

Contributors

Lenin Valencia Arroyo is a Peruvian activist and researcher on educational and environmental issues. He obtained his BA in Sociology at the Pontifical Catholic University of Peru and since 2002 has been working on topics of higher education, development and inter-culturality. He has obtained an MA in development studies at the Institute of Social Studies (The Hague) and an MSc in Environmental Sciences at the Central European University (Budapest). Currently he is a researcher at the Peruvian Society of Environmental Law and professor in Peruvian universities.

Mieke Lopes Cardozo is currently employed as assistant professor at the Amsterdam Institute for Social Science Research of the University of Amsterdam. She is the coordinator of the “IS-Academie” co-funded research project of the University of Amsterdam and the Dutch Ministry of Foreign Affairs. Her work as lecturer and researcher is focused in the areas of Education and International Development, and more specifically on teacher agency, teacher education, critical and alternative forms of education and education in relation to conflict/peacebuilding.

Mike Cole is Professor in Education, University of East London, UK, and Emeritus Research Professor in Education and Equality, Bishop Grosseteste University, Lincoln, UK. His latest books are *Critical Race Theory and Education: A Marxist Response*, and *Racism and Education in the U.K. and the U.S.: Towards a Socialist Alternative* (both Palgrave Macmillan); *Education Equality and Human Rights* (3rd edition) (Routledge); and (with Curry Malott and John Elmore) *Teaching Marx: The Socialist Challenge* (Information Age Publishing). He is the co-author (with Sara C. Motta) of *Constructing Twenty-First Century Socialism in Latin America: The Role of Radical Education*, and the co-editor (also with Sara C. Motta) of *Education and Social Change in Latin America* (both Palgrave Macmillan, forthcoming).

Francisco Dominguez is Head of the Centre for Brazilian and Latin American Studies, Middlesex University. He has written extensively about contemporary Latin American affairs; his publications include: “Venezuela’s Opposition: Desperately Seeking to Overthrow Chávez,” in F. Dominguez, G. Lievesley and S. Ludlam (eds.), *Right-Wing Politics in the New Latin America* (2011); “The Latinamericanization of the Politics of Emancipation,” in G. Lievesley and S. Ludlam (eds.), *Reclaiming Latin America: Experiments in Radical Social Democracy* (2009); “Violence, the Left and the Creation of *Un Nuevo Chile*,” in W. Fowler and P. Lambert (eds.), *Political Violence and Identity in Latin America* (2008); “The Rise of the Private Sector in Cuba,” in A. Gray and A. Kapcia (eds.), *The Changing Dynamics of Cuban Civil Society* (2008); and F. Dominguez and M. Guedes de Oliveira (eds.), *Mercosur: Between Integration and Democracy* (2003).

Angela Martinez Dy is a poet, writer, teaching artist and radical cyberfeminist femmecece. An original member of isangmahal arts kollektive, seminal voice for the millennial Asian American spoken word movement, she later co-founded Youth Speaks Seattle and served as director from 2005 to 2009. She is the co-creator of the Sisters of Resistance blog (www.sistersofresistance.org). Raised in Seattle with her heart in Manila, Angela currently lives in the United Kingdom and is pursuing a PhD on intersectional entrepreneurship online.

Ana Margarida Esteves is a Portuguese-born scholar-activist who works with solidarity economy, participatory democracy and popular education. She holds a PhD and MA in Sociology from Brown University, an MSc in European Studies from the London School of Economics and a BA in International Relations from the Technical University of Lisbon. She is currently based at Tulane University, New Orleans. Besides, she collaborates with the solidarity economy movement in Brazil and the anti-austerity movement in Portugal. She is also a co-founder of “Interface: A Journal for and about Social Movements” and a member of its International SpokesCouncil.

Ivette Hernandez Santibañez is a PhD student at the Institute of Education of University of London with a Master’s in Education from University Autònoma of Barcelona. Her professional experience includes more than 17 years working in the educational sector in Chile in the context of poverty and social exclusion. She has taught courses on development and participation, and comparative education at postgraduate and undergraduate levels in Spain and in the United Kingdom. She has also served as a consultant and project

advisor for Workers' Commision (CCOO) in Spain and NGOs working with indigenous rural communities in Guatemala. Between 2005 and 2008 she was involved in the human rights research group at the Universidad Politecnica de Cataluña (UPC). She has recently finished her field study on the Chilean student movement. This research was co-supervised by the National Award of History Professor Gabriel Salazar at the Faculty of Philosophy and Humanities at the Universidad de Chile. Since 2011 she has been involved in the London Occupy Movement and Peoples' Assemblies Network.

Liam Kane is a lecturer in modern languages and adult education in the Centre for Open Studies in the University of Glasgow. He is author of *Popular Education and Social Change in Latin America* (Latin American Bureau) and an elected *conselheiro* of the Brazilian NGO FREPOP (Popular Education Forum for the West of São Paulo Region).

Jon. L. Mansell is a doctoral candidate at the University of Nottingham; his research relates to the concept of Displacement in International Theory, as well as the history of ideas, the relationship of Critical Theory to the Working Class and the Political Economy of Migration and De-Industrialisation in Europe.

Jennifer L. Martinez received her undergraduate degree from Stanford University and her doctoral degree from the School of Politics and International Relations at the University of Nottingham, UK. Her PhD thesis *Comites de Tierra Urbana (CTUs) and the "Right to the City"* won the 2011 British International Studies Association Michael Nicholson Thesis Prize. Jennifer is currently the executive director of a grassroots organization in California where she works on urban land and housing policy and immigration reform and continues to pursue research on global urban transformation

Sara C. Motta is Senior Lecturer in Politics at the University of Newcastle, NSW. Her research focus is the politics of subaltern resistance, with particular reference to Latin America and the reinvention of new forms of popular politics, political subjectivities and ways of life that seek to transcend neoliberal capitalism. This research has led her to explore the politics of knowledge and the linkages between knowledge, power and exclusion, as well as the ways in which new social movements are re-inventing democratic and participatory forms of knowledge creation that challenge the academic privilege of the academy. Methodologically she is therefore interested in developing movement relevant research and participatory research methods. As

part of this she is also interested in the pedagogy of dissent, and the use of popular education and critical education in and outside of the University in the forging of struggles and practices of social justice.

Thomas Muhr is Lecturer at the Institute of Politics and Development Research at Johannes Kepler University (JKU), Linz (Austria), and visiting fellow in global development in the School of Geographical Sciences, University of Bristol (UK). Thomas works on the political sociology and geographies of globalization, regionalisms and development, and the themes of democracy, security and education therein, with a focus on Latin America and the Caribbean and its international and global relations. He is author of the book *Venezuela and the ALBA: Counter-Hegemony, Geographies of Integration and Development, and Higher Education for All* (VDM/Akademikerverlag, 2011), and editor of *Counter-Globalization and Socialism in the 21st Century: The Bolivarian Alliance for the Peoples of Our America* (Routledge, 2013). Over the past two decades, Thomas has worked as a teacher, lecturer, researcher and consultant in diverse settings in Latin America and the Caribbean and Europe.

Glory Rigueros Saavedra is Visiting Fellow at the School of Gender Studies Faculty of Human Sciences, Universidad Nacional de Colombia. She is a rural sociologist and equalities specialist with a PhD in Development Studies, an MA in Rural Development and an MSc in Science and Technology Policy. She has taught at Imperial College and at South Bank University, London. Her experience of research spans the United Kingdom, Mexico and Colombia, where she is also a social and human rights activist with trade unions, rural communities, ethnic minorities and women's groups.

Index

- alienation, 55, 57, 64, 246
- alternatives, 1–12, 65, 67, 83, 90, 204, 217
- Anzaldúa, Gloria, 65, 67
- Barrio Pueblo Nuevo Alternative School (Venezuela), 147–9, 151, 153–4
- border-thinking, 33, 54, 96–7, 105
- capital relation, 55, 58
- capitalism
 - colonial, 7
 - crisis in, 261
 - neoliberal, 1–9, 61–7, 139, 261–9
 - patriarchal, 8–13
- Chávez, Hugo, 123–4, 139, 153, 158–60, 262–3
- Caracazo, 123, 141
- CEAAL (Latin American Council for Adult Education), 45–9, 86
- classes
 - popular, 5, 84, 99, 141, 204, 249
 - ruling, 111, 114
 - working, 3, 36, 37, 38, 39, 41, 43, 48, 56, 113, 139, 141, 148, 153, 262, 264
- Cole, Mike, 5, 6, 139, 158, 261
- Comité de Tierra Urbana (CTU), 59–68, 167–83
- community
 - academic, 224
 - activist, 148–9, 170, 265
 - agency, 59
 - center, 149
 - councils, 143, 146
 - development project, 43, 204, 211–2, 214, 258
 - dignity, 59
 - experience, 59
 - experimentation, 141
 - leaders, 82–3
 - organizer, 211
 - projects, 132
 - struggle, 13
 - vision, 151
- conscientization, 40, 75, 83, 149, 171, 250, 264
- counter-hegemonic
 - culture, 94, 96
 - educational struggle, 4
 - governance, 75
 - project, 96
 - institutions, 93
 - struggles, 5–7, 150–4
 - war-of-position, 71
- counter-hegemony, 37, 87, 91–6, 100, 244, 270
- critical
 - consciousness, 42
 - race theory, 142
 - reflection, 4, 145, 210
 - scholarship, 1–6, 91
 - theorist, 65
 - theory, 102, 269
 - thinking, 40, 47

- de Sousa Santos, Boaventura, 20,
29, 32, 242, 251, 258
- de-alienation, 56–8
- decolonizing
educational philosophy, 5
educational reform, 95–6
epistemology, 5
pedagogies, 10–12
- democracy
direct, 75–7, 93, 192–3
participatory, 3–7, 41–8, 59,
75–7, 127, 145–54
popular, 141, 159
revolutionary, 71–8, 87
social, 45, 76, 139, 188
- dialogue, 2–13, 17–8, 28–9, 31–2,
39–48, 54–7, 64–6, 75,
97–8, 218, 241–50, 254–5
- dialogical, 11, 19, 29, 41, 49, 205
see also monological
- Dussel, Enrique, 4, 13, 18–9, 27–9,
32, 33
- education
adult, 45–6, 49, 52, 269
banking, 40, 43, 149, 210, 242
formal, 7, 101, 133, 144, 145
ideology of, 84
informal, 49, 53
policy, 1, 79, 87, 90, 99, 112, 157,
158, 159, 186, 221, 224, 265
political, 48
popular, 2–7, 11–2, 17, 38–52,
53–4, 59–60, 64, 66, 74,
81, 144, 147, 149, 167–70,
172–4, 176, 178, 203–4,
209, 218, 245, 249–51, 256,
263–4
practice, 45, 176–8
Marxist, 40–2, 52
missions, 6, 47
neoliberal, 186, 191
radical, 53, 267
reform, 6, 91, 95, 97, 99, 100, 103
revolution, 72–3, 76, 78–9, 81,
84, 224
struggles, 4, 69
system, 7–8, 10, 72, 82–4, 91,
96–100, 109–10, 146, 185,
189–91, 199, 226, 229
- epistemology
decolonizing, 5
see also decolonizing
ethical, 28
indigenous, 5
see also indigenous epistemology
living, 65
- epistemological
margins, 30
politics of coloniality, 2, 7, 54,
65–6
practices, 4, 54, 64, 66–7
privileging, 18
worlds, 9
- erotic (the), 11–13, 63, 68
see also Audre Lorde
- Escuela Política de Mujeres Pazíficas,
4–5, 11, 59–63, 250–1
- ethical commitment, 30
- ethics
of politics, 196
- everyday
forms of resistance, 38, 62
life, 1–2, 8, 10–2, 17, 65, 148, 242
organisation, 191, 248
pedagogies, 2
see all pedagogies of everyday
life
religiosities, 56, 61–2
struggles, 12
- exteriority, 2, 18, 27, 30
- feminism, 245–56
- feminist
analysis, 38
organisation, 207, 212, 216
position, 247
- Freire, Paulo, 2, 17–8, 28–32, 38–44,
48–9, 54, 58, 66, 97–8, 103–
4, 149, 155–7, 170–1, 174,
203–5, 209–10
see also pedagogies

- gender
 equity, 221, 223, 230–1
 oppression, 9
 perspectives, 244
 relations, 257
 studies, 246, 251, 270
- governments(s)
 Bolivian, 89, 94–5, 100
 Colombian, 232, 240
 Left, 4, 12, 69, 188
 Neoliberal, 96
 Venezuelan, 47, 126, 154
- Gramsci, Antonio, 37, 41, 90–6,
 98–102, 107, 109–11, 121
- hegemonic
 agenda, 116
 culture, 98
 paradigm, 245
 practices, 242, 252
 projects, 111, 114
- hegemony, 37, 91–4, 101, 112, 139,
 142, 186, 199
- Hill, Dave, 261, 262
- Intercultural University of
 Nationalities and Indigenous
 People of Ecuador—
 “Amawtay Wasi” (UINPI)—
 education, 6, 108, 120
- indigenous
 cosmologies, 61
 history, 146
 knowledge, 84, 97, 98, 100, 116,
 118
 languages, 81
 movements, 6, 92, 95, 97, 101,
 108–11, 113–4, 115–6, 251
 peoples, 6, 37–8, 108, 119, 120,
 127, 140, 144, 149, 240, 247
 religions, 3
 rural communities, 269
 university (ies), 6, 106–9, 117, 119
- intellectual
 counter-hegemonic, 245
 elite, 254
 indigenous, 109
 non-indigenous, 109
 organic, 5, 37, 41, 43, 102, 145
 popular, 99, 102
 transformations, 6, 123
 vanguard, 3, 59
- internalised oppressions, 205–6
- knowledges
 abstract, 18, 29
 collective, 177
 disembodied, 18, 67
 ecology of, 242–6
 European, 20–1, 31
 immanent, 205, 208–10, 217
 indigenous, 84, 97–8, 117–8
see also indigenous
 politics (of), 1, 4, 11–2, 54, 58,
 64, 66–7, 97, 106, 242, 269
 popular, 39, 48, 176, 250
 theory (of), 40, 246
- La Pacha Mama (Mother Earth), 95
- Lefebvre, Henri, 167–8, 175–7,
 182, 202, 195
- liberation
 integral, 4, 62, 67
 theology, 3, 30, 37, 49, 61, 140,
 155
- literacy
 campaign, 73, 74, 78, 80, 81, 82,
 83, 84
 classes, 82
 education, 28
 European models of, 20
 method, 75, 81
 question of, 18
- Loorde, Audre, 11–3, 63, 68
- Mariátegui, José Carlos, 53, 112–3,
 121
- Marxism
 Autonomous, 38, 41
 Open, 4, 17, 38, 54, 57–60, 62,
 64–6, 121
 Orthodox, 41, 44, 54, 149

- Marxist
 analysis, 37
 perspective, 142, 153
 praxis, 55
 tradition, 4, 17, 53–5, 66
- mass intellectuality, 1, 12, 53, 59, 66
- Mesa Ampla Nacional Estudiantil (MANE or Nationwide Students' Platform), 227–30, 232, 236
- methodology
 of democratic practice, 8, 59, 62
 of integral and harmonic development, 205–6, 210
 popular education, 41–2, 44, 167–8, 170–2, 176–7, 179–81, 203
- Mignolo, Walter, 2–3, 7, 13, 18–21, 29, 33, 97, 105, 119, 121
- Mística, 61–3
- monological, 3, 11, 17, 19, 21, 25, 28–9, 60
see also dialogue, dialogical
- Motta, Sara, 17, 38, 46, 190–1, 196, 198–9, 200–2, 205, 207, 215, 219, 241, 258
- MST (Brazilian Rural Landless Workers), 4, 48, 59–61, 63, 173
- Neoliberal
 agenda, 185
 decentralization, 73, 79
 education, 186, 191
 ideas, 98
 model, 95, 101, 139, 199
 policies, 107
 reforms, 115, 187–8
- Nonviolence, 239, 244–5, 247, 248, 251–6
- Other, (the), 248, 19, 23, 28–9
- parallelism, 6, 141
- Participatory Action Research (PAR), 150
- pedagogical, 1, 2, 4, 8, 9, 10–12, 30, 53–9, 61–7, 83, 97–9, 100, 118, 146, 149, 203–5, 211–4, 245, 249, 253–4, 264–5
- pedagogies
 alternative, 89
 affective, 4, 9–10, 62–3, 67
 of the body, 63
 border, 203, 209, 217
 critical, 6–8, 18, 28, 53, 90–1, 97–8, 142, 146
 decolonising, 10–2
 embodied, 2–4, 11–2, 62–4, 67
 of everyday life
 Freirian, 17, 30
 of the oppressed, 2, 17, 39–41, 209
- Penguins Student Movement (Pinguinos), 8–9, 185
- Peruvian Intercultural University of the Amazon (UNIA), 6, 108
- Philosophy
 of Latin America, 18, 23–5, 27
 of Nuestra América, 18, 28
- political
 commitment, 39, 47, 249–51
 imagination, 1
 meaning, 208, 217
 movements, 113, 230
 parties, 37–8, 41–3, 48, 78, 82, 93, 112–3, 115–6, 126, 207, 228
 practices, 190, 242–5
 struggle, 57, 92, 110, 116, 196
 subject, 2, 67, 186, 191, 197–9, 243, 253
 subjectivities, 9–10, 186, 191, 199, 269
 transformation, 11, 55, 62, 91, 132, 264
- politics
 of coloniality, 4, 54, 64–6
 of difference, 195
 emancipatory, 17, 249

- of horizontalism, 187, 192, 195
- poetic, 256–7
- popular, 1, 4, 10–2, 54, 58, 60, 64, 172–4, 178, 191–2
- postcolonial, 5, 12, 33, 97, 105–7, 117–9, 265
 - see also* capitalism
- praxis, 1–2, 4, 11, 17, 30, 53–8, 60–6, 148, 178, 182, 187, 204–5
- race
 - hierarchies, 10
 - oppression, 206, 207
- revolution
 - Bolivarian, 6, 49, 136, 140–1, 143–6, 154–5, 172, 179
 - Nicaraguan, 37, 55
 - Penguins', 185–6, 188, 190–1, 193, 195–8, 199–200
 - silent, 247
 - Socialist, 113, 139, 141, 147, 155, 264
- revolutionary
 - education, 83, 147, 152
 - struggle(s), 12, 53
 - subject(s), 3 53–7
 - teachers, 148, 154–5, 264
- Rikowski, Glenn, 42, 52, 142, 152
- social movements, 1–4, 6–7, 12, 38, 43–4, 46, 53–4, 57–8, 65–6, 75, 92–7, 108–12, 116–18, 154, 187–8, 190–2, 200, 221, 227, 232–3, 268
- socialism
 - revolutionary, 7, 143, 152
 - twentieth-century, 3, 17
 - twenty-first-century, 3, 12, 37, 46, 53–4, 75, 139, 143, 262
- Solidarity Economy Movement of Brazil, 8, 203–4, 207–8, 210–11, 215–18
- space
 - lived, 167–8, 175–7, 179–80
 - of politics, 187, 192
 - urban, 167, 168
- state
 - capitalist, 12, 93, 132, 140–1, 142, 145, 262, 265
 - formation, 109, 111
 - institutions, 77, 82, 132, 168–9, 172, 174, 180, 243, 249
 - power, 75, 92
 - for revolution, 141, 157
- Structural Adjustment Programs (SAP) 115, 120, 187, 261
- subaltern
 - communities, 60
 - subjectivities, 62, 247
 - women, 10–1, 245, 253
- systematization, 8, 59, 66, 242–3
- teacher
 - education, 80, 90, 93, 98, 100
 - student relations, 97
 - training, 5, 12, 90
 - unions, 82–3, 102
- Universidad de la Tierra, 4, 58, 59, 60, 61, 62, 63