

Analytic summary

Monograph

Latin America faces Educación

Simon Rodriguez: popular education and the equality axiomatic trace

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The vast majority of studies devoted to the life and work of equal trait Rodriguez said of his thought. In this analysis, tend to emphasize the presence of two dimensions of the concept of equality: one civil and one political. This paper intends to argue that, with these two dimensions of equality is possible to highlight a third to call subjective equality. Throughout our work we will try to analyze the civil and political dimensions of equality and prove the existence of an equality that is not a social program, but a principle of action, a prescription, a statement declaring and held in acts.

Key words: civil equality; natural law; political equality; citizenship; equality subjective; Latin America.

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Literacy and Politics. Angicos, after 50 years

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This paper doesn't attempt to situate the figure of Paulo Freire in the context of Latin America or international pedagogy. In this paper, the author presents a synthesis of the Angicos (Braisl) political literacy experience, asking what Freire learned from the Angicos experience. The following questions are developed in the paper: How Freire consolidated his pedagogical model through a social science based on a critical hermeneutics? How his thinking evolved into a theory of social and cultural reproduction, looking particularly to the role of education? And, how then Freire moved into a critical social psychology focusing on domination and the developmental pedagogical subject? Freire was inspired by the profound political and pedagogical experience of Angicos and his political pedagogical practice, understood praxis as collective learning. At the conclusion, the author discusses the two obsessions of Freire, already present in the Angicos experience and that stay with him throughout his life: the relationship between democracy, citizenship and education, and education as a postcolonial ethical act of social transformation.

Key words: literacy; Angicos' experience; adult learning; Paulo Freire.

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Compulsory education at the secondary level in Latin America. Convergences and divergences in five Countries

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This paper shows the analysis of different ways in which Latin American countries have faced the reform processes in the last 20 years. For this purpose, the ways how Argentina, Brazil, Chile, Paraguay and Uruguay have extended compulsory education are taken as analyzer. Firstly, we contextualize the socio demographic situation of the studied countries. Secondly, we make a brief review of the schooling processes in these countries and their outstanding historical trends related to the extension of compulsory education. Thirdly, we describe the secondary education organization in the context of national reforms of the last twenty years. Finally, we analyze the ways of secondary level admission and graduation in each country and some educational indicators with the aim of visualizing some decisive aspects in compulsory secondary education.

Key words: educational reforms; secondary education; compulsory education; Latin America.

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Technological Middle Level Education in Mexico

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Technological middle level education in Mexico trains young people between 15 to 18 years old to continue higher studies or to enter the labor market. It serves about 807,433 students through its 755 campuses with an educational model that has a focus on developing competences. High School Educational Reform, in operation since 2008, has initiated some programs to serve students, with the aim of reducing dropout rates. It also has implemented innovative management and information systems. In 2013, an educational reform was begun with an orientation to working conditions, focusing on the evaluation of school administrators *and teachers*.

Key words: technological education; educational model; educational reform; evaluation.

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Hospital education in Argentina: between surviving and social commitment

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This paper reflects outcomes of research comprising an area or type of education in a way unknown and generating interest today: classrooms and hospital schools. The study of this educational track in Argentina is limited to the specific context of child hospitals. Even though the aim is not idealizing Hospital Education model through the sequence of ideas contained, note that the historical example of survival and development offered by the Argentinian context can lead many contributions and suggestions for improvement in other national contexts that make up this educational track. Therefore, constituting Argentina one of most advanced countries in some dimensions related to educational care in hospitals, we have to present its prism of experience with an emphasis on purposes such as compensating, egalitarian fact and social risk minimization that this educational service for hospitalized children implies.

Key words: hospital education; education right; diversity care; international and comparative perspective.

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The Popular University in Brazil

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This article focuses on the Brazilian university crisis and its alternative for change and innovation, at the curricula and at the institutional level. It points out the university capacity to take into account critical contexts, developing political and epistemological actions in order to struggle with social problems. In its struggle, university is shown as responsible of the solutions of humans are exposed by their social and political contexts. Brazilian university has gotten the legacy from European corporative model and also from American technocratic idiosyncrasy. The Southern Frontier Federal University (UFFS) is one of the new federal universities created by the government into the National Program for Education (2000-2010) in order to extend the range of access to public higher education along the country. Thus, this university tries to solve some of the historical educational problems of Brazilian education. This article discusses this project and points out some insight regarding this topic.

Key words: popular university; brazilian university; enrollment; educational inequality; Latin America.

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The fight for turn education «communal». Constructions form the political depth

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The struggle of indigenous peoples for education does not to be reduced a fight for a State school, which legitimates differences among people. One of the errors that multicultural policies and pro-indigenous perspectives have is the believing that asserts that it is necessary to keep ancestral practices and manners in order to be indigenous. This belief does not take into account the strategies of resistances that the native communities have had against to governmental elites during the past centuries. The indigenous fight for education should be understood as defensive response to segmentation and exclusion that have been developed by the patriarchal society, the economy and the Bolivian State. This paper focuses on the creative political and educational praxis that are implemented by indigenous communities. It also shows how governmental elites have implemented political tools in order to reproduce hierarchical practices which come from colonial times. We try to bring comprehension regarding the action of indigenous population in education and their tension with State and its pseudo-modernization projects.

Key words: communal education; indigenous communities; resistance; political-educational praxis; Latin America.

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Educational Settings of Latin America as a Learning Opportunity for the University of Valencia Students

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Latin America has a social wealth, cultural and educational diversity, and that is why this geographic region is presented as a privileged setting for learning and human development of all kind of educators, especially for social workers. Hence, different Spanish universities have signed cooperation agreements with Latin American universities and established partnerships with local organizations for students from both sides of the Atlantic to do internships. This article focuses on the specific program of International Mobility of the Faculty of Philosophy and Educational Sciences of the University of Valencia (Facultat de Filosofia i Ciències de l'Educació de la Universitat de València). Therefore, this program is describing its operation, operating principles, objectives and achievements, which are the areas where it develops and depending the pedagogic potential and social transformation that the program contains. This study is a step of a broader research for which has been taken as a source for studying the reports submitted by students who have gone through the program, the testimony of the same ones and a questionnaire developed specifically for this task.

Key words: Latin America; University of Valencia; international mobility program; cooperative education of development.

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