Brusilovsky, Silvia y Cabrera, María Eugenia  

Democratic principles in adult education: its metamorphosis in the nineties

This article pertains to the changes undergone by some of the principles of democratic and popular education for youths and adults that were resignified from a New Right perspective. Following a brief reference to the educational situation of adults and youths, we analyze various educational policy decisions that are related to their school education, with the intention of showing the following changes in signification: a) the passage from decentralization construed as autonomy and distribution of power to hierarchical forms of decentralization; b) the conversion of the concept of flexibility (construed as suitability to needs and living conditions) into deregulation and mercantilization of education (due to privatization of supply and its dependence on demand) or into assistential practices; c) the transformation of teacher autonomy (construed as the power to participate in and decide on central issues in their work as well as to appraise and have a bearing on political and educational decisions) into the limitations of real autonomy due to the teachers converging into executors of centrally determined decisions.

Rivas Flores, José Ignacio

Research on education in times of globalization: the swan song?

Has educational research contributed in any sense to the improvement of education? Taking this question as our starting point, we appraise the incidence of neoliberal policies on educational research on two conceptual areas: the political instrumentation and the revision of the paradigms. Our conclusions suggest that pedagogical practices and research are moving away each other, as can be observed from the three areas of analysis considered: The educative policy, aiming for the validation of the educative reforms in progress; the educational research, increas-
ingly dependent on the market society and the necessity to legitimize the political actions; and the educational practices, facing a change of values in the social and cultural daily life. Some proposals for change are considered from an epistemological, social and political appreciation of the research.

Vior, Susana E.

**The educational policy since the 90’s**

In this work it is proposed to analyze the educacional policies set in the nineties and their consequences. It reinstates the objections made during the debates of the Federal Law: the assignment of a subsidiary, assistant role appointed to the State —as a control and assessment agency— the modification of the system structure, and the consequent disappearance of the high schooling.

These policies look joined with the economic, social and cultural change which led the country into its worst crisis in history, through the restructurering of the State, the distribution of the national revenue, the employment level, the type and amount of investment in education, science and technology.

The process is analyzed in which the proposals of democratization were replaced by talks of “equity”, “quality”, effectiveness” and “efficiency” by means of the legislation agreed with the international institutions. The Transfers Law (1991), the Education Federal Law (1993) and some lower level norms (decrees, ministries’ resolutions, letters) conveyed, almost without any distortions, this political project. The decentralization of expenditure and the centralization of income were stressed, hindering a fair distribution of revenue between the Nation and Provinces.

The disappearance of high school is pointed as one of the rules which brought the most troublesome pedagogic and social consequences, due to fewer yearly courses, voiding of scientific and humanistic content and the loss of one of its traditional aims: the preparation for a successful entrance to university schooling.

Quantitative results are shown. Common situations related to ways of exerting power, intercourse between the Nation and Provinces, governance of the educational system and the institutions, and responsibilities appointed to the State, are identified. Last, paths of continuity with current policies are remarked.
Teaching practice and teaching and learning strategies

This paper is intended to analyse teaching practices in the 7th Grade, EGB Cycle, and to suggest clues for the reformulation of teaching and learning strategies to improve the learning quality in handicapped social groups.

Suggesting teaching and learning strategies towards this objective involves taking into account the diversity in terms of personal and cultural differences. If the ways of thinking, feeling and behaving of the different social groups are not considered, it will be difficult for those from diverse cultural environment to share and develop significant learning processes. In this way, the strategies to change teaching practices should involve a more integrated perspective which makes up for the segmentation it implies.

Thus, it is necessary to consider relatively autonomous institutional spaces which are present in the way of operating a socio-cognitive diagnosis, in the curriculum as a scenario of contradictions and how teachers carry it out as well as its relationship with the community context.

The way teachers reflect upon their teaching practices in institutional workshops in a night high school

This work presents some preliminary results of the ongoing research “Institutional Workshops as a means of analysis of teaching practices in a night high school”, which is being carried out in the Comahue National University and which takes as a starting point an extension project carried out in the same school in the city of Viedma (Río Negro).

The students who attend this school come from different socio-cultural contexts and have previously suffered school failure. These peculiarities seem to affect the teachers’ representations about themselves, about their representations with respect to their profession and about the importance they assign to their function.
From a qualitative perspective, our approach makes it possible to rescue the singularities, the significations and the symbolizations put at stake by each member of the teaching staff in the institutional workshops.

The process of construction of knowledge is based on and refers to the critical and coherent recovery and integration of all the representations and knowledge educators display during the interchange which takes place in these workshops.

Caye, María Marta y Zandrino, Elena

The provincial law of education: analysis of the different views of political and trade union associations

This work aims at looking into the resistance of the different social and political groups and trade unions to the educational policies imposed by the provincial government in the 90s. This decade is characterized by a series of measures by the provincial educational authorities: closing of modalidades and school classes, increase of the number of students in a class, frozen salaries, leave and post restrictions, changes in the Statute of the Worker of Education (Estatuto del Trabajador de la Educación), imposition of courses to bring teachers round to the educational reform. This transformation was imposed by International Financial Organizations and met varied opposition from teacher unions and political movements.

Despite this strategy of persuasion and break of the popular field used by governments, it is necessary to recover the voices which were heard defying the model of imposition, opposed to it by reporting as well as generating collective actions, used different strategies so that their voices could be heard, newspapers and unions reports, assemblies, visits to schools, among others.

The aim of the work is the recovery of the different views held by the different political and social groups at the time of the passing of the Provincial Law of Education.
Dominguez, Marcela

The leading role of powerful local groups in the origins of the public educational system in the Pampa Central Territory (1900-1920)

This work proposes rebuilding aspects of the establishment and development of schools in the town of Macachin and, in this process try to recover the social traits of that process understanding that it can be representative of the particularities that the construction of the educational system assumed in the Pampa Central. The extract of the last two decades corresponds to the “foundational period” of the educational system in the Territory, at the end of which the educational institutions obtain a relatively stable functioning.

Methodologically speaking, the small scale approach is the option chosen; in the attempt to recover particular situations, ways in which individuals and groups produce the social work through adaptation and conflict relationships. This work retrieves some of the strategies that the local social subjects develop to satisfy the educational needs in a time when the state presence did not exercise an effective control, outstanding characteristics of a “frontier area” as the one analyzed.

The sources used are: journalistic publications, inspection reports, historical books, pupils reports, official certificates of the two exciting schools in the town at the beginnings of XX century.

Losso, Mariela

The right to education. A study on the regional educational unfairness in Rio Negro

The work expose some results of the analysis makes envelope population, sociodemographic dynamics, standard of living and possibilities of acceding to the education in different regions of Río Negro (1991-2001). Present a general description of the context and a comparison between the provincial regions; its made about secondary sources such as the National Censuses of Population, Homes and Houses 1991 and 2001, surveys realized by the DINIECE and results of previous investigations. The secondary data analysis is complemented with the data obtained through surveys and semi structured interviews realized to different social actors from the province. In April of 2006, the land work
was developed in the Región Sur, crossing the localities of Pilcaniyeu, Comallo, Jacobacci, Maquinchao, Los Menudos and Sierra Colorada. From this corpus of data a synthesis was obtained on the particularities of the studied region; the results focalize the relation between the global economic processes, the educative policies implemented and their influence in the regional educational inequalities.

Vassiliades, Alejandro

Social regulation, governance and educational policies between focusing and heterodoxy: the integral programme proposal for educational equality

This article intends to analyse the “Programa Integral para la Igualdad Educativa” (Integral Program for Educational Equality) developed by Argentinian Ministry of Education as from 2004 and directed to people in major social exclusion conditions. This program seems to include some distinctive notes in relation to characteristics of the traditional focused policies of the 90s in Argentina, although some of them prevail and therefore could allow us to name it as “heterodox”. We aim to analyse these continuities and changes from a structural perspective in order to understand the different economical and political aspects that cross recent educational reforms in Latin America. We are interested in reflecting on the place of education in the new forms of social regulation that were built in the last years, focusing on the new role that schooling plays in relation to governability, disciplining poverty and controlling social risk and conflict in excluding societies.

Zibbechi, Carla

The public university: a place where short term perspective remains. An analysis centered in the perceptions and experiences of students and young professionals

During the nineties, Argentina experienced a set of structural reforms whose effects increased the inequality, the unemployment rates and the precarious employment. Furthermore, the Argentine university did not escape of this type of policy, because the neoliberal consensus deline-
ated a reformist agenda in superior education. These deep transformations constitute a mayor reference for those trying to explore the perceptions and identities of the students, fundamental agents of the university community. How do students perceive their professional future? What sense do they attach to representations concerning labor future perspectives? What meaning do they assign to the university they belong to against “others” schools (students of private universities)? These are some of the questions that will guide this article, which consists in a qualitative approach centered in the perceptions and experiences of students and graduates of the University of Buenos Aires and other private universities.

Roseti, Laura; González, María; Regueira, Inés y Adem, Adriana

**Academic reading comprehension and the influence of media discourse**

The objective of this study is to analyze whether the strong intervention of media discourse represents an obstacle in academic reading comprehension. After analyzing the features involved in the reading comprehension process, we introduced the reading model in a foreign language developed by Spath Hirchmann (2000) for the English Chair, Modern Languages, School of Philosophy and Letters UBA. This model includes cognitive, linguistic, pedagogic and cultural areas. We analyzed the textual reconstructions done by our students in a reading comprehension exam due to unexpected results: central concepts of the text had not been included. We then analyzed the possible interference with discursive levels in media. The results of this analysis indicated that media discourse exerted influence on inexperienced readers that detracted their attention from the macrostructure. We confirmed that the treatment given by the press to certain topics transforms these facts into a *discursive event* (Jäger, 2003, p. 82). We concluded with some considerations regarding how collective images can affect reading comprehension processes and the hierarchical organization of concepts, especially in those readers with little experience or scarce instruction in strategic reading.