

Carlos Núñez
*Popular education:
An overview*

This article begins with a brief history of popular education, beginning with its background in social demonstrations in the 19th century and in pedagogical theories in the 20th century. Important influences on the development of this approach in popular education were the Cuban Revolution, the Second Vatican Council, Latin American dictatorships, and the experiences of ecclesiastical communities. The author states that the popular education approach is primarily pedagogical and involves both thought and action. It has been applied in popular social sectors and has aimed at raising and transforming consciousness. The “essential” elements of popular education identified by the author are: its ethical position, its epistemological framework, its foundation in a critical and participative pedagogy that is democratic and democratizing, and finally its policy of liberation. This article ends with the author’s thoughts on the prevalence of this approach in popular education.

Fernando Cardenal
Popular and ethical education

Beginning with a criticism of neo-liberal concepts of education, the author recommends recovering those values that are part of our civilization’s patrimony, and without which the survival of the human race is at risk. This article emphasizes the importance of popular education’s role in the transmission of these values, and discusses each value specifically.

Frei Betto
Challenges in popular education

From the context of the Brazilian experience, and based on his conversations with Paulo Freire, the author describes the challenges facing popular education today: the de-historization of time, which has led to cyclic thinking; new paradigms, which require that new subjects be incorporated into adult education, and that new criteria be defined for alliances with other social actors; the need to include criticism and self-criticism in educational practice; the anachronistic character of formal education; the large sectors of the population who are socially excluded and barely able to survive; and finally the introduction of feelings and emotions into the practice of education.

Alípio Casali
*Popular education's ethical
references*

In view of widespread social and economic inequality, there is an ethical obligation to change the world order in order to allow the full development of humanity. The basic role of education, in this context, consists in promoting the development of human beings as individuals both in respect to their material and their sensitive

development. This article proposes a critical set of ethical guidelines to encourage the use of shared approaches in education and popular development. In addition it proposes some epistemological and ethical criteria to be used to evaluate common projects in popular education.

Raúl Leis
*Human rights in popular
education, and the
development of a
democratic individual*

Recognizing the progress of democracy in Latin America, along with a political culture which is still rudimentary, the author proposes that popular education take on a focus on human rights. This focus will lead to the creation of “high density citizenship”, which will combine political and socio-economic citizenship. The pedagogical approach must be comprehensive and participative, and it must incorporate topics that are seldom included in education programs, such as gender, diversity and environmental problems, among others.

Juan Díaz Bordenave
*The arch method:
A method of education
for inquiry*

This article describes an educational experience with peasants in Paraguay, in order to demonstrate the individual and socio-cultural consequences of three different types of pedagogy: the pedagogy of transmission, the pedagogy of behaviorism, and the pedagogy of inquiry. The author describes the “arch method” in popular education, which starts and ends with concrete action for adults, and aims at transforming their situation. The feasibility of the application of this method is demonstrated in several formal and informal educational examples with adults.

Gabriel Kaplún
*Four ideas for the
democratization
of communication*

The author presents four ideas about communication: The first is that language excludes «the other», the one to which the right to speak is denied. The second idea relates to the barrier created by the media, which uses language that denies and undervalues the language of common usage. In discussing the third idea, the author recommends democratizing the media, to allow participation of “the other”. The fourth idea is that communication is not limited to the media, and that it is imperative to recognize and democratize all communication spaces, so as to democratize everyday life.

Cecilia Fernández and
Ana Luisa Barajas
*A School
for community promoters*

This paper describes the experience of peasant women promoters’ (“promotoras”) in Michoacán. It begins by recognizing gender inequity and the need to offer informal educational opportunities to peasant women, both youth and adults. The methodology that was used is described, as well as the way this experience helped the participants to recognize and fight for their individual rights and for the rights of their families, groups, and community.

Traducción: *Dora Bemeniste Levy*
Corrección de estilo: *Susan Murty*