

Maripaz Valenzuela
Reflections on Educations.
Adult and Youth Migrant
Workers

This article deals with the lack of educational opportunities for the great majority of Latin Americans who migrate to the United States. This migratory flow represents the largest contingency of migrants in Latin America. This article reflects upon the great challenges Latin American migration poses noting that schools need to offer alternatives to youth for personal and community development. A diverse educational offering is also needed to attend the diversity of migrants. It is considered important to strengthen of the non-formal educational mode as well as to revise the pertinence of concepts related to intercultural and bilingual education. Finally, the diverse conditions and situations of the migrants must be considered a part of the context and field of educational intervention in order to transform realities.

Jorge Martínez Pizarro y
Corina Courtis
International Migration of
Latin American Population.
Notes on Research,
Education and
Governability

This article presents the general background of the evolution of the characteristics and of migratory patterns in the population of Latin America. Some outstanding traits and the perceptions they invoke that have caught the attention of specialists in the last few years are explored; the particularities that migration adopts are explored as well as the underlying problems. A central point concerns the need to do research and to form specialists in the vast field of migration faced with the complex nature of the phenomenon and the profound consequences that it brings to the multiple actors involved. The article attempts to show the multidimensional character of migration and the way in which it challenges the production of knowledge and the need to educate many sectors. Also, it emphasizes the fact that it is necessary to encourage sufficient knowledge of migration and its consequences in order to facilitate adequate decision making that is respectful of human rights.

Irma M. Olmedo
"Today We March,
Tomorrow we Vote"
The Role of Teachers in
Demonstrations in Favor
of Immigrants

This article examines educational dimensions of recent immigrant rights' mobilizations in the United States by exploring the activities of teachers to address the controversies in their classrooms. Teachers in Chicago schools were interviewed about the projects, activities, and lessons they undertook in relation to immigration and the immigrant rights mobilizations of 2006. A typology of teachers was developed based on the rationales they provided for organizing classroom projects to address these issues. The typology included the following: teacher as curriculum developer, as anthropologist/ethnographer, as citizenship educator, as psychologist and as socio/political activist. A holistic/integrated orientation that characterized instruction in one school is described to demonstrate what is possible when teachers collaborate with other teachers led by supportive administrators to address controversial issues in the classroom while engaging students in their communities.

Hugo Ángeles Cruz
The Situation of
Guatemalan Agricultural
Workers along the
Southern Border of
Mexico

Along the southern border of Mexico there are different international migratory flows of workers who arrive to work in the area or with the intention of crossing Mexico to enter the United States. Among the more traditional flows of workers who come as temporary or seasonal labor, there is this a group of Guatemalan agricultural workers who, since the end of the nineteenth century, have been working in the state of Chiapas in activities related to the growth and harvesting of agricultural products, an activity that has allowed for the economic development of some regions such as Soconusco. An important percentage of this migration is composed of family groups, in which women, boys, girls and teenagers play a significant part. This migrant population suffers precarious work conditions and lacks access to education and health care. However, to date no existing programs attend to the needs of this group in spite of the fact that binational governmental commissions have been formed to deal with this problem.

Victoria Quiroz Becerra
Collective Action as a
Process of Learning and
Integration. The Mexican
Associations in New York

This essay examines the work of associations of Mexicans in New York in order to understand the role they play in the learning process and in the integration of the Mexican community in the life of the city. The associations provide basic services that serve as tools for the integration of Mexicans into the daily life of New York. Also, they carry out cultural activities through which the Mexican community creates spaces and gains visibility in the city of the skyscrapers. Finally, the associations are key pieces in the civic insertion of the Mexican community in New York. This reflection is based on field work in course carried out in the Mexican community of New York.

Fernando Frochtengarten
Education for Adult
Migrants. The Experience
of an Urban Teacher

The author reflects on his experience as an educator of youth and adults in the city of Sao Paulo. He examines the experience of having lived all his life in this metropolis while most of his students are from rural communities. This article considers the displacement of working students as transit among diverse cultural modes. He suggests that a prolonged experience of sharing with migrant students can generate in the educator an experience of defamiliarization with the city and forms of knowledge until then familiar to him. On discussing some modalities of the relationship between scholastic knowledge and popular culture, the author proposes that a transformation in the perspective of the educator on the world in which he lives comes from scholastic situations equally transforming from the perspective of the migrant students: circumstances which encourage the unification of experiences and knowledge in a general commitment to culture.

Maripaz Valenzuela
Community Centers in
Los Angeles, California

This article presents the results of research carried out in 2006 in eleven community centers of the Mexican Instituto Nacional de Educación de Adulto (INEA-CONEVyT). The material for this analysis was gathered through interviews carried out among coordinators, teachers and students in the centers over a period of two weeks. In this article the intention is to explain how the courses are organized and financed as well as to what is taught, who the educators are, who attends and what use learning is put to. Various problems with the study are discussed, as are the difficulties in the functioning of the centers within the context of the city of Los Angeles. The author recognizes that the community centers have perspectives of growth because they offer basic education needed in order to attain better living and work conditions for Mexican and Latino immigrants and that they open a space for integration into American society.

Gustavo López Castro
Migration, Women and
Emotional Health

This article explores the relationship between migration and emotional well-being through the study of migrant communities in Northeastern Michoacán in Western Mexico. International migration is recognized as one of the main factors in the deterioration of physical and mental health, a topic rarely dealt with in the ample literature on migration. The text provides statistics comparing the incidence of anxiety and depression in the communities studied with the national averages, arguing the importance of this problem in women who stay in Mexico to wait for their husbands. These women must undertake new responsibilities including the administration of remittances, the education of their children, the care of fields and farm animals, faced at the same time with the uncertainty of their spouse's return and fidelity. The article describes two workshops carried out among the wives of migrant workers, noting the lack of attention to this problem on the part of public health institutions and the benefits of the activities for the women who participate.

Teresa Rojas Rangel
Social Exclusion and
Educational Inequity in
Migrant Agricultural
Workers in Mexico

Migrant workers make up an important sector of the national economy in Mexico, yet, they are outside of the system of social benefits and protection and inserted into transgenerational reproduction mechanisms that keep them under the logic of domination and exploitation. The social exclusion and educational inequality that migrant agricultural workers and their children suffer is a reality with profound economic, political, legal, social and cultural implications and their consequences challenge basic principals of equality and social justice that should be present in any society that considers itself democratic and inclusive. It is important not only to make this reality visible, but also to carry out radical distributive activities in order to destroy this framework that thousands of men, women and children whose only possession is their invaluable work force and their dreams that some day they will be treated as human beings are tied to.