

## ANALITICAL SUMMARY

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### Decolonial Turn and Education in the Latin American Context

**ABSTRACT:** What has been called decolonial turn, constitutes today a movement of many expressions whose reception, in the most diverse areas of knowledge and social practices, has provoked an enormous multiplication of productions. These are distinct initiatives that have a very diversified profile: congresses, seminars, books, articles, manifestos, debates, etc. It is necessary to recognize that the decolonial proposal, like every emerging current of thought, is not immune to easy adherence (fad), nor is it the other side of the coin, to the critics who try to impugn it in block. Knowing that wheat and tares grow together, in order to move forward, when the time comes for the harvest, it is necessary to separate one from the other. In this sense, it is worth emphasizing that over two decades of intense work, the decolonial debate has demarcated a critical position vis-à-vis the post-colonial discussion. In light of these introductory issues, two questions seem unavoidable: What does the Latin American decolonial turn mean? What implications does it have for education in the context of Latin America and the Caribbean? In this paper, through a bibliographical study, we try to approach and answer these questions.

**KEY WORDS:** decolonial turn; education; Latin American context.

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### Research in education as a (self)-formative and decolonial experience of knowledge

**ABSTRACT:** The article is about research in Education as a (self)-formative and decolonial experience of knowledge, by the articulation of the scientific, social, cultural and

intersubjective dimensions in the production of knowledge in the field of Education. Considering the theses produced at the Post-Graduation Program in Education, of the Federal University of Santa Catarina (PPGE/UFSC), this work reflects how the adoption of certain epistemological and methodological perspectives characterizes a certain coloniality of knowledge, turning invisible the different rationalities and alterities. The theoretical and methodological assumptions of philosophical hermeneutics are assumed to reflect and elaborate interpretative arguments related to the theoretical and methodological choices that are made in the production of the theses at the aforementioned Post Graduation Program. The work finds that most researches reproduce the predominant logic of thought in the field of Education, with great incidence of critical-dialectical currents, insufficient, in our view, to break with the coloniality of knowledge from a Eurocentric and anglo-saxon perspective. However, some theses mobilize decolonial processes of knowledge by assuming Latin American epistemes and problematizing all the subalternizations that occurred historically in the formative processes.

KEY WORDS: research; education; decoloniality of knowledge; (self)-formation.

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## Dialogues on education and interculturality - Educating for the world

ABSTRACT: We bring an education perspective that, together with interculturality and decoloniality, allows to promote a dialogical coexistence in a complex, heterogeneous and diverse world. We assume that interculturality, as well as decoloniality, are, in themselves, transformative experiences. Its power resides in the elaboration of a critical conscience that understands the problems of the contexts of the own existence, impelling a solidary action in the reconstruction of the world. In this direction, to understand the hegemonic context of cultural socioeconomic imposition and the inequalities present in Latin America, we seek to reflect on its colonial roots, based on antialogical actions, taken as natural and often reinforced by educational practices that reproduce patterns of oppression and submission by different peoples. These reflections lead us to hope for other possible worlds based on the presence and experience of living / practicing interculturality and decoloniality.

KEY WORDS: interculturality; coloniality-decoloniality; dialogic actions; education.

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## **(De)coloniality of the idea of childhood in Latin American and Caribbean education**

**ABSTRACT:** The article aims to recognize the importance of the categories of childhood, child vulnerability and educational (de)coloniality and to present educational proposals in a decolonial perspective based on reflective readings born in the Latin American and Caribbean continent. Through bibliographic review and critical analysis, the authors highlight significant aspects of the history of childhood on the continent, before and after the arrival of the colonizers. It seeks to address the relationships woven by violence, vulnerabilities and inequalities in access and development, involving children in their different contexts, from childhood readings constructed by adults. In this sense, (de)colonizing the idea of childhood in Latin American and Caribbean education has the aim of promoting new perspectives in relation to children as a whole. A path of analysis to apprehend the birth and evolution of the idea of childhood, the marks of (de)coloniality and vulnerability that exist in it, is the review of institutionalized educational ideas and practices throughout history. In the case of Latin America and the Caribbean, this approach can be carried out by approaching the educational ideas and practices that emerged and / or imposed on the continent.

**KEY WORDS:** childhood; childhood vulnerability; education; decoloniality; Latin America.

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## **Decolonization and training of indigenous teachers: a think about scientific production in the Brazilian outlook**

**ABSTRACT:** The study mapped the knowledge produced in the period from 2010 to 2020 with the theme Decolonization and Educational background of Indigenous Teachers, a recent and necessary discussion. The research was carried out considering theses and dissertations defended in the Postgraduate Programs of Brazil (PPG), recorded in the database of the Coordination for the Improvement of Higher Education Personnel (CAPES) and as productions of papers published on sites such as: Google Academic and Scientific Electronic Library Online (ScieLO). After the collection, it was found a considerable production involving the thematic educational of indigenous teachers and decoloniality, research of extremely relevance, however the productions are surrounded by non-indigenous researchers. The knowledge produced by the indigenous researchers

has not yet gained space and status in the educational degree for indigenous teachers, even if they are great names. Regarding to the theme, it is understood that there is an intrinsic relationship between both issues, and the debate on teacher education is of utmost importance.

KEY WORDS: decolonization; training of indigenous teachers; scientific research.

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## Guarani cosmologies and school education: a study from the context of West Paraná

ABSTRACT: In this article we will analyze the relationship between the ideological foundations of the schools present in the tekoha kuêra (villages) Avá-Guarani with the cosmologies of this people. Our study focuses on the context of the Avá-Guarani people in the Brazilian region bordering Paraguay and Argentina. We will make use of bibliographical material about the Guarani, especially works that address mythological and educational themes collated with theories of indigenous history, as well as studies on Amerindian mythologies and how they are distinguished from Western ideologies by the complementary opposition. Schools are, par excellence, the space for the transmission and consolidation of the ideology of a given society. In the case of Guarani societies, schools are still in the process of being defined whether they will adopt their own perspectives of education or the western capitalist model. In this sense, the article analyzes the extent to which Guarani cosmological concepts are present and how the confrontation with Western society ideology occurs.

KEY WORDS: Guarani; school; colonialism; cosmology; education.

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## Taste education in rural Chiquitano communities on the Brazil-Bolivia border

ABSTRACT: Taste education of the Chiquitano communities, located on the border between the State of Mato Grosso (Brazil) and the Province of José Miguel de Velasco (Bolivia), is considered in relation to the education of the body for the indigenous people in Brazil. The methodology is based on qualitative research in education, focused on the

knowledge and capacities of the communities, and specifically on sensory ethnography and documentary research as methods for the collection and analysis of information. As results, it is found that the body-researcher is passed by the crossing of colonial borders; from an anticolonial approach, the scientific and universalist traditions on the senses, the blackouts in local history and food memory, and the decolonial positions to address various epistemologies on the taste experience, which in the Chiquitano case are linked to the relationship body, territory and spirit, are made visible. The role of the family in the formation of the Chiquitano taste and of the schools in the rural area in welcoming differences and facing social inequalities in the border context is highlighted.

KEY WORDS: epistemologies of taste experience; Chiquitanos; education of the body; anti-colonialism.

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## **Black voices at the borders of coloniality: Pedagogy of (re)existence, a different way of (des)learning**

ABSTRACT: This text is the result of dialogues with black and quilombola girls about the crossings of racism in life and learning experiences. It is important to show how children subjects of themselves and of their own stories, create other possibilities of life that cause a Pedagogy of (re)existence to emerge from the intersection between race and gender. To this end decolonial thought constitutes itself as an interpretative tool, chosen to problematize the colonizing ties that, for so long, (in)made visible knowledge, aesthetics, cultures, religions, ways of being and living, subalternizing subjects and spaces «other», non-European. What we weave here emerges from the intensity of an ethnographic immersion, of the senses, knowledge and do learned on the ground of an urban quilombo. In short, the exercise of sensitive listening allowed us to understand that in the black voices, girls and quilombolas, echoes senses and organic gestures of resistance that constitute what we call the Pedagogy of (re)existence – desire of existence, transformation, creation and ethics of oneself on the borders of coloniality. There is, here, another way of (dis)learning, of anti-racist education.

KEY WORDS: Pedagogy of (re)existence; Anti-racist education; Black voices; Quilombola girls.

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## Connections between Afro-descendant policies, curriculum and teaching from a decolonial and post-colonial perspective

**ABSTRACT:** With this article, we seek to bring into dialogue perspectives that allow establishing connections between the curriculum and the incorporation of the demands of the Afro-descendant political field in education. The objective is to analyze how a discursive practice is built from the various interactions ranging from social and power relations to cultural practices. We mainly use the contributions of political discourse analysis to problematize the notion of curriculum, through decolonial and postcolonial conceptual theoretical contributions. We also outline how the Afro-descendant political field is constituted in Latin America and the Caribbean from the perspective of demands and the subject's position. These statements allow us to reflect on the gaps that open up in education for thematization of decolonial perspectives.

**KEY WORDS:** policies; curriculum; decoloniality; Afro-descendant.

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## Anti-racist education and decoloniality in Brazilian education: memories and experiences of female teachers and male teachers

**ABSTRACT:** This article elucidates the urgency of debating and expanding anti-racist education in Brazilian society, given the reality we have experienced since colonization, extending to colonialities that encompass power, knowledge, being and nature (Quijano, 2005; Lugones, 2014), understanding racism as a cornerstone of coloniality (Quijano,

2010; Grosfoguel, 2019). Opting, then, for the transformation of a society on the path of decoloniality, through a propositional and decolonial pedagogy (Walsh, 2013), that is, that makes a denunciation and an advertisement (Freire, 1987), denouncing racism, which structure our society and announcing anti-racist educational resistance practices, which face and combat individual, institutional and structural racism (Almeida, 2018), maintaining the centrality of education in ethnic-racial relations at school. We will base this article on the reflections developed in the authors' doctoral research, both defended by the Graduate Program in Education at the Federal University of Santa Catarina (UFSC) in 2020, under the guidance of the article's author. In these academic works, we focus on listening to the narratives, voices (Ribeiro, 2017), memories and experiences (Benjamin, 2012) of teachers committed to the anti-racist struggle and, consequently, in a democratic, equitable and fraternal society.

**KEY WORDS:** anti-racist and decolonial education; resistances; memories and experiences.

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## Central American contributions to a decolonial pedagogy: María Isabel Carvajal and Berta Cáceres

**ABSTRACT:** Costa Rican María Isabel Carvajal and Honduran Berta Cáceres drew up, by means of their thought and their socio-educational practice, a pedagogical route that is characterized for dealing with Central American reality, social conflicts and community struggles. On this path of fidelity to the real, they understood education as liberating mediation and the educator as a companion of transformative processes. They showed us that educational processes are not neutral, since they embody options –sometimes painful–, affections, rejections and desires. These two Central American educators continue to bother those who resist social changes and continue to give hope to those who trust education as a mediation for the construction of a more just society.

**KEY WORDS:** María Isabel Carvajal; Berta Cáceres; decolonial pedagogy; Central America.

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## Decolonize the education from the tópos of Earth and Collectivity in the thoughts of R. Kusch and A. Krenak

**ABSTRACT:** This article presents a critical reflection on the paradigm of thought, language, and methods of South American philosophical production, interwoven with

Euro-Anglocentric epistemology which feeds into, perpetuates and innovates, contemporary coloniality. Though to the detriment of the *modus vivendi*, these themes and peculiarities encompass the different cultures of the Continent. For this purpose, I begin by discussing the hermeneutics of two elements considered to be original and lasting in the lives of South American people: the 'Earth' and the 'Collectiveness', also formulated with the term 'Estar' in place of 'Being'. Such concepts are examined philosophically through the works of Rodolfo Kusch and Ailton Krenak. Although belonging to different eras, the works of Kusch and Krenak collectively state that the earth and the collectiveness, with their ancestral meanings and legacies, form an irreducible and persistent resistance to westernization of marginal cultures. Based on the interpretation of this *tópos*: the earth and the collectiveness and their meanings, I critically discuss aspects of the current educational principles and the urgency to overcome the veiled colonialities that undermine its foundations. Furthermore, I try to recover the ethical and intercultural perspective of coexistence, both among peoples and with the constellations of living beings, as a counterpart to the source-usurping model imposed by the global market.

KEY WORDS: estar; collectiveness; Earth; decoloniality.

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## Education, poscolonial theory and decolonial perspective. Resonances in Spain and Portugal

ABSTRACT: Postcolonial theory and the decolonial perspective are increasingly frequent references in the current educational debate in different countries. Whether because they were 'colonizers' or because they were 'colonized', the colonial issue has become an unavoidable theme in the midst of a global debate that points to 'old' and 'new' colonialisms. While, to be consistent, we are all challenged to overcome any kind of 'colonialism' in education, it is possible that the postcolonial and decolonial are the prelude to changes that still need to be faced as a society. It is worth noting that, although Spain and Portugal were of fundamental importance in the colonial processes that began in the 15th century, for these countries, these issues, in the 21st century, continue to be a thorny, if not controversial, subject when it comes to confronting this past in the present. In the area of education, perhaps this issue is only just emerging in its various aspects, which makes this study all the more timely. In this paper, we attempt to examine, in an introductory way, how this discussion is being shaped in the educational sphere of Iberian countries.

KEY WORDS: education; post-colonial theory; decolonial perspective; Spain; Portugal.



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## **Decolonizing secularization as an epistemic joint for the construction of other-knowledge: towards an (critical) intercultural education of religion**

**ABSTRACT:** In this article we will analyze the approaches, contributions and limits of post/de-colonial theories on the idea of secularization, identifying a double paradox: the construction of a critical perspective on this category as the foundation of the modern-eurocentric-colonial scaffolding, but which still maintains a prejudiced approach to the religious world, functional to colonial epistemic logics. From here we will focus on the work of Subaltern Studies and its distinctive analysis of secularization as a way of subjugating religious identifications as instances of subaltern critique. From here, we will propose a scheme of religious critical intercultural education as a way to promote, from a pedagogical perspective, a subaltern and critical vision of and from the religious, as a way to overcome secularization as a reductionist framework of the concept of the religious and as a logic of epistemic power.

**KEY WORDS:** secularization; postcoloniality; Subaltern Studies; religious education; critical interculturality; epistemology.

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## **Decoloniality and religious education in Brazil**

**ABSTRACT:** Since the beginning of the euro-christian-centric colonizing project started in the 16th century, the religious influence in the sphere of public education is part of a set of strategies undertaken by some religious confessions that dispute hegemony in society. The result of this has been highly harmful to the school community, as the spread of discrimination, intolerance and racism has been affronting the human dignity of a significant portion of the population. This work aims to contextualize the creation and strengthening of the proposal for the epistemological and pedagogical transformation of Religious Education, recording its possible contributions to confronting discrimination, intolerance and racism at school. This work aims to contextualize the creation and strengthening of the proposal for the epistemological and pedagogical transformation of Religious Education, recording its possible contributions to confronting discrimination, intolerance and racism at school. In the second part, it presents and analyzes the epistemological and pedagogical foundations that underpin the Religious Education curriculum introduced in the Common National Curriculum Base (BNCC), highlighting its social function in the face of the pressing demand for recognition of religious diversity. The results show that Religious Education, as long as its doctrinal and proselytizing nature is overcome, can be a curricular component that promotes the

recognition of religious diversity and that contributes to confronting discrimination, intolerance and racism at school.

KEY WORDS: religious education; racism; intolerance; public school.

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## Decolonizing theological education. Towards a decolonial transformation of European theology

ABSTRACT: In the past, Christianity served to legitimize and expand colonial rule. If at present it intends to be used as a tool for decolonial liberation, it needs a profound and often painful transformation. Academic theological teaching wields a huge responsibility to support this process of transformation and decolonization. Emerging decolonial theologies around the globe can serve as examples and proof that this transformation is possible. To decolonize European theological teaching, it will be necessary to detect and deconstruct the coloniality of its discourses, concepts and epistemologies on the one hand (3.1) and its power structures and ways of using them on the other (3.2). It is necessary to pay attention to and accept the attitudes and acts of resistance that theology encounters in academia and in ecclesial practices (3.3). In addition, theological teaching needs to learn from theological alternatives that are produced in all parts of the world (3.4) so that it can contribute honestly to the decolonial liberation carried out by the previously colonized peoples.

KEY WORDS: theology; Bible; academic education; coloniality; decolonial turn; liberation.

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## Labaca Schools in A Coruña, an example of Manjonian pedagogy in a modernist building

ABSTRACT: Andrés Manjón was concerned about the education of the most disadvantaged persons. In 1889 he opened schools for the children of Sacromonte (Granada). His model quickly spread to other places in Spain. Many of them were sponsored by private initiative, like the Labaca Schools of A Coruña, funded by Labaca family in the vicinity of the port of A Coruña, to care for the children of working families. The

building was designed by Leoncio Bescansa Casares, outstanding architect of A Coruña modernism, and today it is still in use as CEIP Labaca. The aim of this article is to analyse the creation of a Manjonian school in the city of A Coruña in 1915, the peculiarities of its construction, and its maintenance in time as a public school, which constitutes both a testimony of the active school and a model of modernist building of great architectural interest. As sources, we have used primary documentation on the construction of the building, kept at the Municipal Archive of A Coruña, and registration documents and visiting books, guarded in the secretariat of the centre itself; press of the time, which give account about the school; and bibliography on the Manjonian pedagogy and the city of A Coruña in the first third of twentieth century.

**KEY WORDS:** Andrés Manjón; modernist architecture; Labaca Schools; Leoncio Bescansa; historical-educational heritage.

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## Health as a social need in the origin of a school subject on hygiene in Spain: 19th and 20th centuries

**ABSTRACT:** Between the 19th and 20th centuries, a school subject of health education was introduced and developed in Spain, the so-called subject of Hygiene: its origin and development were parallel to the health situation, with both educational and preventive objectives. Illness in the 19th century was considered by hygienist doctors to be the result of ignorance, misery and neglect, and this, together with the seriousness of the health situation in Spain, implied a pressing social need to apply an education that included the extension of practical and preventive notions of Hygiene, then defined as the art of preserving and improving health. The work covers a long period between 1870 and 1930, during which the subject of Hygiene existed at all times, and which was already established and introduced as a school subject at the end of the 19th century and compulsory in primary education at the beginning of the 20th century. The continuous presence of this subject in school curricula and the very large number of school textbooks on Hygiene corroborate the transcendence and implementation of this subject, since its origin invoked as a health and social necessity.

**KEY WORDS:** hygienism; Hygiene subject; school; health education; school textbooks.

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## The digital school press in the Central Region of Portugal and the Autonomous Community of Castilla and León in Spain (2008-2018). Analytical census

**ABSTRACT:** The proposal we present is aimed at building an analytical census of the digital school press between 2008 and 2018, in the Central Region of Portugal and the Autonomous Community of Castilla and León (Spain), focusing on ICT to work with this resource. The arrival of ICT in schools at the end of the 20th century and the beginning of the 21st century meant a change in the educational model, but also in habits and in the way of perceiving the world. The school press has not been unaffected by these changes, adapting from paper to new electronic formats, whether in PDF, ePUB and html. This work has a cross-border character, analysing the relevance of the digital school newspaper in the educational centres of these two geographical areas of the Iberian Peninsula. This will be carried out using a quantitative, non-experimental and descriptive methodology. The sample consisted of 1.197 schools, 234 of which had a digital school newspaper. The conclusion is that the digital version, although used by a number of schools, is not the majority in both the Central Region of Portugal and the Autonomous Community of Castilla and León (Spain).

**KEY WORDS:** school culture; ICT; press; school press; Portugal; Spain.

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## School Guidance Teams: Analysis of the perceptions of professionals about their operation

**ABSTRACT:** The high school is organized around various organizational spaces. Since the School Guidance Team is one of those spaces, it must articulate its functions with the other levels of the school structure. What happens with the appearance of EOE in educational institutions? How do education professionals perceive its functioning and the roles carried out by its members? How does the EOE develop its activities in a Private Management College and in a State Management College? This work tries to give answers to these questions, through the study and analysis in two educational institutions, one State and the other Private, about how the professionals of both organizations perceive the operation of the EOE. Through a methodological design of a descriptive and qualitative nature, where the priority instrument will be the semi-structured interview, with an interpretative and comparative nature, this study aims to answer the questions posed.

**KEY WORDS:** high school; School Guidance Teams; functioning; articulation; management.

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## **Policies of quality assurance of higher education in Bolivia: From the vanguard to the rear**

**ABSTRACT:** In the first five years of the 1990s, Bolivia was at the vanguard in the generation of public policies to ensure the quality of higher education, along with countries such as Argentina and Colombia; however, Bolivian policies did not materialize, thus leaving Bolivia as the only country in the region that does not have an accreditation agency for the quality of higher education. Other countries have consolidated their accreditation agencies, reaching and improving the quality of their university institutions and their academic programs. This paper attempts a description of the reasons that may have frustrated the Bolivian initiative, narrates the experiences of Argentina and Colombia, and closes by specifying what Bolivia can learn to make up for lost time.

**KEY WORDS:** Universities; Bolivia; quality assurance; accreditation.

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## **Academic readings in graduation: resonances on post-graduation in Brazil**

**ABSTRACT:** We report results based on studies involving Higher Education professors, aiming to present aspects of their standings on the question of readings of basic bibliographies of Courses by graduation students. We emphasize, in this article, notes of professors who establish relations between Graduation and Post-Graduation in relation to readings. This is an exploratory study, based on bibliographical and empirical data, surveyed especially through semi-structured interviews. The participators present diverse standings on this topic, perceived as one the key components and also one of the main challenges of academic-scientific formation nowadays. The readings are characterized as a controversial and urgent theme, because of its relations with the quality of both Graduation and Post-Graduation.

**KEY WORDS:** academic readings; graduation; post-graduation; quality.

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## **A university teacher without a school graduate: an experience of post-Franco formal education, lived in the first person**

**ABSTRACT:** The Spanish educational system has undergone important epistemological and structural changes during the last 70 years. At the end of the Franco dictatorship and during the first years of transition, violent practices at the physical level in the context of the school were progressively reduced. The educational model of the eighties and early nineties inherited violent practices at a psychological level, impact whose has not been well studied. With the first post-Franco educational law, a more inclusive pedagogical model began to be envisioned, in accordance with the social needs of the time and generator of second opportunities. This article deals with a real practical case, written in the first person, about the author's experiences as he passed through two opposing paradigms of the Spanish educational system between the eighties and the nineties. The objective is to reflect on the impact of psychological violence on academic performance in the first phase of schooling and, on the other hand, on how it was able to regain trust in the educational system based on the emotional ties established in a totally innovative pedagogical proposal. Finally, it reflects on some of the challenges that formal education need to consider in this historical moment.

**KEY WORDS:** formal education; violence; psychological violence; educational experience; social justice.