

Table of contents

<i>Analytical summary / Sumario analítico</i>	5-32
---	------

MONOGRAPH

EDUCATION AND DECOLONIALITY: CHALLENGES AND OPORTUNITIES

Vitor Hugo MENDES, Adecir POZZER and Elcio CECHETTI, <i>Presentation. Education and Decoloniality: Challenges and Possibilities</i>	35-40
Vitor Hugo MENDES, <i>Decolonial Turn and Education in the Latin American Context.....</i>	41-53
Adecir POZZER, <i>Research in education as a (self)-formative and decolonial experience of knowledge</i>	55-72
Karla Lucia BENTO and Lilian BLANCK DE OLIVEIRA, <i>Dialogues on education and interculturality - Educating for the world.....</i>	73-84
María Cecilia LEME GARCEZ and Suzan ALBERTON POZZER, <i>(De)coloniality of the idea of childhood in Latin American and Caribbean education</i>	85-95
Simone RODRIGUES BATISTA MENDES, <i>Decolonization and training of indigenous teachers: a think about scientific production in the Brazilian outlook</i>	97-109
Clovis Antonio BRIGHENTI, <i>Guarani cosmologies and school education: a study from the context of West Paraná.....</i>	III-123
Stephany PAIPILLA FERNÁNDEZ and Beleni SALÉTE GRANDO, <i>Taste education in rural Chiquitano communities on the Brazil-Bolivia border</i>	125-135
Ilka MIGLIO DE MESQUITA and Mirianne SANTOS DE ALMEIDA, <i>Black voices at the borders of coloniality: Pedagogy of (re)existence, a different way of (des) learning</i>	137-150
Cláudia BATTESTIN, Gustavo FAGET CABALLERO and Francisco Javier GÁRATE VERGARA, <i>Connections between Afro-descendant policies, curriculum and teaching from a decolonial and post-colonial perspective.....</i>	151-160
Josiane BELONI DE PAULA, Patrícia MAGALHÃES PINHEIRO and Elison Antonio PAIM, <i>Anti-racist education and decoloniality in Brazilian education: memories and experiences of Female teachers and male teachers.....</i>	161-173
José Mario MÉNDEZ MÉNDEZ, <i>Central American contributions to a decolonial pedagogy: María Isabel Carvajal and Berta Cáceres</i>	175-187

Dulcelene CECCATO, <i>Decolonize the education from the tópos of Earth and Collectivity in the thoughts of R. Kusch and A. Krenak</i>	189-202
Vitor Hugo MENDES and José María HERNÁNDEZ DÍAZ, <i>Education, poscolonial theory and decolonial perspective. Resonances in Spain and Portugal</i>	203-216
Nicolás PANOTTO, <i>Decolonizing secularization as an epistemic joint for the construction of other-knowledge: towards an (critical) intercultural education of religion</i>	217-230
Elcio CECCHETTI, <i>Decoloniality and religious education in Brazil</i>	231-245
Stefan SILBER, <i>Decolonizing theological education. Towards a decolonial transformation of European theology</i>	247-259

STUDIES

Raquel VÁZQUEZ RAMIL and Ángel Serafín PORTO UCHA, <i>Labaca Schools in A Coruña, an example of Manjonian pedagogy in a modernist building</i>	263-282
Emilio CRIADO RODRÍGUEZ, <i>Health as a social need in the origin of a school subject on hygiene in Spain: 19th and 20th centuries</i>	283-300
Álvaro NIETO RATERO, <i>The digital school press in the Central Region of Portugal and the Autonomous Community of Castilla and León in Spain (2008-2018). Analytical census</i>	301-320
Damián José PEZZENATI, <i>School Guidance Teams: Analysis of the perceptions of professionals about their operation</i>	321-333
Willy W. CHAMBI ZABAleta, <i>Policies of quality assurance of higher education in Bolivia: From the vanguard to the rear</i>	335-351
Cláudio RODRIGUES DA SILVA, <i>Academic readings in graduation: resonances on post-graduation in Brazil</i>	353-365

CREATIONS AND PEDAGOGICAL ESSAYS

Francisco CALVO GARCÍA, <i>A university teacher without a school graduate: an experience of post-Franco formal education, lived in the first person</i>	369-384
---	---------

REVIEWS.....	385-406
--------------	---------

NEWS.....	407-423
-----------	---------

ABOUT THE AUTHORS	425-434
-------------------------	---------