Abstract

The article presents and reflects about a set of learnings generated by an unprecedented experience in Chile: the organization of the first (2009) precollege institute implemented only to students of adults’ education. The precollege institutes are an expression of how the regular educational system and that of the higher education reproduce the inequity regarding the college or university access. The experience was systematically studied: observed, registered, accompanied and evaluated by an academic team from the University de La Frontera that was in charge of the experience. The results and learnings of this study analyze the inequity of the relation between the invisible education of adults attending secondary and higher education, starting from an action that partly sought to alter this situation recognizing the generational change taking place in the adults’ education.

Keywords

equity, precollege, youth, adults’, education, higher education