

A B S T R A C T S

CREFAL: ideology and proposals for action

This text was prepared by Dr. Hugo Zemelman during his last stay at CREFAL headquarters (September 30th to October 3rd 2013). It is based on the studies the author conducted about founding and subsequent CREFAL documents, viewed from the perspective of policies and the transforming task of education. The purpose of this document is to present the challenges currently faced by CREFAL, and to suggest some lines of work to meet these challenges. The proposed lines are: Transculturality, social identity and projects; Population, individuals and national development project; Untying of educational policies from employment policies; youth as a cultural, politic and economic issue; Adults: education and employment; and Technical training and humanistic education: rescue of subject or its reduction to a resource.

Life demands permission to educate schools

FRANCISCO JAVIER REYES
ELBA AURORA CASTRO

In a critical manner the article approaches the abyss between the learnings that emerge and respond to reality, and the sluggish, homogenizing scholastic logic. Four main aspects are indicated in which schools turn their back on reality: they do not accept or legitimate diversity; if technology is employed as a learning tool, it is not done with the purpose of stimulating deep thought; they do not integrate emotions to the curriculum; they do not question science as a source of knowledge to be transmitted because they turn away the experiences daily life offers. The indispensable regeneration of schools must take place both at the institutional level as well as from the multiple, yet reduced spaces of freedom in the school world.

Critical review of the hegemony of a certain concept of "lifelong learning"

LICÍNIO C. LIMA

The author makes a critical review of the term "lifelong learning" from the experience and context of the European Union. As first item, he mentions the unwanted effects of the incorporation of the term "learning" in replacement of the term "education", especially after the CONFITEA V in 1997. This shift, which aimed to focus the emphasis on the individuals, ended up favoring the commercialization of this service and the displacement of the State from its obligation to ensure the right to education. The author also argues that there is a permanent tension between whether education should promote adaptation or should rather contribute to the transformation of the subjects' reality. Finally, he raises the need to make viable a polycentric continuing education project, open to diversity, where management and participation are democratic.

Popular education's ethical references

ALÍPIO CASALI

In view of widespread social and economic inequality, there is an ethical obligation to change the world order in order to allow the full development of humanity. The basic role of education, in this context, consists in promoting the development of human beings as individuals both in respect to their material and their sensitive development. This article proposes a critical set of ethical guidelines to encourage the use of shared approaches in education and popular development. In addition it proposes some epistemological and ethical criteria to be used to evaluate common projects in popular education.

Participatory action research as a way of doing social science

MARÍA TERESA SIRVENT Y LUIS RIGAL

In this text the authors expose the vertebral components of participatory action research. They define PAR as social scientific research with empirical basis, carried out by a transforming concern. The purpose of this form of doing science is not only to generate new knowledge, but also to direct knowledge towards the construction of a just society. It has, therefore, a political intention towards social transformation; it seeks to strengthen the capacity of popular sectors to participate effectively in decisions that affect their daily lives. The methodological pillars of PAR are scientific research; the active participation of the subjects in the creation and dissemination of knowledge; and educational praxis, i.e., the link between theory and practice.

Levels of analysis in education-policy evaluation. Food for thought within youth and adult education

TERESA BRACHO GONZÁLEZ

The article approaches the subject of education-policy evaluation delving into questions that should be formulated about these policies in order to obtain valid and useful decision-making information. Four levels of education-policy analysis are described: technical-analytical, contextual, systemic and value levels. The author exemplifies her analysis by formulating questions on youth and adult education relative to the four levels analyzed. She mentions the importance of evaluation at the value level, which in many instances is not included in those exercises.

Life in the forest in the 21st Century. Environmental education and education of youths and adults

TIMOTHY D. IRELAND

The author approaches the topic of youth and adult education from the perspective of the concepts of the right to education and the right to lifetime education. Taking as a primary basis the Hamburg Declaration, the author defends the need to understand the field of youth and adult education in its broadest sense, that is to say, as a way of transmitting and generating new knowledge, developing a critical and creative attitude towards accumulated knowledge and the socio-economic, cultural and environmental reality that one lives in. If this is so, the author asserts, then we must accept that the integration of environmental education into youth and adult education –in a tangible way and not as a symbolic form– is not an option but a necessity.

Reflections on citizen education: a glance from Latin America

ARLÉS CARUSO LARRAINCI

The notion of citizenship has been changing from the exclusive democracy of Ancient Greece, through the reworking of the concept in the Illustration. In Latin America the economic, political and social conditions that characterized the second half of the last century were radically modified in this century; the State was drastically reduced, politics were democratized and the inequality, poverty, migrations and exclusion were aggravated. The sign of our times is the diversity of identities that coexist in each territory, in conjunction with grave environmental deterioration. The citizen education that these new conditions demand should take into consideration the reconstruction of social fabric based on the formation of democratic values and an ethics in which the subject recognizes him/herself and recognizes diverse identities, is empowered and able to influence public policy and function as an interlocutor of the State.

Tambogrande: social participation and education

MARITA ORBEGOSO ÁLVAREZ

This article describes the struggle of the people of Tambogrande, in the province of Piura, Peru, to stop the operations of the Manhattan Minerals Corporation, a Canadian mining company, authorized by the government to exploit the mineral

deposits of this community. The Tambogrande Collective developed from the beginning, undertaking awareness raising activities among the population, as well as collecting and disseminating key information about the environmental and social impact of the company's activities in other mining areas, including a popular enquiry, mobilization and broadcasting the movement's aim in local, national and international media. The movement's leaders acted as popular educators in formal and informal educational spaces. The text recovers the relevance of rescuing the historical memory of the population, of peaceful activism and dialogue as valid resistance resources.

The concept of *letramento* and its pedagogical implications

VERA MASAGÃO RIBEIRO

Facing the enthusiasm that the role of literacy in individual development and modernization of societies enjoyed in the sixties, there emerges a position, based on research, which questions this stance. This standpoint considers a person's transformation does not come from written language acquisition, but from the use people make of this skill in different contexts. The term *letramento* was thus born, together with a questioning of school's teaching of reading and writing, which takes place apart from the use individuals give to these skills, not achieving the potential to apply these abilities in diverse contexts. The process of *letramento* is therefore understood as the appropriation of written language as a tool for thought and communication.

The meaning of literacy Dialogue with Amanda Toubes and Marta Marucco

Amanda Toubes and Marta Marucco are Argentine educators and researchers, whose trajectories date back several decades. In the dialogue with Marcela Kurlat, they recount how they started to be involved in the field of education, and especially in literacy. This text addresses critical issues related to literacy, such as the minor importance of the method and the negative perception that people in process of literacy have about themselves and their ability to learn. In this sense, it highlights the importance of teacher's role to create a climate of respect, trust and recognition of the person who is in process of literacy.

The story of Gabriel, between the school world and the newspapers world

MARCELA KURLAT

During her PhD research at UBA, Marcela Kurlat closely met Gabriel, a 40-year-old man who lives in a poor neighborhood of Buenos Aires and attends, since 2011, a literacy center operating in the area. The text exposes his difficulties to recognize his knowledge in reading and writing, embodying each day for his job (he is a newspaper deliveryman), the overrated academic knowledge, and a devalued perception of himself, regarding to his own learning ability.

Crime and punishment Police work or territory of philosophers, sociologists, politicians and educators?

JUAN MANUEL GUTIÉRREZ-VÁZQUEZ

The author reviews diverse conceptions of what a penitentiary system should be (place of isolation and punishment, institution devoted to rehabilitation and social re-adaptation, center for re-education or a critical and consciousness raising institution that truly liberates the criminal from his or her alienation and allows society to recognize its responsibility) and the educational implications in each of these cases. The author then proceeds to discuss the educational limitations inside of the prison system comparing these with those present in educational services on "the outside". In conclusion, the author examines the real likelihood of putting into practice the educational approaches discussed in the

first part of the article, concluding that the probabilities go down as educational goals are raised; that is to say the tendency in educational services is the same on the “inside” as on the “outside”.

Domestic laborers in Peru
Converging point between violence,
restrained access to education
and citizenship rights

TERESA OJEDA PARRA

Domestic labor in Peru has its roots in slave work during the colonial period. Domestic laborers live under circumstances of special vulnerability to gender violence, and this is related to the form and conditions in which they work. Most of them are young women migrating from the Andes region and are sheltered in their employer’s home. The circumstances in which domestic labor takes place (deprivation of their private lives, isolation) favor the violation of their rights, among them the right to education, and situate them at risk of becoming victims of all kinds of violence.

Museography with a migrant
community

GEORGIA MELVILLE

The focus of this article is the author’s experience of educational work with youths and adults from the indigenous locality of San Miguel Cuevas, Oaxaca, Mexico, in which museography was used to create ties and encourage dialogue between the population that resides in the United States (mainly in Fresno, California) and that which lives in their place of origin. The project consisted on forming two groups of youths, one in Oaxaca and another in California, which created a photographic record that was later organized and exhibited in both places along with written aid in Spanish, English and Mixtec and audio in Mixtec. Both exhibitions include 36 trilingual texts and 188 photographs. Along with the physical exhibitions themselves, a film was created in dvd format and played on large screens in both places.

About what the “zapatistas”
do not call intercultural
education

BRUNO BARONNET

The lands recovered by native and “Zapatista” farmers, lands which previous to 1994 had been in the hands of private landowners, have become the building ground for an education policy generated by organized communities in the autonomous municipalities. For over a decade in Las Cañadas de Ocosingo, Chiapas (Mexico), the Zapatistas have exercised self-government in education controlling the regional and communal elementary-school. The pedagogic practices combine knowledge and methods that are timely and pertinent from the standpoint of the actors “of agricultural and Mayan culture” that promote and maintain them on a daily basis through their direct participation.

Traducciones: Catherine R. Ettinger, Camilo Patiño Pérez,
Idalia López Castañeda, Lucía Rayas, Dora Benveniste
y Andrés Sebastián Besserer