

Integrating non-formal and informal learning in Honduras

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The educational model of Universidad Nacional Autonoma de Honduras

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The fundamental purpose of scientific discourse is not the mere presentation of information and thought, but rather its actual communication. It does not matter how pleased an author might be to have converted all the right data into sentences and paragraphs; it matters only whether a large majority of the reading audience accurately perceives what the author had in mind. (Gopen and Swan, 1990)

It is crucial to understand the university management processes in a multilevel context (mega, macro, meso, micro), especially on the mechanisms and/or elements that influence Honduran higher education as a public good. Especially when educational policies are impregnated with various discourses (dominant and alternative), even more when they are mixed, mixed and double, which respond to different interests and in order to interpret them it is required a critical analysis, to differentiate what actually leads or not to inclusive sustainable human development. In many cases, the same mechanism (isolated) leads to different impacts and several (articulated) mechanisms could lead to the same purpose. The analysis should consider a systematic focus that would deconstruct this discourse and, at the same time, facilitate the definition of inclusive public policies aimed at redistributive social justice in the Honduran sub-systems of higher education.

Wong (2014: 189) argues that the recognition of prior experiences and learning (REAP) can offer a significant contribution to social justice and higher education through the practice of assessing and recognizing non-formal and informal learning, aligned with the concept of social justice of the Human Development Capabilities Approach-ECDH.

To identify the key elements and/or mechanisms that could contribute to the construction of a public policy of optimal integral inclusion in the Honduran sub-system of higher education, and particularly in the curriculum development of the educational model of the National Autonomous University of Honduras (UNAH), as head of the sector, is significantly important. However, it must also reach all the

other actors (public and private) of the sub-system of the higher level, as well as every other subsystems that make up the national educational system, within a framework of education and learning throughout life. With implications, both for each individual who values and defines being and making part of their lives a process of capacity development, as well as for Honduran society in general, and that transcends in contributing to reduce the levels of historical exclusion and inequality, reversing them gradually over time. Therefore, a doctoral thesis like the one developed and proposed in the present study becomes essential.

1. Background

At international level, Piketty (2014), based on historical data from various regions of the world, argues that capital accumulation models generate inequalities, among other collateral problems. Notably, according to López-Calva, Lustig & Ortiz Juárez (2015), the Latin American context has always been seen as a region with inherent high levels of inequality, referring to the statement by Alexander von Humboldt who defined the New Spain in 1803 "as *The land of inequalities*." Always in the context of Latin America, Burchardt (2015) identifies a *paradox* in ancient models (over 5 centuries) exploitation of natural and human resources (mainly indigenous), making historical analyzes based on statistics from several countries in Latin America, drawing attention that despite the incremental income of the so called *extractive economies* in recent years especially in governances with 'leftist' perspective and progressive leaders, have not managed to redistribute social justice, and quite the contrary, inequalities are increasingly alarming, despite some redistributive practices but with not so significant levels. On the other hand, Peters (2012a) in the education sector, with case studies from Uruguay, shows that inequality is a challenge that remains pending from progressive and left governments, arguing with evidence that education is not the panacea to solve the inequalities, since there are other redistributive mechanisms for example of the labor sector and of social development that have contributed with greater significance in generating opportunities and reducing inequalities.

Research in the context of Uruguay, with a progressive perspective (Peters, 2012b), argues that "*the biggest challenge for Uruguay 's education system is to reverse the trend of reproduction of social inequalities*". The Honduran case is no stranger to what happens in other contexts within the Latin American region, since in the last decades the region has the highest rates of educational inequality. According to Aponte-Hernández (2008, p 11, 14, 23), Honduras owns the highest concentration of inequality and poverty and low levels of per capita income. With tendencies of economic inequality (income), a Gini coefficient of (0.54), and trends of inequality in education (2002-2006) with adult schooling of 75%, primary and secondary education 87.6% and in tertiary education 14.7%. Indicators of inclusion and equity

in higher education (2001-2006); Tuition Higher Education 120,012, female 55%, GDP higher education 1.20.

At the macro level, in Honduras, paradoxes and contradictions in the model of historical and current development are present, which has favored recurrently the *free market* and in the case of the educational model of traditional UNAH in partnership with law presented. However, in relation to the current theoretical educational model that privileges sustainable human development, there are tensions and contradictions (autonomy and dominance), coupled with the internal dynamics of the institution (resistance to change and absence of complementary mechanisms). Is the issue of inclusion and inequality relevant? You can respond, taking into account some points. This is due to the pending debt of the UNAH with the Honduran society; the accumulated exclusion throughout its history up to the present in terms of; People, types of knowledge, experience and skills, noting that within the most unequal region of the planet (Latin America), Honduras's indicators of educational coverage and inclusion are the lowest, most of the groups that are economically vulnerable are those who have less access to higher education. In the case of knowledge, on the one hand, the non-formal and informal are affected, especially the informal, which does not have the full recognition of their existence.

From the most recent stage (last 12 years), during the process of creating the current organic law and giving way to the IV reform and transformation of the University, one of the arguments for its construction and implementation, was based on historical background of traditional educational models, pointing to them with pedagogical practices, access, power relations, learning, evaluation, management, as inequitable, exclusionary and generating inequalities, as well as high levels of institutional corruption and governance and centralized and destructive leadership, among other aspects. It is derived under the current process of the IV reform to counter malpractices described above, setting as a fourth university life knowledge management¹, and a theoretical educational model that favors the principles of quality, relevance, equity, among others in addition to some (partial) agreements, tacit, implicit, indigenous and local knowledge is recognized, but without the required mechanisms in terms of legislation, policies and regulatory framework, funds, and other elements necessary for a real and effective implementation. In other words, it has been incomplete and is more a declarative discourse.

With the previous paragraph, attention is drawn to the trends of higher education according to UNESCO reports, mainly in developing countries, the statistics show not very favorable and flattering figures, although some authors (cf. Frank 2007) refers to the extraordinary expansion and global diffusion of the university in its historical process from its creation of its religious origins until the present time. Being relevant then the question posed by (Unterhalter 2013: 44), What about global inequalities in higher education? Responding and arguing that inequalities are entangled and entangled with dimensions outside the sector often

associated with poverty. Peters (2012a) argues that eminently educational factors are not the only causes of educational inequalities in the Uruguayan case, and mentions different socio reform labor (*family allowances, health, wage board, etc Etera*) in the medium pazo contributed significantly to reduce inequalities, namely that "*education is not a panacea for social policy [...] to Uruguay*". Peters (2012a) also wonders: *Is it possible to move towards equality in education?* Considering it as "the dilemma of the educational policies of the left in Latin America", according to Peters, the elimination and/or eradication of historical inequalities, would be difficult, as it would have to happen and/or imply "concessions to privileged sectors" The creation of broad political agreements. Although higher education is considered a public good (criteria of non-rivalry and non-exclusion), historically in the different stages of evolution, since its creation in 1847 the National Autonomous University of Honduras has had educational models and perspectives that were oriented and led to a reproduction of exclusion and inequality. It favors among other things, on the one hand, elite groups with greater possibilities of access to education and, on the other hand, privileging traditional careers and formal and scholastic learning.

2. Problem Statement

There is a problem both in the context of Honduras linked to exclusion and the enhancement of inequality, as well as in the international context of the REAP field of study as inclusion mechanisms, associated to models with perspectives that deal with a double discourse framework, which has been built by various actors in the last five decades.

According to different sources, historically and at present, UNAH has been reproducing a systematic exclusion; Of people (vulnerable groups, ethnic groups, etc.), learning, experiences, knowledge, geographical areas, which as a consequence has contributed to the high levels of integral inequality (social, economic, cultural, political, etc.) of Honduran society. In the case of the higher education sub-system, the responsibility of UNAH is largely attributed to being the governing body responsible for conducting this sub-system.

The problem generally addressed in the present study, at the empirical level, is that of educational exclusion, which has been sharpened historically in the sub-system of the Honduran upper level with high levels of inequality in access. Such exclusion is related to various aspects and diverse groups of society. Within these aspects are identified; Inequality, inequality, it is worth mentioning that the term is often used synonymously and interchangeably, identifying the common element of justice and injustice within the definitions of each term. There are social groups or strata that have not succeeded in achieving the Honduran higher education system, for various reasons; Rejection of admission exams, exclusionary pedagogical practices, socioeconomic limitations, geographic location, drop-out in pre-higher education

levels, among other mechanisms. Then within the groups that gain access to the university, but are not recognized and integrate the previous knowledge and/or learning that were achieved both before entering this sub-system, as well as those obtained in parallel non-formal and Informal, and within this group are individuals who do not achieve permanence and therefore terminal efficiency. There are also groups that managed to graduate from the upper level at the undergraduate level, but then from a perspective of continuous and/or permanent education these groups fail to recognize the experiences and learnings that occur outside of eminently formal scenarios.

In addition, the historical context of Honduras' national development models has responded to the demands of the so-called "free market", focusing on the one hand to favor the export of raw materials and mainly the extractive activities of non-renewable resources, according to and defined by Berry (1999), Gudynas (2013, cit in Burchardt, 2015) as *extractive economies*, besides the two determinants classical force a) exploitation and utilization of nature, and b) dependence on prices of raw materials the international market (Galeano, cit. In Burchardt, 2015), and on the other hand to reproduce since the discovery of America mechanisms of capital accumulation and limited mechanisms of redistribution, generating as in all countries of the Latin American region the highest rates of inequality, and in the specific case of Honduras, is the most unequal within the unequal. This is supported by empirical evidence, and it could be argued, extrapolated and contextualized based on studies on inequality (vine. Piketty¹, 2014), globally (cf. Burchardt², 2015), in Latin America (cf. Peters³, 2014) based on case studies in the education sector in some Latin American countries, as well as alternative proposals context of Latin America (vid. Peters, 2015).

In the literature review on 'prior learning', there are authors who identify theoretical problems (ontology and epistemology) and empirical problems. Guo & Andersson (2006) argues the theoretical dimension, referring to the equivalence of contexts, arguing that *the main problem is the erroneous epistemological perception of difference and knowledge, as well as the ontological foundations of positivism and liberal universalism dominates current practice`recognition*. Then Peters (2006)⁴ on empirical dimension evidence argues a discursive struggle in the process of the recognition of 'prior learning' by linguistic analysis and critical discourse analysis, building on Fairclough, observes two practices associated with REAP; A) the use of learning outcomes and b) focused on portfolios. According to Andersson's introductory analysis, Fejes & Sandberg (2013), in the field of research

1 See Piketty, Thomas (2014) Capital in the twenty-first century.

2 See Burchardt, Hans-Jurgen (2015) neo - extractivism and development: strengths and limitations.

3 See Peters, Stefan (2014) Education and employment inequalities: the limits of educational expansion.

4 Peters, H. (2006) "Using critical discourse analysis to illuminate power and knowledge in the Recognition of Prior Learning", in P. Andersson and J. Harris (Eds.) *Re-Theorising the Recognition of Prior Learning*, Leicester: NIACE.

on the recognition of prior learning, the discourse that has been constructed, originating in the 1970s from a humanistic perspective, to the 1980s an economist, has transcended in the emergency in the last decade in a mixed and/or double speech. In addition, Andersson (2014)⁵ refers to the voltage of both perspectives, based on the contributions made by several authors in this field of study. As it is possible to identify in the described in this paragraph, there is a general need, in the field of the previous 'learnings' declared by the authors, that according to the analyzed literature, have contributed more to this field, to realize discourse analysis and on a deconstruction that allows to clarify the combination of perspectives and/or double discourse, in multiple contexts and fed and complemented by other possible linked fields that possibly have more interdisciplinary maturity, in its components of theoretical, methodological and empirical foundation.

3. Need for Study-Justification

At the mega (supranational) level, the context of Latin America and particularly Honduras is vulnerable to the diffusion of foreign policies and discourses related to global agendas, which, on the one hand, do not necessarily respond to the authentic needs of society, and on the other hand, are not led to the perspective of DHS that has been assumed by the UNAH in its current process of reform and transformation.

The current theoretical educational model of the UNAH proposes a category of emancipatory 'democratic' of 'lifelong learning' and states elements for greater inclusion, but there are gaps and/or it does not yet have the different and diverse elements and systematic and optimal mechanisms (conceptual, normative, instrumental, policies, programs, projects, strategies, budget, etc.) that would be required to achieve this in its practical implementation, and still remain elements that remain binding on the traditional model, i.e. Identifies even a double discourse that probably creates risks and problems to the institutional model and as a reference for the sub-system of Honduran higher education. The theoretical concepts still cannot be operationalized according to the needs of the context of Honduras and the different structural levels and of concretion of the educational model; For example, the concept of educational inclusion by vulnerable groups is still at the level of agreement of the university council, but after 7 years have not yet developed the conceptualizations that are derived in strategies and mainstreaming the entire regulatory framework, reference is made to that it would adopt the concept of the United Nations Development Program, which privileges the clinical model of inclusion and is in the process of reform and debate to give way to a more comprehensive concept and a new paradigm of inclusion.

5 DWOR: Research into practices? Third volume of the trilogy that according to Andersson (2014) represents the greatest effort to position the REAP as a field of study. ' - noting that *particularly in this volume - is foregrounds relevance and the relationship between research and practice* '.

Within the UNAH, there is a Doctoral program on sustainable human development, but according to content analysis of a thesis sample on this subject, the level of maturity is at an introductory level. Of the constructs or theoretical dimensions most determinant for the implementation of this educational model, including pedagogy and its curricular and didactic development, nonetheless privileging democratic emancipation and sustainable human development, as well as emphasizing a quantum leap to the traditional model exclusionary, even paradoxical aspects are identified, which on the one hand promotes innovative pedagogy, flexible, etc., on the other hand focuses on the disciplinary and leave the freedom to continue the designs by subject, among other elements typical of the traditional and historical. Added to this in the empirical dimension, according to the interviews, focus groups and documents, the current reality of the implementation of this model is insipient and not significant. Despite good intentions and actions that fail to concretize the proposal in a systematic way.

Regarding legal aspects, the new fundamental law of Honduran education, issued in 2012, integrates the formal, non-formal and informal components, and establishes that the sub-system of higher education will have to be developed taking into account these components. The UNAH as director of this sub-system, to date after half a decade (almost 5 years) does not yet have all the mechanisms and/or elements to implement what the fundamental law mandates. There are some elements⁶ through Resolution No. CT-No. 314-A-207, the University Regional Education Network Policy of the National Autonomous University of Honduras, for Knowledge Management with Quality, Pertinence and Equity, is approved at UNAH. This agreement, among other aspects, aims to 'contribute to improving the relevance of university education and equity in the access of the Honduran population to higher education', as well as taking into account the concepts of knowledge, indigenous (ethnic), local, tacit, implicit. B) UNAH educational model document, approved in 2008, c) diagnosis of the situation of vulnerable groups, and social cohesion, promoted and facilitated by the RIAIPE-alpha III project with funds from the European Union d) agreements; The university council issued in 2009 (CU-O-092-010-2009) and 2014 (CU-O-092-010-2009), which seeks to develop the components i) System of continuous improvement of quality and Equity of admission, admission, permanence and discharge; li) Integrated information system on Admission, Admission, Permanence and Exit of students; lii) Improvement of the quality of the national education system.

To achieve UNAH's fulfillment in its role conferred by the constitution of the Republic of Honduras, and according to the mandate of the current basic education law, as already mentioned in the different documents of the process of the fourth reform and university transformation, requires scientific studies that allow to identify and analyze its university management process with a focus of continuous

6 According to technical reports to monitor the Academic Vice UNAH.

improvement oriented towards an optimal integral inclusion of the sub-system of higher education in the formal, non-formal and informal components. Through a critical and propositional analysis of the current educational model, it is necessary to identify and seek mechanisms and elements that allow integrating the demands of society in learning, experiences, knowledge and people, in curricular development, both in its pedagogical and didactic dimension.

Leadership and different key actors that integrate the levels of concreteness of the educational model of the UNAH are supposed to prioritize their university management taking into account the role played by UNAH in the rectory of higher education as a public good. In other words, they need to rigorously review the meaningful and abundant information on the different perspectives of university educational models. This would allow them to prepare and conduct themselves to the position they have adopted in their current model of sustainable human development. In addition to contextualizing its operation, taking into account the great trends, at all levels, on educational policies and practices at the level of the national, Central American and international educational system. It is very pertinent what some authors, based on empirical studies, argue about the diffusion of policies of the European Union and their direct and indirect influence on the national agendas of both the countries that make up the community European countries, as well as countries in other regions and continents.

Traditionally and particularly in the last decades, a number of initiatives and strategies have been implemented, which follow strategies and agendas from other contexts (eg the European Union), such initiatives translated into programs and projects do not necessarily respond to the needs of the context of Latin America and especially for purposes of the present study of Honduras. The elements of implicit discourse have not been investigated with much intensity from researchers of the so-called "South". Some independent studies point out that bilateral (Europe-Central America) partnership agreements respond more to trade rather than to cooperation (Morazán, 2008). In addition, initiatives have been more opportunistic to take advantage of part of the partner universities of Latin America, but without a strategy that on the one hand skills are developed, but also impregnate the interests and needs of the region, assuming the asymmetries and perspectives of optimal integral inclusion. It may have implications, in limits and/or problems to identify the direction in which some external initiatives are going, which probably are disguised as terms, that could be assumed relevant, however the effects or impacts could be partial on one hand, seeking to legitimize reproductions traditional status quo, and on the other hand not be optimal in terms of inclusion and social justice.

Optimal inclusion, increased access and coverage, reduced exclusion and inequalities in the higher education sub-system will probably depend largely on the perspective favored by the educational model and the body of mechanisms and/or elements that support it. Integrate the discourse of public policies of Honduran higher education. Therefore, the UNAH as the governing body of this sub-system

requires original information on educational models that are oriented towards an optimal integral inclusion. In addition to understanding traditional perspectives, approaches and models, dominant and alternative, assuming that the position that has adopted the current model of the UNAH is to give priority to Sustainable Human Development.

4. Purpose and objectives

The present research is confined to the field of study of previous knowledge, and as a starting point of this section, it is important to emphasize that research design articulates the internal coherence between the aims, objectives and questions of the investigation. To analyze the mechanisms of the discursive framework of 'prior learning' within the framework of 'lifelong learning' (knowledge economy, knowledge society) to contribute to an optimal integral inclusion of higher education and formal learning, non-formal, and informal (tacit, implicit, local, autochthonous) in the educational model of the UNAH.

The purpose and general objective is to identify the mechanisms and/or elements that make up this framework of discourses (concepts, constructs, approaches, perspectives, models, debates, agreements, etc.). Then, to construct the corpus and sub-corpus and proceed to the deconstruction of the discourse in function of the research questions formulated, that allow responding to how to contribute to an optimal inclusion of the learning that preaches the current educational model of the UNAH, conducive and Oriented towards redistributive social justice.

Specific objectives were broken down, derivatives and constructed to contribute to the purpose and overall goal, then we describe each of them: i) identification of the state of the art and/or status of the field of study of the '*prior learning*' and as approaches, models and perspectives on education, and '*learning throughout life*' at all levels; ii) Analyze the 'lifelong learning' implicit in the educational model of the UNAH, based on models of institutional analysis (emphasis meso level); iii) contextualize and identify the elements and/or discursive mechanisms at all levels of concretion of the educational model of the UNAH; iv) broaden discourse analysis and complement critical content analysis; v) Contribute to a public policy in higher education in Honduras.

5. Research Questions

Based on the need for the study, the general question was identified:

How to integrate 'aprendizajes previos'⁷, mainly informal and non - formal learning in the educational model UNAH for optimal overall lead to inclusion with redistributive social justice?

⁷ *Previos aprendizajes* are used interchangeably in different contexts (see section concepts and definitions).

In order to approach this general question, two complementary analysis moments were given, disaggregated into two sub-questions: a) In the critical content analysis: What have been the most used constructs at the theoretical, methodological and empirical level in the field of the knowledge of previous learning and experiences (formal, non-formal and informal)? B) In the critical analysis of the discourse: How should the mechanisms and/or elements of the discourse of a policy of 'lifelong learning' and 'previous learning' should be defined and structured, in order to be guided and oriented towards an optimal integer inclusion?

In the literature review, the following were identified: i) "*At European level before taking out CONFINTEA 2009⁸, recognition and validation especially non - formal and informal education is important in equity, access and market of work. Informal learning is most effective for many of the socially excluded.*"; b) "Peters (2006) using concepts of power and knowledge, from Foucault and Fairclough and Chouliaraki. For Foucault uses the concepts of speech, power / knowledge, biopower and power technology to explore because REAP practices have not succeeded in challenging academic or empower candidates hegemony; c) *ibid* "postulates that REAP is caught in a bind, and candidates in a "discursive struggle"; d) According to (Wong 2014: 189) argues that the REAP, can make a significant contribution to social justice and higher education [...] privileging the perspective of ECDH.

Based on the foregoing, a hypothesis was proposed as follows:

To help reduce inequality in higher education will probably be required systematically articulate, mechanisms, practices and inclusive perspectives (multi-level) to redistribute with complete justice (social, political, economic, cultural, etc.) access and recognition of experiences and informal and non-formal learning.

6. Delimitations

To answer the research questions, it was possible to validate the hypothesis, to make way for the construction of theses and thesis' theses, which are described in this section.

On *the methodology*, although in the initial proposal (expose) as starting point, had a first draft design research, this was due more to a deductive logic, but after a certain degree of implementation in the intermediate stages of research process, a good level of consolidation design research was achieved by making adjustments especially in identifying the discourse analysis was key to the historical process of field of study, besides not counted on many studies of deconstruction, also it

8 International Conference on Adult Education- Sixth International Conference on Adult Education UNESCO (CONFINTEA VI) held in Brazil in 2009.

justifies its complementarity to content analysis and especially to the purposes, objectives and research questions, the stake a redesign⁹ of the investigation was a key aspect of guidance for further improving and completing the different components of body chapters of this document doctoral research. Especially in the iterative moments that built and deconstructed, and in some spaces puzzle in different sections, for which the methodological framework and the implicit logic and structure were displayed, allowed to light and find answers to research questions, adjusted and improved and in some areas puzzles were displayed in different sections, for which the methodological framework and the implicit logic and structure, allowed to light and find answers to research questions, adjusted and improved.

On the *main results*, the state of affairs of field of study, with the caveat that the sample is limited to documents that were selected for analysis were identified. Based on these results succeeded in making a measurement of the likely level of maturity, which gave elements to design strategies in multiple dimensions, among which stands future studies that will be required for both ripening fields of study linked, as the researcher of this research. In addition, it was possible to identify key concepts and constructs most commonly used in the scientific community in the field of study of prior learning. Based on which the categories of content analysis defined, then encode the sub-corpus that made the general corpus of speech and the respective mechanisms and elements that comprise, differentiating privileging each type of speech (dominant and alternative).

On major *contributions*, however they relate to the above, a) validate the analysis of content analysis literature as a good practice to study fields linked to this thesis; b) to provide a common language for the theoretical analysis framework, by constructing integrative categories merging models approaches and perspectives, with very good logical operationalization and analysis of the key, alternative and mixed speeches (double); c) to propose an additional level of specificity to the educational model, to achieve a more enlarged spreading global supranational policies and critical vision, which respond more interests and agendas of the North ;d) hybridizing research designs multiple analyzes with mixed approaches (quantitative and qualitative) with very good levels of validity, saturating and triangulation, privileging qualitative; e) synthesising in relation to the context of Honduras, and specifically the sub-system of higher education are primarily the identification and analysis of the mechanisms and/or key elements discursive policy learning throughout life, to achieve integration of previous experience and mainly non-formal and informal, to conduct the educational model UNAH to optimal comprehensive social inclusion distributive justice learning mainly non-

9 Discussions during the presentation, participation and feedback at various colloquios schools Doctoral Global Social Policies and Governance (GSPG), International Center for Higher Education Research (INCHER-Kassel) and the International Center for Decent Work (ICDD) They were strategic, key and fundamental.

formal and informal, to conduct the educational model UNAH to optimal comprehensive social inclusion distributive justice.

Limitations on itself; a) the historical databases access, inclusion and/or exclusion of sub-system of higher education are scarce and in a few decades not official data, data from the last decade only, not have complete data affects the analysis are robust and can do some relationships to the types of educational models certain times, setting trends and their effects and impacts; b) samples and selected, in addition to a small number, were not selected at random (non-probability), and both fields of study related to this thesis, documents do not have meta extensive analysis, only some collections in books and some articles that highlighted some surveys of certain periods. c) on the methodological, discourse analysis has a variety of approaches, in the current study was a qualitative emphasis deconstruction, future studies need to be developed further with quantitative approach, among other linguistic tools. d) data empirical dimension was reduced to have more representative samples will require expansion.

On the *implications* in relation to future research emphasis on further developing actions to achieve greater maturity in fields of study related, based on the constraints and needs identified in this research it is done, and thus be fed back processes decision-making in the sub-sector of higher education. In terms of public policies oriented strategies proposed design them two - way (from top to bottom and vice versa) to achieve greater complementarity and efficiency of the different mechanisms that require prior learning to be integrated into the educational model in UNAH. In addition emphasis on the convergence of partnerships (public and private) stakeholders led to a national vision towards redistributive social justice it is done. Develop systematic installed capacity throughout the higher education sector, considering all levels within a framework of education and learning throughout the life.

On the general question of research, added to briefly expressed in the preceding paragraphs, integrating learning experiences and mainly the non - formal and informal educational model, require multiple actions in the short, medium and long term. With a knowledge management passing articular all university tasks and institutional sub-system of higher education, at all levels of multi - level (Mega, macro, meso , and micro), mechanisms and discourse elements (concepts, constructs , legislation, policies, regulations, agreements, memorandum, backgrounds, agendas, conferences, debates, etc.) to conduct a comprehensive inclusion optimal redistributive social justice, must privilege the *intangible humanist* as a category, which it is akin to the field of study and/or paradigm called 'human focus' capacity in developing democratic 'model and emancipator` the 'radical perspective` criticism.

To validate the hypothesis identified by the analysis developed in this doctoral research, the following thesis was constructed:

The new task raised in the fourth reform and transformation of UNAH, knowledge management, the components of the fundamental law of the system of Honduran higher education current and leaderships as a major driver of outcomes and impacts should consider education and learning to throughout life, through mechanisms of recognition of experiences and learning prior (formal, non-formal and informal), incorporating and strategically including all stakeholders and key players, with transdisciplinary multidimensional scientific mediations and mediation technological, essential in these tasks, integrating categories (approaches, models and perspectives) that privilege mechanisms and/or discursive elements immaterial oriented humanist, in order to reduce the historical inequality in higher education (the Honduran context) and also inclusion optimal overall redistributive social justice.

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