be done, without neglecting the training of new technical staff, through fresh ideas on educational strategy and policy so as to enable us to gradually overcome the crisis which education in Latin America is currently facing in various forms and at various levels.

RECOMMENDATIONS

In view of the conclusions we have given and the background presented in this report, it is recommended:

To IDRC and PESP:

1. Continue with the policy of supporting research programs as this has been shown to be an appropriate and effective method of strengthening and consolidating the capacity of institutions to carry out research programs which require time and dedication to achieve their objectives.
2. Provide grants of at least three years duration, since such a period will ensure continuity of activities and make it easier to seek supplementary resources in the context of medium-term planning. As has in fact happened, such resources may come from national sources through the signing of agreements and provision of services, as well as from international cooperation agencies which may strengthen a program in a particular facet or dimension that was not envisaged initially. This is the only way of ensuring continuity in a line of research to which initial funding was given when it began over six years ago but which requires more work and time to mature if it is to achieve its full potential.
3. Provide contacts and necessary information to give researchers from the Education and Society Sector opportunities to interchange and work with Canadian researchers, for the purpose of communicating and comparing the results of their work with work being done in modern developed societies.

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As regards research:

1. Continue and develop future research on secondary-level education in all its facets.
2. Reconsider on the results of the research projects in the two programs completed (3P-83-0137 and 3P-87-0020), placing them in broader context of Argentina's education crisis, and consider more appropriate strategies for overcoming the problems encountered. Place the results of the research within one single interpretative framework so as to avoid the repetition and duplication found in some reports.
3. Re-examine the work begun by PNEU, concerning the relationship of secondary-level education with other levels of the educational system, particularly with the university level. This subject has not yet been addressed in research programs.

4. Complete and broaden the examination of the content of secondary-level education, the analysis of the characteristics and training of the teachers, their impact on the effectiveness of teaching, the means of interaction between teachers and students and the influence of such interaction on results obtained from the learning process.
5. Make an in-depth study of the deterioration of conditions of teaching , the deprofessionalization of teachers and the characteristics of a public bureaucracy that is motivated more by corporate interests than by a wish to enhance the status of teachers as educational professionals.
6. Continue and develop further projects dealing with education and teaching. These would be based information obtained regarding demands made of the system by the various social protagonists and by young people who are graduates of or have dropped out of the educational system. It is also especially recommended that work be carried out on the results of previous completed studies so as to help develop a general interpretative framework and the formulation of new working hypotheses in this area.
7. Continue with the line of projects on educational management and gather statistical information so as to make it possible to place in context the problems identified in previous studies, to identify where further research is needed in relation to ways of decentralizing the educational system, and evaluate programs already underway.
8. Continue with the technical assistance programs since they further our knowledge of the results of learning in school and the personal development of pupils, both of which are crucial to any strategy for educational change intended to remedy the unequal distribution of opportunities to gain access to education and to stay in school, and also to improve the quality of education in general.

Dissemination of results:

1. Disseminate the research results of the Education and Society Program (3P 87-0020), publishing the results obtained in books and folders similar to those used to publish the results of the earlier program.
2. Publish articles in specialized reviews in the region, so that they may be used by researchers and planners in other countries who are just beginning to work in this area.
3. Increase the involvement in FLACSO-Argentina of teachers and researchers from other countries with whom we could share the results of the work done and obtain different perspectives on an area such as secondary-level education, which has recently begun to emerge more clearly as a specific subject for

research in the majority of the countries in this region of the world.

I. CONTEXT

1. THE NATIONAL CONTEXT: AN ONGOING CRISIS

The Education and Society Sector began its work in 1981, when the country was being governed by a de facto military régime with an economic policy which was anti-industry and in favour of dismantling the public sector, and an educational policy which was elitist and obscurantist.

Under this government, there were three factors which contributed to the dismantling of the nation's research capacity, technical assistance and modern teaching in the area of education. The persecution of senior researchers and specialists, the shrinkage of the labour market in general and, in this context, the reduction of the government's significance as an employer. At the same time, there were cuts in the budget allocated to education, thus causing a drop in the demand for research findings and technical assistance on the part of educational establishments, and the end of the activities of the few research and extension teams that existed in Argentina before the government took office.

With the movement towards democracy in 1983, political parties had only the results of the initial work done by the Education and Society Sector of FLACSO to which they could refer. At that time, a number of advisers from various parties began to follow the Master's Program in Education and Society. In 1984 the constitutional government came to power and called upon members of the FLACSO research team and students in the Master's Program to occupy appropriate positions.

During 1984 - 1985 the political situation began to change significantly and economic policies were developed to reactivate the economy, based on the combined implementation of new knowledge and technology. In this context, the government promoted scientific and technical research, using social sciences for the first time within this process.

As from mid-1989, with the change in government, this political openness has been maintained but priority has been given to adjusting the tax system and making the market more dynamic. The state is no longer perceived as an instrument for promoting productive activities and developing science and technology. In this context, the proportion of the population living below the poverty line is continuing to grow, employment and promotion opportunities for scientists have dropped considerably, and the economic support given by the state to the social sciences is starting to disappear again. The salaries of researchers and teachers are at an unprecedented low.

These general trends are working against the development of education, since principal and provincial governments wishing to promote education are dependent historically on economic and technical assistance from the national government, and although such funding is now inadequate it still cannot be replaced. As a result, it becomes very difficult to implement successfully the process of decentralizing the educational system and to conduct state-based research. Research has been limited by policies of fiscal adjustment and restraint. Thus levels of government funding have been substantially reduced as a result of the current financial policy which significantly increased research costs, both in austral and dollar terms.

2. EDUCATIONAL RESEARCH: THE CHALLENGE OF INFLUENCING EDUCATIONAL POLICY

At the same time as the aforementioned events were taking place, intellectual activity suffered considerably from 1966 to 1984, apart from a short interval between 1973 and 1975, which however was not sufficient to regain the ground that had been lost.

If university institutions in the area of education were virtually latent during this period, educational research at acceptable standards of quality and relevance was practically non-existent. At the end of the said period, research activity resumed within groups which met to prepare for the return to democracy. The Education and Society Sector of FLACSO was part of this movement to democratize society and rebuild academic life.

Today, with seven years of continuous democracy, there are three types of institutions conducting educational research: universities, research and planning departments of government ministries and offices of national education, provincial and municipal authorities, intergovernmental agencies and non-governmental centres for research and educational research, and private non-profit institutions.

Although such a large number of institutions might suggest such activities are flourishing, in fact work must still be done to overcome the traditional antipathy between academic research and research which is to be practically implemented. This situation is compounded by an approach which sees the professional researcher as possessing skills that are isolated from and outside of the educational system. This viewpoint is sustained by old rivalries and a certain confusion about the epistemological status of the discipline of Educational Sciences.

Educational Research is based on the perception or detection of problems existing within the processes, practices and protagonists of education, both inside and outside the formal system of education, while carrying out a diachronic or synchronic examination of itself. Therefore, the intention to transform is always possible, regardless of the institutional context concerned. However, a detailed examination of the situation in Argentina

reveals that although standards of quality are not so carefully observed outside of academic circles, the possibility of transferring academic results to the administration of educational policy is not as straightforward as we might wish.

Within the educational community there has not yet been a major debate on overall policies of educational research, in both thematic and methodological terms, and particularly as regards the possibility and methods of combining this activity and the design and implementation of measures to bring about changes in education. In this context we would mention the two programs being carried out by the Education and Society Sector of FLACSO with the support of IDRC. Through this program, which is the first of its kind in Argentina, research, teaching extension and technical assistance activities are coordinated for national and provincial official institutions.

3. FLACSO-ARGENTINA PROGRAM AND THE EDUCATION AND SOCIETY SECTOR

3.1 Institutional profile

The Latin American Faculty of Social Sciences (FLACSO) is an autonomous international agency with a regional character. It has offices or programs in nine countries in the region: Argentina, Bolivia, Brazil, Costa Rica, Chile, Ecuador, Guatemala, Mexico and the Dominican Republic.

FLACSO-Argentina Program was created in 1974 with the objective of conducting research in the social sciences, training specialists through postgraduate and specialization courses and cooperating with or providing technical assistance to public and private agencies, both in Argentina and other countries, within areas of their competence and interest.

At present, FLACSO-Argentina is working in four major sectors:

- Education and Society
- International Relations
- Armed Forces and Society
- Industrial economy and technology

The sectors are made up of a team of professionals who are working simultaneously and continuously on at least two of the three lines of research undertaken by the institution: research, teaching and extension.

As regards teaching, the most important areas are postgraduate courses leading to a Master's degree in various specialties, skill development courses, and courses for the training of professional and technical employees in the public sector in general. At present, FLACSO-Argentina Program has a total of 243 students in the following specialities.

- Sociology and Political Science	94
- Education	57
- Health and Society	30
- Labour	17
- International Relations	17
- Agrarian Studies	16
- History	9
- Methodology	8

So as to disseminate the results of the research carried out, provide specialized services and meet requests for advice, FLACSO-Argentina Program also offers extension courses. It organized national and international specialized seminars and publishes documents for the purpose of fully and effectively disseminating the results of its research. It publishes specialized reviews and books jointly with commercial publishers.

In the same context, and with similar objectives in view, its researchers participate in national and international seminars on their specialities, as well as forums and panels organized by the institution itself and other organizations dedicated to the dissemination of the social sciences. They also contribute to newspapers and reviews, and as a result are often called upon to participate in programs broadcast by the media.

3.2 Human and financial resources

3.2.1 Human resources

FLACSO-Argentina Program has a stable nucleus of researchers, who include the coordinators of the various sectors and the postgraduate program, The Program also has research and technical assistance staff for specific sectors and projects.

The following table gives the number of researchers by sector in relation to the total number of professionals in the institution.

Table No. 1

Sector and Project	Senior Researchers	Total Staff
- Education and Society	5	16
- International Relations	3	15
- Armed Forces and Society	2	4
- Industrial Economy and Technology	4	8
Research Projects ¹	4	8

¹ The research projects are supported by CONICET (national council of scientific and technical research) and administered by FLACSO-Argentina Program although they do not necessarily fall within a sector. The projects are coordinated by professional researchers employed by CONICET and other bodies associated with

3.2.2 Financial resources

The institution finances its activities through the support provided by various international cooperation foundations and agencies. It is also funded through cooperation agreements with national and international organizations and by the presentation of research projects to various types of national competitions. It also receives a small amount of support from public funds to assist with operating costs. However, most of the institution's resources are provided through grants from extra-regional funding agencies. The grants are related to specific projects in the various sectors. In the period 1990-1991, FLACSO-Argentina Program received funding from organizations such as the following:

- International Development Research Centre
- Ford Foundation
- Rockefeller Foundation
- Tinker Foundation
- Volkswagen Foundation
- MacArthur Foundation
- UNDP - UN Women's Fund
- UNDP - World Bank
- Organization of American States

The Institution has agreements with national organizations such as the following:

Antorcha Foundation
National Council of Scientific and Technical Research
Bank of the Province of Buenos Aires

A breakdown of the institutions financial structure, with specific attention tot the Education and Society Sector, as well as the IDRC contribution, is given in the table below. However, it should be pointed out that during the last year the operating costs of the institution, as well as those of the Sector, have increased substantially as a result of the policies of economic and financial adjustment implemented, particularly as regards services such as electricity and communications. Obviously, this impacts negatively on the ability of the institution and the Sector to perform their activities, and particularly affects the stability and level of pay for researchers and other professionals associated with specific projects.

Contained below is the budget of FLACSO and of the Education and Society Sector.

FLACSO-Argentina Program, which provide funding to the institution.

Table No.2

Amount received by the Education Sector in relation to the overall budget of FLACSO-Argentina, by type of activity (1981-1991)²

TOTAL	RESEARCH TECHNICAL ASSISTANCE AND DISSEMINATION	MASTER'S PROGRAM
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Institution Sector Institution Sector IDRC Institution Sector

² Not included in the budget are the salaries of career researchers working for FLACSO and scholarships awarded directly to recipients.

It should be noted that approx. US \$200,000 are direct implementation costs for training programs in the province of Rio Negro, and US \$80,000 are salaries for technical assistance. Only US \$40,000 went to the production of new knowledge

II - GENERAL EVALUATION

1. ATTAINMENT OF RESEARCH OBJECTIVES

1.1 Advance of knowledge

The Education and Society Sector's programs focus on secondary-level education. The research objective in previous years (1983-86 and 1987-90) was to contribute to knowledge on the current situation regarding this level of education, to help develop concepts and strategies to better meet demand, as reflected in the characteristics and needs of the groups involved at this level, and to analyze the relationship between such demands and changes in production and productive systems, scientific and technological advances and the changing job market, onto which most of the people who complete this educational cycle or drop out of it will enter.

The secondary-level of education is the area on which the least educational research has been carried out in Latin America. It is divided into circuits of variable quality and of questionable utility, and studying this area is an enormous challenge, from both a theoretical and a methodological viewpoint. It was thus to the great credit of FLACSO's researchers that they identified this area almost a decade ago as a focal point for policy decisions.

The essential problem in analyzing this educational level is the lack of conceptual precision regarding its function, objectives, and relationship with the political, social and economic requirements of different societies which, although they have been significantly modernized in various areas, have not managed to overcome deep-rooted inequalities which are reflected in the field of education as problems of quality and equity.

Research conducted by the Sector has examined this situation and explained the main problems facing secondary education, which is today caught between two divergent forces. On the one hand, there is higher education which is unable to absorb the students wishing to enter it and discriminates with respect to students from the poorest segment of secondary education. On the other hand, there is considerable pressure on secondary education as a result of the broad expansion of primary education services.

The search for greater equity in the distribution of education and improvements to the quality of teaching, so as to ensure that learning will be effective and socially relevant, are factors underlying the work of the sector in developing a conceptual mechanism which will make it possible to further define the functions, objectives and content of secondary education. These include the basic abilities and skills needed to live in a society seeking to democratize its fundamental institutions, to provide knowledge and information needed to deal with the growing complexity and interrelationship of changes caused by scientific and technological advances, and to develop in young people the initiative, versatility and flexibility necessary to adapt to such changes and harness them for one's own benefit.

To achieve the above is not easy. As some of the research carried out by the Sector has shown, it requires the slow and gradual development of a new approach to education, new interpretative frameworks able to serve as a basis for the restructuring of secondary education and its functions, redefining its objectives, and above all updating the content, means and methods of teaching.

The work done by PNEM and PROEDSO (3-P-83-0137 and 3-P-87-0020) provide earlier empirical and conceptual information on the functions, objectives, content and management of this level of education.

In the PNEM research (3-P-83-0137) more emphasis was placed on looking closely at what was happening in secondary education establishments, in terms of the structure of the system and its relationship with society. This was the direction taken by such works as "Educational Discrimination in Argentina", "First Year of Secondary School and Educational Discrimination", "Public School", and especially "Last Year of Secondary School". Also "Working Adolescents" and "Secondary Education and Work in Argentina". In all these works, which were published between 1986-1989, the authors processed the empirical information collected. These studies were complemented by works more inclined toward conceptually developing the subjects considered by PROEDSO. In the latter case, we should mention "School and Knowledge", "Education, Authoritarianism and Democracy" and "Where is Educational Democracy Going?", which were published in folder form. All these works were published between 1986 and 1989.

As can be seen in hindsight, there is clearly a growing degree of maturity and profundity in the ideas and in the definition of factors which could be used to design strategies aimed at promoting quality and equity. With these strategies, it is possible to take note of the differences with which children and young people enter the education system and thus discriminate affirmatively in favour of those groups showing the highest risk of dropping out or - what is even worse - failing to acquire basic knowledge and skills despite remaining within the system.

This can be seen in the studies showing the significance and naturalness of the movement between the different levels of education: from primary to secondary, and from secondary to higher education or into the working world. We see evidence of the effects of an organizational structure which is segmented and very divisive, as can be seen from the problems caused by the lack of connection between cycles and levels of education. Both phenomena are reflected in turn in the administration of education, where it is frequently noted that the functions and tasks of education are completely disconnected from those of school discipline and supervision. These functions are also dissociated from those involved in the formulation of educational policy and planning. Decision-makers and planners are part of a political-technical state, while those who implement policy, teachers and supervisors, comprise another group which is in its turn dissociated. This phenomenon, which is so typical of educational bureaucracy, is a

fertile area for basic and applied research, and one which should be studied in depth in the future.

In PROEDSO (3-P-87-0020) the content and management process of this level of education are examined. Within this program, the Sector undertook several projects which transcended the limits of the educational establishment in an attempt to link education and social demands and to identify those areas in which work could be done to support efforts to ensure that the systems and levels of education are able to meet the new requirements of a society struggling to grow and modernize, as well as the needs of groups within that society who are trying to bring about productive change with justice.

The study of the links between education and work, both inside and outside the school system, is clearly based on the aforementioned viewpoint. Even though it is known that work coexists, for better or for worse, alongside the education of children and young people, in Latin America it is not easy to find technical education and vocational training programs able to meet the requirements of economic development and technological change. In Argentina, as in other countries, secondary education does not form part of the world of work, prepare people for work, or offer good professional-technical training. Skilled and semi-skilled workers, such as craftsmen and others in the non-organized sector, are trained on the job in their particular areas of work. Recently, and as a result of the changes in production and productive systems caused by technological innovation, the firms themselves have trained their staff.

Nevertheless, productive work increasingly requires a solid basic training and mastery of certain technical and technological skills. Even though these should be acquired in school, it is a fact that such skills are not obtained through the school system. In this respect, the work done within the framework of the two programs to study the working activities of young people, the content of what is taught, and the demands of workers and business, have helped us appreciate the importance of including work-related problems within the school curriculum, but not at the cost of what is done outside school.

There is no need to stress the importance of these studies, which speak for themselves. What should be stressed is the need to continue research in this area. We need more precise hypotheses, more data on how to build the school/work relationship. As can be seen from research carried out, it is established today that education is one of the aspects of equity. However, equality of access to and attendance in schools, even on more equitable bases, does not mean equality of power, status or prestige. Knowledge and information, the mastery of knowledge (knowing-doing, knowing-saying, knowing-hearing) are increasingly important in decision making and social status. This is an area of work which has recently begun to materialize. Looking at the situation in the most dramatic terms, we could say that after accumulating so much basic information, to ignore this area would be tantamount to suicide by

researchers and equivalent to homicide by international cooperation agencies.

What knowledge has been obtained in this area by the Education and Society Sector? First, studies on work being done by young people at the primary level who either do not begin the secondary level or leave before completing it. Also the work of students leaving the fifth year of secondary as well as studies on teaching content, on the training of teachers and the demands of the public and of the business sector regarding the quality and relevance of secondary education. We must seek to merge the interests of all concerned as we design those strategies of development which are aimed at achieving both educational changes and equity. There are few studies in this field, and those that have been conducted are exploratory, similar to the research carried out within the framework of FLACSO.

What is important, therefore, is to continue the work done on educational inequality and the inefficiency of the school system, as well as research on the lack of connection between on the one hand education and, on the other, processes of economic change and modernization. On that basis, we must develop interpretative frameworks and research instruments to increase our knowledge about the value given to education by society as a whole and by social groups and individuals able to stimulate the process of economic change.

Last but not least, we must refer briefly to the content of secondary education and the training of teachers who are to work at this level. These subjects were considered tangentially in PNEM (P-3-83-0137), in the context of institutional processes and the study of the management of educational processes at the secondary level, but they went on to form part of the nucleus of PROEDSO, when the authors considered how to examine and improve basic information for the discussion of proposed changes to the secondary curriculum and application of the results obtained to the appropriate areas and parties concerned.

For purposes of analysis and the planning of public policy, the above themes appear very relevant in view of the lack of training and development programs through which teachers could acquire the knowledge and skills needed to renew their pedagogical methods and to improve the quality of education. This applies both as regards achieving effective learning methods and also acceptance of the school by the community. Much has been written on the role of the teaching profession in improving the quality of education. However, when we try to obtain empirical evidence, we are struck by the lack of studies on this subject. Only one of the PROEDSO projects (3-P-87-0020) focuses on this problem. In fact, the particular project may be, together with another carried out by the same researchers in cooperation with the University of Buenos Aires, one of the few on secondary education. Therefore, we must continue researching this subject and propose training strategies for teachers in order to provide them with recently acquired information and enable them, through methodological preparation and

an understanding of society, to adapt their teaching content and methods to the characteristics and demands of those they are serving.

If the academic product of the Sector's Programs is to its particular projects, there is no doubt that the latter have achieved their institutional research objectives and also their strategic objectives of providing knowledge and information needed for decision making and the development of policy. To explain how such knowledge and information have been utilized, reference will be made both to the use of knowledge and the dissemination of research results.

1.2 Methodological focus

Examination of the research carried out under the Sector Programs shows that the studies use methodological designs in keeping with their objectives. When the objectives are viewed as a whole, they are supported by the diagnosis which was carried out (with the very limited statistics available at the time) on the authoritarian plan for education in Argentina.

In the case of the PNEM and PROEDSO projects, exploratory research is predominant. This research uses samples selected to verify the validity of the hypotheses derived from existing theories, so that theory can be subsequently developed on the basis of empirically verifiable facts.

Both the PNEM and PROEDSO projects use empirical-analytical theories to study teaching institutions, social groups and behaviour, and the links between education and society in general. Particularly in the PROEDSO studies, we see the use of interpretative theories, and especially theories of work segmentation and the dualist school, and within those theories are models linking the structure and functioning of the school with the results of learning.

In both programs there are quantitative and qualitative studies. However, there is a predominance of qualitative research, where the most frequently used techniques of collecting information are semi-structured questionnaires, open interviews and observations. Generally, there is little use made of information from secondary sources or socio-economic and educational statistics. This was due, particularly in the case of PNEM, to still existing information gaps caused by interruptions to the national production of statistics and by lack of access for a long time to this type of information.

What can be seen in the studies is the gradual movement away from proposals concerning the secondary level of the educational system as well as the processes and problems of secondary school education, towards an attempt to identify variables within which some type of correlation can be found and to analyze those processes on which action can be taken from within the education system. To achieve this, use is made of measuring instruments and

simple techniques of statistical and content analysis, which are nevertheless adequate for the characteristics of the samples used.

It would be appropriate to re-analyze the data provided by these studies in the light of currently available educational statistics on the quantitative production of the system at the secondary level of education. An analysis of macro variables, concerning the efficiency of the system at this educational level, would be very useful in developing empirical generalizations which could be related to other observations of this type.

Although the points mentioned above do not have any effect on the validity or reliability of the results, they do reduce the possibility of generalization. This is the case even when the results are verifiable and methodological triangulation procedures are used to ensure that the research is rigorously conducted. Among these procedures, we should mention in-depth interviews, periodic observation and use of certain quantitative techniques to verify certain perceptions, behaviour and attitudes.

An update of the educational profile of the general population, of the change in the educational profile of the young on the basis of the rapid increase in registration at the secondary level of education, would be as useful as an examination of demographic changes and changes in the structure of employment in helping us to reinterpret the results of some of the program projects in the light of recent statistics.

It would also be useful to analyze the statistical information available on the teaching profession and other the officials of the educational system, their personal and professional characteristics, their training, the type of establishments in which they work, etc. This would make it possible to develop and broaden our analytical perspective on school administration and management of the system.

In summary, what is proposed is to process the statistical information available in the existing networks and data banks in the country, so as to make better use of work already done and to identify new units of analysis for the generation, development and presentation of knowledge. A further benefit of such an exercise would be to introduce young researchers who are following the Master's program to the use of socio-economic and educational statistics so that they may learn to use them effectively, within the possibilities and limitations of such information.

2. IMPACT OF RESEARCH PROGRAMS AND USE OF KNOWLEDGE

In this section we shall consider the impact of the Programs evaluated on the basis of the information provided by informants in interviews. Given the forms and levels which research-generated knowledge can take, we shall divide our examination of the effectiveness of measures taken into the following areas:

- 1) use of research results;
- 2) design and implementation of policy;

- 3) Undergraduate and postgraduate training;
- 4) Technical assistance or extension.

2.1 Use of research results

We shall consider here the impact of research results on educational development and the strengthening of research capacity in Argentina.

In this respect it can be stated that everyone interviewed agreed that FLACSO was the first body to take, as the focal point for the debate on education, essential issues related to the educational system in Argentina at the time the impact of policies implemented during the years of authoritarianism was being felt.

There is also unanimous recognition of the contribution FLACSO has recently made and is making to the generation of knowledge on secondary education and on the dissemination of an interpretative focus which could be used to study and assess the problems of educational inequality and quality of teaching, and help find solutions to these issues.

Most of the people interviewed recognize that such an assessment would not be definitive and that there is a considerable amount of material to discuss and debate, and a large volume of knowledge accumulated on which we can start to develop a consensus on educational issues. There is almost unanimous agreement that FLACSO's work has played a key role in helping to understand education in its sociological dimension, in its purposes, its functions and in the analysis of the curricular and pedagogical aspects of the work done in schools.

The value of this contribution can be seen even more clearly when we contrast the volume and quality of the academic product of the Programs with the lack of studies on the connection between education and society during the period 1976-1983, with the virtual dismantling of the academic community, the deterioration of the country's educational research capacity and training of human resources in this area, the absence of new theoretical and methodological focal points, which could reflect the evolution of education and the problems developing within the education system.

It can be seen that, following its initial publications in 1983, FLACSO not only created a forum to bring educational researchers together, but also focused attention on essential questions in the educational debate. These included the characteristics and consequences of implementation of the authoritarian educational plan, the ways in which educational discrimination is expressed, the characteristics and functions of the public school system. In 1988, FLACSO began to address problems of equity and management at the intermediate-level of education. In fact, the most recent studies, which have not yet been published, were reviewed and commented on from this perspective by people who were connected with the development of

those studies or who had used some of the results.

Everyone concerned agreed that today the ideas and knowledge generated through FLACSO permeate both the theoretical debate and the debate taking place in the political-technical sphere. It is also recognized that the work produced by FLACSO is making it possible to advance knowledge in a context in which we have not yet succeeded in creating conditions conducive to the development of educational research or a new approach to theory or methodology. This is a context in which there is still no continuity in research or human resource training programs, and where the training of research teams is a slow process involving a variety of difficulties.

Many of the people interviewed are teachers and administrators in various universities, and they all agree on the importance of the existence of centres such as FLACSO, which are autonomous and decentralized. They feel that it is precisely this autonomy and flexibility that make it possible to develop certain types and lines of research which, at least for the moment, cannot be done in universities. The inability of universities in this respect is due to various factors such as budgetary restrictions, teaching loads, bureaucratic demands and/or the need to concentrate on other priorities.

For the same reasons, it can be seen that centres such as FLACSO must not only retain their identity in order to be able to make their contribution to the development of national society, but they must also remain open and pluralist, able to undertake tasks which cannot be done in other institutions and to support universities and the public sector in general through the generation of new knowledge, the processing of information, the designing of policies and the training of human resources in educational sciences. In this general context, they suggest the search for new forms of linkage, so that from within a centre such as FLACSO the work of the national university system can be used to maximum benefit.

2.2 Policy and program design

The impact of FLACSO programs on the design and implementation of programs aimed at improving the quality of education has been felt through cooperation and technical assistance activities undertaken with:

- a) the Ministry of National Education;
- b) The municipal school board of the province of Buenos Aires;
- c) provincial education departments of the provinces of Rio Negro, Santa Fe and Cordoba, directly. Indirectly, through the participation of officials in FLACSO programs, as was the case in Neuquén, San Luis, Entre Rios and the municipality of the city of Buenos Aires.

Since, for practical reasons, it is impossible to have meetings with everyone involved in this type of work, interviews were held with a group of officials, technicians and politicians, working at the national and provincial levels, who occupied or still occupy positions of responsibility in the two democratic administrations with which FLACSO has been working.

The central purpose of these interviews was to determine in what forms and at what levels the research results are being used by those people implementing policy. In this respect, it should be noted that:

a) It is generally agreed that the results of educational research are now considered to have a new basis of legitimacy: they must be relevant and be used to implement development programs, policies and plans intended to resolve the problems identified.

b) The criterion of efficiency in both production and the use of knowledge requires a closer correspondence between the development of research and the making of decisions. It also requires the identification of new units of analysis, which would be more macro than micro, for the production, development and presentation of research findings.

c) The technical teams working in the private sector must be strengthened so as to incorporate and process statistical information and to link research processes with processes of educational development. Training programs are needed to ensure that the knowledge and information obtained are absorbed and worked on in regional and local educational administrations and in establishments within the public educational system.

d) As regards the extent to which the ideas, knowledge and information disseminated by FLACSO met these general parameters, it was recognized that many of them had been used by educational decision makers in both government administrations. They were used to develop strategy in the educational system and in institutions within the school network.

e) Looking specifically at the observations above, there was agreement on the strategic importance of "having transformed research findings into a subject for debate" and having contributed "information analyzing and diagnosing the national educational system and the way it works" and "ideas to address the problem of the quality of education in schools in poor areas". Practically everyone interviewed indicated that the Sector's publications have become obligatory reference works for planners and decision makers now working on the design of policy and programs to improve the quality of education and the effectiveness of schools. They are also used in the production of teaching materials in areas which need to adapt to the rapid advance of scientific knowledge and the equally fast changes taking place in the world of technology.

f) In the opinion of the people interviewed, among the major achievements of the Sector's programs are its ability to permeate

the educational system with new ideas regarding its function and its capacity to improve teaching-learning processes. In the view of one of the people interviewed, the process of putting into practice common sense ideas about equity and quality avoids the "violence of change by decree" and encourages a search for consensus, in cooperation with teachers and other social protagonists, on the identification of social demands and areas where research is needed. The same respondents considered that this is particularly applicable in the case of those regions and provinces with the fewest resources and greatest need to strengthen their ability to provide decentralized management without losing sight of the broader objectives of national integration.

g) Although it is recognized that the problems of equity, quality, efficiency of the system and training of teachers are matters of concern to governments and organizations working in the field of international cooperation, it is to a large extent thanks to the work of FLACSO that we now have diagnoses and interpretative frameworks on those particular problems. This is particularly the case in those provinces with which technical assistance agreements have been signed. This achievement is attributable to the quality of the researchers and publications, and to the initiatives taken by Sector researchers in making proposals on the updating of the intermediate education curriculum and the training of teachers for this level of education.

2.3 Undergraduate and postgraduate training

In the early years, the postgraduate Program in Education and Society identified four occupational profiles for its future graduates: teaching, politics, state organizations and educational research. This program was drawn up with the intention of contributing to the reconstruction and financing of the democratic state, not only with good academics but also with specialists who could influence the design and implementation of public policy in the area of education.

For these profiles to become reality, progress had to be achieved in the two research programs, opportunities for participation had to be provided in the projects undertaken at the Master's level, and input was required from national and foreign researchers and teachers, particularly specialists from other Latin American countries and from Germany, all of whom would have doctorates.

Now, almost ten years after the Master's program was initiated, we can assess its impact, using as an indicator of success the professional status of the Program's graduates. Some are now in academic positions of responsibility in universities in the country, whereas others have gone abroad to pursue doctoral studies. Table No. 3 indicates not only the positions occupied by most of the graduates but also the title of their respective theses.

Table No. 3

Master's program FLACSO-Argentina
A selection of theses accepted and for which
the degree was awarded, by students' professional status

Subject of thesis	Professional status
Technical innovation and qualifications required of technicians: a case study.	A technical position in the Ministry of Labour.
The image of social processes in reading books (1930-1982).	Director of the Department of Communication Sciences. University of Buenos Aires.
Content of teacher training: Argentina 1945-1955.	Senior positions in the teaching staff of the University of Lujan. Received a scholarship from the German government.
The profile of pedagogical culture in institutions for the training of teachers at the secondary level.	Professor at the University of Lujan. Has received a scholarship from IDRC. A doctorate from the University of Campinas.
Biological content in the basic cycle of secondary education: does this content impede or facilitate the teaching of sciences.	Technical Assistance Project, Ministry of Education and Justice.
Higher education in two models of a capitalist society and state: Argentina and Japan between 1885 and 1930.	Assistant professor at the University of Buenos Aires. Has received scholarships from the OAS and the Japan Foundation.
Communication media in schools: a contributions to the democratization of education.	In charge of the "Newspaper in the school" project of the municipality of Buenos Aires and other provinces.
Pedagogical training of teachers at the secondary level. Argentina 1930-1945.	Professor, University of Lujan. Has received a scholarship from IPE. Is part of the FLACSO technical assistance team.
Knowledge and process of industrial work. Case study of a transnational company manufacturing automobile parts	Assistant professor at the University of Tandil. Has obtained a doctoral scholarship from FLACSO-Brazil program.

in Argentina.

The organizational behaviour of educational bureaucracies at the secondary level.

Professor at the University of Buenos Aires and member of a technical team of the Ministry of Education and Justice. Member of the FLACSO research team.

Views on the sexual division of work, with some women from working class urban areas, and the dynamics of intra-family transition (1945-1985).

Researcher in the ICE (Institute of Education Sciences), at the University of Buenos Aires.

Further to the information given above, it should be noted that there is a new Master's thesis currently being considered for approval. It corresponds to the FLACSO-CIEP Master's program offered in Uruguay. In the latter case, graduates now occupy positions of responsibility in government organizations, research institutes and international organizations in Montivideo. It has been found that the training and professional performance of the people in such positions are very highly regarded by their superiors in the organizations concerned.

Recently, the Master's program FLACSO-University of San Luis was initiated. Although no thesis has yet been approved, seven draft theses on aspects of provincial life are in the process of being developed. Two of theses are being prepared by officials of the provincial Department of Education.

Another indicator of the value attributed to the Master's program offered by the Education and Society Sector is the number of scholarships granted by CONICET (National council of science and technology), which is the major national organization for the promotion and support of scientific research, to students in the Master's program, who are preparing their graduating thesis under the supervision of teachers and researchers from FLACSO.

This statement is confirmed by the information in the following table (No. 4), which shows the number of CONICET scholarships in relation to the total number of scholarships granted to Master's students so as to allow them to follow programs in Argentina and abroad.

Scholarships received by junior researchers or students in the Sector's Master's program to study in Argentina or abroad.*

* We have not included scholarships or grants given by national universities to their teachers to follow the master's program.

*** In one case the scholarship coincides with one from CONICET.

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Table No. 5
Use of Sector texts in degree studies,
by subject and national university

Univer sity	Subject areas	Passage through secondary education	Relation educ/ work	Evaluation policy and bureauc.	Curric. texts and practice(1)	Teach train ing(1)	Social demands and
					(1)		

University
of Buenos
Aires

University of
the Centre
of the Province
of Buenos Aires

University of
Comahue

University of
Cordoba

University of
La Pampa

University of
Patagonia

University of
La Plata

University of
Lomas de Zamora

University of
Lujan

University of
Parana

(1) It should be remembered that in most cases these are photocopies of research papers and reports. The rest are obligatory reference works for the courses of the universities concerned.

University of
Rosario

University of
Salta

University of
San Luis

University of
Tucuman

2.4 Extension activities and technical assistance

The initial purposes of the Sector's technical assistance programs were to support the democratic administration on the one hand, and to strengthen the technical structure of the institutions of the educational system on the other.

In order to examine the impact of these programs, interviews were conducted with officials from the provincial administrations of Buenos Aires, Santa Fe, Cordoba, and Rio Negro, as well as officials from the capital. The interviews focused on the role of the Sector's researchers and professionals in helping to implement the programs which were intended to enhance the quality of education currently being provided. The following observations were made:

- A large number of the people carrying out technical assistance activities had some previous connection with FLACSO, as former students in the Master's program, former colleagues or former researchers. Thus, they pointed out immediately that their choice of work with FLACSO was influenced by previous knowledge, by coinciding interests in theoretical or methodological areas, and by the strong team working for the Sector.
- The focus of the technical assistance work is to provide advice on programs which seek to improve the quality of education in areas where FLACSO offers comparative advantages, both as regards experience in research and also postgraduate training programs, through the Master's program and/or specialization seminars.
- Everyone interviewed pointed out how difficult it was to contract for services or undertake research from within the public administration, as well as the lack of human resources qualified to conduct research within the educational system. Thus they consider that technical assistance is an undertaking which "helps to solve real problems by making use of the work already done by the planning and research departments".
- The people interviewed agreed that the urgency of the work that needs to be done makes it difficult to find time for reflection. They felt that the research and development organizations, particularly the non-governmental ones, have more opportunity for thinking about tasks to be undertaken since they are not hampered by bureaucratic issues and have the necessary autonomy to make proposals from the outside.
- They also agreed that FLACSO has sufficient flexibility to adapt the results of research to programs aimed at renewing the curriculum, improving teaching and learning and generally developing education. They indicated, with slight differences of emphasis, that in the work of the Sector and effort was made to balance "research time" and "decision-making time" in the development and implementation of educational policy.

- Similarly, they noted that in its research work FLACSO adjusts well to the demands caused by the need to establish priorities and take decisions. They also added that they found FLACSO to be an institution where people listen to problems, attend to priorities, and conduct the type of research needed by the public education system.

- They also recognized that although some very good research is being done in universities, the latter do not respond to changing practical needs nor do they make it possible to influence planning and scheduling of work undertaken. However, it was also indicated that the operating methods and administrative structure of the state made it difficult to produce the type of materials or carry out the activities which FLACSO, as an autonomous body, is able to perform so appropriately.

- The importance of the technical assistance agreements was highlighted as being a key to overcoming the weaknesses of the technical teams in rethinking the functions and purposes of education, developing proposals and formulating bases on which teaching and learning can be rebuilt. It was stressed that there was a need to systematize the experience acquired from programs which sought to link research and the implementation of educational innovation.

- In summary, everyone had a very positive opinion of technical assistance and extension activities. They described them as an "auspicious coming-down to earth in the evaluation of learning". This is a very complex area to research and one to which we must first sensitize teachers, who tend to feel that they are being evaluated and their job stability threatened.

- From FLACSO's viewpoint, one of the advantages of the technical assistance agreements is that they have provided the resources to help maintain a basic nucleus of program researchers, particularly when other projects are being negotiated.

- Technical assistance is particularly helpful for those bodies which do not have financial resources to contract this service but can still benefit from it, by using the materials produced or attending technical meetings on general issues related to program development. Nevertheless, they still often ask FLACSO for a reduction in fees so as to make it easier for teaching staff and officials to follow the Master's program.

Table No. 6 below gives a summary of the use made of research results by national and municipal educational bodies.

3. DISSEMINATION OF RESULTS

By the usual standards of the country, the research results are widely distributed. However, if sufficient resources were available, dissemination could be greater.

We shall use three indicators to reflect the national and international levels of dissemination:

- Publications giving research results
- Media coverage
- Seminars and academic conferences attended by Sector researchers, and the use of research results in public organizations.

3.1 Publications

- The results of Sector research and of programs have been disseminated through working papers, books and articles, national and foreign reviews. PNEM's work was awarded the only prize given by CONICET on educational subjects (B. Houssay prize for Original Research) and approximately 15 titles have been reported in the analytical summaries of REDUC, which is a network covering Latin America, as is CRESALC, where the Sector's research work was also reported.
- Publications by program are given in the appendix. They include a list of projects and their respective results. In addition to these publications are the works published by commercial companies. This is the case with "El proyecto educativo autoritario" and "Conduccion educativa y calidad". With an average printing of 1500 copies, at least two of these works have been republished. This was also done in the case of "Cuadernos de FLACSO", some of which were out of print.
- Also an indeterminable number of photocopies have been made of these works. Everyone interviewed mentioned this process of reproducing the original works, and pointed out that photocopies circulate between public departments and in undergraduate and postgraduate training.

Table No. 6

References to FLACSO publications and/or use of
FLACSO data-gathering instruments and
bibliography in the documents and
activities of official organizations

Theme	Passage through secondary education	Educato/ work relations	Evaluato/ of policy and bureaucracy	Curriculum texts and practice	Teacher training	Social demands and education
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Organizations
of la Nacion
(1984-1988)

Idem
(1988-1991)

CONET

CFI

Organizations
of the
MCBA
(1984-1988)

Idem
(1988-1991)

Organizations
of the Province
of Cordoba

Organizations
of the Province
of Santa Fe

Organizations
of the Province
of Rio Negro

Organizations
of the Province
of Neuquen

Organizations
of the Province
of San Luis

Organizations
of the Province
of Buenos Aires

Organizations
of the Province
of Entre Rios

- It should also be noted that those interviewed stated that the review "Propuesta Educativa", was very highly considered in academic circles and in the public sector, even when the interviewees indicated that they did not know if it had national distribution. The university teachers indicated that the publication in question was read and used in universities. However, the people working in the technical-professional field pointed out that the articles of "Propuesta Educativa" had an academic slant, similar to that found in scientific reports of research which, in their opinion, had the effect of limiting the dissemination of the ideas expressed among those people who could actually put them into practice.
- As regards the publication of research results in specialized reviews in Latin America and other parts of the world, it was generally felt that this area was less active than it might be. The Sector's team is aware of this and feels the problem could be remedied without too much difficulty in the near future.

3.2 Media coverage:

Media coverage is provided through articles based on the views of researchers, and through short reports in newspapers and reviews intended for the general public. Researchers and the findings of research are also the subject of radio programs, as can be seen from the following table:

Table No. 7

References noted in the media
by theme, medium, capital and other regions

Theme	Passage through secondary education	Educato n/work relation- ship	Evaluation of policy and bureaucracy	Curriculum texts and practice (6)	Teacher training (6)	Social demands and education (6)
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National
newspapers (1)

Provincial
newspapers (2)

National
radio (3)

Provincial
radio (4)

Non-academic
national
magazines (5)

(1) Especially El Clavin and Pagina 12.

(2) Especially in Rio Negro, San Juan, Cordoba and Santa Fe.

(3) Especially on Radio Mitre.

(4) Especially in Rio Negro.

(5) Especially the reviews "Vivir", of the Permanent Assembly of Human Rights, of the Union of University Students.

(6) It should be noted that only research papers and reports are available.

(7) This was a long scientific article in a magazine sold on news stands, with a total distribution of 10,000 copies.

3.3 Seminars and meetings:

The team has been actively involved in academic seminars and meetings, explaining the results of their research both in Argentina and in other countries. The table below shows the participation of Sector researchers in seminars dealing with their areas of speciality. This participation is in addition to the use made of the results of both programs in the educational policies and plans of the public sector and the presence of FLACSO texts in national universities, representing contributions to which we referred earlier.

Table No. 8
Participation of researchers in national
and international events. 1984-1990

Type of meeting	Number of meetings
Organized by FLACSO	7
National events	85
International events	26
TOTAL	198

III. FUTURE PROSPECTS

The economic adjustments faced by Argentinean society will have a strong impact on the stability and continuity of the activities undertaken by centres such as FLACSO, and within FLACSO itself in the Education and Society Sector. At present, despite the efforts being made by researchers to obtain public and private resources, it is impossible to think of any funding policies which could allow the Sector, in particular, to operate in an autonomous and stable manner. The institutional resources available to FLACSO would hardly enable the institution to survive and the Master's program to operate.

It is not only this institution which is affected by financial difficulties. The same problems are faced by similar social research centres whose researchers also work in the Master's program (CEDES, CISEA, CINEP). Universities are beset with similar difficulties; they lack resources and their facilities are not adequate for the development of research. The situation is similar in the public sector where, in addition to the lack of resources, there is the practical impossibility of carrying out research activities whose speed and characteristics are not adapted to the daily operational requirements of public administration.

In these circumstances it is not possible to consider, in the short term, that the Education and Society Sector of FLACSO could

be self-sustaining despite the importance which the academic world and the public education sector attribute to its activities and to the results and utility of its research. Thus, it will be necessary to continue the assistance provided by IDRC in recent years, particularly as this is the only agency which provides resources for the development of research projects and programs. As is to be expected, both the governing body of FLACSO and the Sector's researchers consider this mechanism to be very effective in strengthening the research capacity and the impact of such capacity on the design and implementation of policy.

In fact, the effectiveness and impact of the projects are largely due to the type of assistance they have received in recent years, and their future is dependent on the continuity of such assistance. Thanks to the consistent provision of such resources over a long period and the flexibility with which they can be used, it has been possible not only to take an innovative approach to old problems but also to propose new avenues of research. Thus, because their quality and relevance, the published results of research have been multiplied in various ways. We are therefore convinced that program grants are the best way of supporting the sort of institutions such as FLACSO, which are operating in very difficult political and economic conditions. On the basis of what has been achieved, research teams are now beginning to explore new sources of funding and new and varied areas of scientific cooperation.

The Education and Society Sector of FLACSO must now consolidate what has been achieved and set out a new program of research projects. The FLACSO team is faced with the task of identifying, on the basis of information accumulated, those areas where research is needed. The team has made considerable progress in the setting of priorities and the identification of subjects for research over the next three-year period.

Some of these priorities and subjects are based on the need to continue exploring the structure and functioning of secondary education. Other areas for examination concern the relationship between education and work, and specifically the relationship between sectors of production and the school system.

However, knowing that any adjustment takes time and believing that the current economic crisis in the country will be followed by better times, FLACSO researchers, academics and professionals from the public sector still consider that, in the present socio-economic situation, FLACSO and the Sector must continue to exist and produce.

In these circumstances, the support of IDRC in the form of research program grants takes on added importance, particularly since the impact of such assistance can be seen in the light of the results presented throughout this report.

IV. APPENDICES

1. Terms of reference.
2. Interviews
3. Programs, projects and production of the Education and Society Sector.
4. List of tables.

Table No. 1: Amount received by the Education Sector in relation to the overall budget of FLACSO-Argentina, by type of activity (1981-1991).

Table No. 2: FLACSO-Argentina Master's program. A selection of theses accepted and for which the degree was awarded, by students' professional status.

Table No. 3: Scholarships received by junior researchers or students in the Sector's Master's program to study in Argentina or in another country.

Table No. 4: References in the media, by subject, medium, capital and other regions.

Table No. 5: Participation of academics in national and international events (1984-1985).

Table No. 6: References to FLACSO publications and/or use of FLACSO data gathering instruments and bibliography in the documents and activities of official organizations.

Table No. 7: Verified use of Sector texts in undergraduate course of study, by subject and national university.

APPENDIX: INTERVIEWS

Coordinator of the Sub-project to improve the quality of secondary education, Ministry of Education/BIRF

Ex-Director of Planning of the Municipality of the City of Buenos Aires. Professor at the University of Lujan and consultant to the government of the Province of Cordoba.

Under-Secretary for Education, Municipality of the City of Buenos Aires. Researcher for FLACSO-Argentina.

Director of Planning in the Schools Directorate of the Province of Buenos Aires.

Deputy Director of Primary Schools of the Province of Buenos Aires and Technical Assistance in the Province of Buenos Aires. Ex-Principal of the school which was the location of the first research project.

President of the Association of Education Science Graduates. Ex-advisor to the Secretary of Education of La Nacion at the time that research for the first project was carried out.

Director of the Department of Education Sciences at the University of Rosario and head of the teaching faculty which was the centre of the technical assistance project, Province of Santa Fe.

Ex-Director of Higher Education at the time FLACSO began its technical assistance work in the Province of Santa Fe and during most of the time the assistance program was implemented.

Director of the Department of Education Sciences, National University of Lujan.

Coordinator of the project to improve the quality of education at the "basic cycle" level in the province of Rio Negro. Researcher for FLACSO-Argentina.

Director of FLACSO-Argentina.

Director of the regional office of UNESCO for Latin America and the Caribbean (UNESCO/PREALC).

Director of CEPAL-Montivideo office.

Students and graduates from the Master's program.

APPENDIX 3
PUBLICATIONS BY PROJECT

a) PNEM [National program for secondary education] 1984-1986

Projects	Works produced
1. Social spending on education.	BECCARIA, L. and RIQUECME, . "El gasto social en educacion y la distribucion del ingreso". [Social spending on education and the distribution of income]
2. The passage of students through secondary education.	BRASLAVSKY, C. "La discriminacion educativa en Argentina". [Educational discrimination in Argentina] FILMUS, D. "Primer ano del colegio secundario y discriminacion educativa". [First year of secondary school and educational discrimination] ENTEL, A. "Aportes para una nueva conceptualizacion y medicion del conocimiento escolar". [Contributions to a new way of conceptualizing and measuring school-related knowledge] KRAWCZYK, N. "Los procesos institucionales y la discriminacion educativa en los colegios secundarios de Argentina". [Institutional processes and educational discrimination in secondary schools in Argentina] ENTEL, A. and BRASLAVSKY, C. "Cartas al Presidente". [Letters to the President] BRASLAVSKY, C. and FILMUS, D. "Quinto ano del colegio secundario y discriminacion educativa". [Fifth year of secondary school and educational discrimination]
3. Relationship between secondary education and work.	LLOMOVATTE, S. "El trabajo infanto-adolescente en la Argentina. Elementos para su historia y abordaje". [Child-adolescent work in Argentina. Historical

considerations]

LLOMOVATTE, S. "Adolescentes trabajadores: su vida, escuela y trabajo".

[Adolescent workers: their life, school and work]

LLOMOVATTE, S. "Políticas educativas y exclusión social de los adolescentes: el caso de Argentina en la actualidad".

[Educational policy and the social exclusion of adolescents: Argentina today]

LLOMOVATTE, S. "Educación media y trabajo en la Argentina".

[Secondary education and work in Argentina]

4. Evaluation of democratic educational policies.

FILMUS, D. "Apuntes para la evaluación del proceso de democratización del sistema educativo argentino".

[Notes on the evaluation of the process to democratize the Argentinean education system]

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