
 A B S T R A C T S

**Rethinking Intercultural
Education in Latin America**

PATRICIA MEDINA MELGAREJO

The article reflects on the different meanings of interculturality, in the sense that its diverse meanings pertain to varied geographies and focuses, an aspect that has caused a certain amount of confusion, or the political displacement and neutralization of its potential action in the educational realm. In order to signal these paradoxes, two different cases are analyzed: the emergence of intercultural education as a product of the demand of native American people, and scholastic events where the notions of *culture*, *identity* and *difference* are ambiguous and imprecise. The text gives an account of how different social conditions (ethno-political, migration, gender, disabilities) are related to exclusion processes, historical-political differences and citizenship modes. The author argues the necessity of rethinking critical interculturality as a political-pedagogical movement that has a particular complexity in Latin America.

**Between Voices -
Between Cultures**

 Dialogic Authorship towards
Participation in the Public Realm

 SARAH CORONA BERKIN
MYRIAM REBECA PÉREZ DANIEL

A problem that is generally not discussed in intercultural education has to do with the naming of the “other”. In intercultural discourse, the “other” is always defined from the point of view of the writer, being inescapably defined as a stranger or a foreigner. The editorial project “Between voices” has tried to face this dilemma by proposing a specific authorship methodology for interculturality, in which the “other” —whoever it may be— defines him or herself from his or her own viewpoint, in the awareness that this definition will not only establish the terms on which he or she will be identified by others, but also the possibilities of participation in the public realm. This article presents the reflections that gave birth to the proposal and its configuration.

**Tearing Down Stereotypes
Patriotic School-acts from a Critical
Intercultural Perspective**

 RAÚL DÍAZ
CRISTINA VALDEZ

This article presents a critical, constructive and intercultural review regarding the relationship between the scholastic modes of representing and narrating the Argentinian national identity through the analysis of patriotic school events. The author argues that these events remain petrified in their forms, and despite the efforts to modernize them, they continue to be performed under monocultural, heterosexual and racist codes. With a non-essentialist use of the concepts of identity and representation, scholastic practices that perpetuate themselves and generate stereotypes are questioned in order to advance intercultural didactic proposals.

Intercultural Studies and Cultural Diversity

A Conceptual Proposal

GUNTHER DIETZ

LAURA SELENE MATEOS CORTÉS

YOLANDA JIMÉNEZ NARANJO

R. GUADALUPE MENDOZA ZUANY

After a brief contextualization of the origin of so-called Intercultural Studies and its relation to multiculturalism as a compound of social movements, in this article we propose to conceptually limit and define the notions of multiculturality, interculturality and diversity as they are currently being discussed in Latin America. In the second part of the article, a methodological model for conducting ethnographic research with an intercultural perspective is presented and developed. This model integrates a triadic and combined view towards diversity, difference and inequality.

About That Which “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.

Post-secondary Ethnic Education in Colombia

ELIZABETH CASTILLO GUZMÁN

In Colombia there are currently seven post-secondary programs dealing with training and research in ethnic education. They deal with a population of nearly 2,500 students, covering an area from ‘la Guajira’ to the Amazon region. Founded around 1995, there are five public and two private universities responsible for the Bachelor’s Degree in ethnic education. This article provides an account of the origin and development of post-secondary ethnic education, a field that emerged from ethnic struggles and social movements and was promoted by a pedagogical movement with an ethnic character that hopes to accomplish —in the medium and long term— its own reform in national education policy.

Towards an Intercultural Education in Mexico

Aspirations, Challenges and Gaps

ELIZABETH MARTÍNEZ BUENABAD

We cannot continue to visualize and deal with the migration of native populations from rural to urban areas exclusively as the “voluntary” response of “individuals” in search of economic improvement, because migration not only implies a physical, but also a cultural and linguistic displacement. Those are realities experienced in urban classrooms that educational research in Mexico has not yet incorporated into its agenda of priorities and should attend as soon as possible. The paradigm of intercultural education, proposed in Mexico in the year 2001, may be a way of achieving this. However, it is worth questioning whether it is enough to attend the demands of an ethnically diverse population.

**Tutored Interculturality
Indigenist Experiences from
Native Education in Brazil**

CRISTHIAN TEÓFILO DA SILVA

This article approaches two indigenist experiences in native intercultural education in contemporary Brazil. The cases presented regarding *Tapuio* and *Avá-canoeiro* indians will be analyzed in order to reflect on the interactions between the integrational indigenist perspective and the intercultural horizon foreseen in recent indigenist legislation. The article ends with suggestions for action and reflections that will assist in overcoming the inherited tutelage of the Brazilian indigenist perspective in the field of indigenous education.

**To be Trained as Educators
Implies Learning How to Think,
in Order to Teach How to
Think from the Perspective of
Diversity**

LILIANA KREMER

In this article the author raises a series of questions for educators about the certainties and linearities that characterize an educator's traditional training. The author signals the need for individual and group work in learning that makes the visualization, legitimization and dignification of diverse practices and contexts in which educators work possible. A tendency towards the training of teachers capable of questioning their own practices and sharing their thoughts is proposed, in order to build new practices that are more complex, rich and respectful of diversity, that trigger participation and generate new knowledge.

**The Making Process
of the Book:
Techniques and Activities for
Intercultural Education**

ANTONIO SALDÍVAR MORENO

The present article systematizes the making process of the book: *Techniques and Activities for Intercultural Education*. This material emerges as part of a theoretical and methodological construction experience by the Collective for an Intercultural Education in Chiapas, Mexico, and it shows the process through which the proposal was formed. The work proposes methodological criteria that give sense and meaning to the educational practice, serving as a basis for the creation of an intercultural pedagogy.

**An Intercultural Journey of
Knowledge in Dialogue
The Latin American Forum:
"Memory and Identity"**

NATALIA REBETEZ
NÉSTOR GANDUGLIA

Since 2004, the NGO "Signo" (with ample experience and work in Latin American oral traditions) has organized yearly the Latin American Intercultural Forum: "Memory and Identity". The article narrates the concepts that gave origin to this space whose purpose is to establish a dialogue from the perspective of each person's knowledge and to stimulate emotivity for learning and the emergence of new rationalities. The topics that have been discussed at each forum, as well as the level of participation and its importance for initiating new projects in different countries of the region are described.

The Role of Specialized Teachers in the Implementation of an Intercultural Education Proposal

ANA LAURA GALLARDO GUTIÉRREZ

This text aims to point out the importance that intercultural education can have today and its influence on the Mexican federal education system by means of the course “Native Language and Culture” taught at Middle-School level. With that purpose, the work dealing with content-design for the teaching of native language and culture in middle-school education is succinctly described through the curricular planning experience of the study programs native specialists designed. Some thoughts on curricular design in general and intercultural curricular design in particular are put forth.

Education and School Processes in Intercultural Spaces

ALICIA VILLA

SOFÍA THISTED

MARÍA ELENA MARTÍNEZ

MARÍA LAURA DIEZ

This article presents thoughts concerning the intercultural character of scholastic practices in Argentina. Taking as a starting point the recognition of different cultural settings linked to towns of origin, youth, women and migrants, the author describes an experience that took place at the Intercultural Education Directorate in the Province of Buenos Aires during 2007. The text gives an account of thoughts and epistemological standpoints on intercultural education, considering this experience relevant politically in terms of the visibility of some identities and the invisibility of others in societies that have been historically characterized by inequality.

Technical Pedagogic Advisors and Intercultural Education in Oaxaca, Mexico

Preliminaries to an Education

SONIA COMBONI SALINAS

JOSÉ MANUEL JUÁREZ NÚÑEZ

In countries like Mexico, with a great deal of social, cultural and ethnical heterogeneity, the recognition of diversity and equal rights accepted by the State has been the product of a long struggle by indigenous peoples. In education this struggle has meant the conformation of a school system founded on the knowledge, language and culture of these peoples. The text provides an evaluation of the government program for Technical Pedagogic Advisors, a program whose purpose is to advise educators who work from a bicultural and bilingual educational perspective on how to improve their practices and raise the quality of education in the native milieu.

Towards a Proposal for Intercultural Education in Agriculture School

MARÍA GUADALUPE DÍAZ TEPEPA

The article approaches the intercultural dimension as regards the articulation between agricultural and scholastic knowledge. The author highlights the tension that exists between different concepts of farm work on which the curricular designs of two educational modalities that operate in rural areas are founded, as well as the role assigned to the schools as agents for rural development. This article shows that this conflict is resolved during practical courses in agricultural school where the knowledge of farmers and local producers is articulated with the disciplinary knowledge of farming technology, constituting an alternative for developing interculturality in agricultural schools.