

A B S T R A C T S

**Educating to be able to create
Eco-Viable Worlds. Nine Keys**

JORGE RIVAS

In the context of the serious environmental deterioration in which the whole world finds itself, civic education without environmental education cannot be conceived of, nor should it be considered that only some sectors of the population “need” that education, given that it pertains to all of us. The pertinence of all civic education depends upon whether it effectively helps us create what the author calls “eco-viable worlds”, for which he proposes nine keys: learn how to be able to create; learn how to remain receptive to natural processes; learn how to trust in others; learn how to be open to happenings; learn how to live calm and happy; learn how to live healthy; learn how to establish a relationship with energy; learn how to become aware of that which we are unaware of; learn how to appoint and dismiss.

**Life in the Forest in the 21st
Century. Environmental
Education and Education of
Youths and Adults**

TIMOTHY D. IRELAND

The author approaches the topic of youth and adult education from the perspective of the concepts of the right to education and the right to lifetime education. Taking as a primary basis the Hamburg Declaration, the author defends the need to understand the field of youth and adult education in its broadest sense, that is to say, as a way of transmitting and generating new knowledge, developing a critical and creative attitude towards accumulated knowledge and the socioeconomic, cultural and environmental reality that one lives in. If this is so, the author asserts, then we must accept that the integration of environmental education into youth and adult education –in a tangible way and not as a symbolic form– is not an option but a necessity.

**“Interculturalness”, Education
and Borders. Rethinking
“Other” Ways from the Border
of Ecuador and Colombia**

LUCY SANTACRUZ BENAVIDES

The borders between countries are artificial limits that often divide territories occupied by ancestral peoples and cultures, strangers to those divisions. The article focuses on the case of the border between Ecuador and Colombia. The author reflects on what she calls “border interculturalness”. In the region studied, which is subject to all kinds of military, political, economic and cultural pressures, on both sides of the border indigenous and afro organizations begin to emerge that struggle for the recognition and respect of their cultures and defend an education of their own that has become a space for ethnical reaffirmation, where economic, social, political and environmental alternatives are given life.

**Long Distance Education in
Basic Education for Adults.
Search and perspectives**

ALFONSINA DEL RÍO

This work reports the advances and actions carried out during the Semi-presential and Long Distance Education Seminar, part of the Postdegree of Academic Actualization for teachers in Basic General Education of the Special Regime for Adults. The purpose of the course consisted in exploring the potentialities and viabilities of long distance and/or semi-presential modes for students looking to complete basic education, who for different reasons are not able to fulfill the presential modes' requirement in current education proposals.

**Catalogue of Learning Activities
in Adult Education**

J.M. GUTIÉRREZ-VÁZQUEZ

This article, compiled by the author about two years ago, gathers in a few pages his vast experience in adult education. The text is presented as a list of activities that are offered to those who teach as well as those who are in charge of the design of educational material. With that structure, proposing teaching methods is avoided and on the other hand the creativity of the user is relied upon. The sections into which the catalogue is organized include: verbal activities; non-verbal activities; observational activities; experimental and object and event manipulation activities; model-elaboration-and-use activities and social activities. As the author himself warns in the introduction, the longest list is the first one, the "verbal activities" one, given his particular concern for reading and writing. As many other works of this article's author, the "catalogue" is a meticulous product during the course of which, in a puzzle-like manner, he gathered and organized the activities listed here.

**Technological Appropriation,
Nourishment and Gender**

LUIS ARTURO ÁVILA MELÉNDEZ
ESTANISLAO MARTÍNEZ BRAVO
PEDRO QUINTO DIEZ

Deforestation in the rural areas of Michoacán, Mexico, has brought about the scarcity of lumber, which is the only resource available for cooking in those regions. The need to reduce the need for exploitation of the forest has led to the development of diverse technologies like the solar stove. This article presents the experience of the Interdisciplinary Research Center for Regional Integral Development (CIIDIR) in Michoacán, (part of the Instituto Politécnico Nacional) (IPN), in a workshop carried out in the town of Patamban. The workshop was organized to build solar stoves, which allowed for the appropriation of the technology on the part of the participants, as well as the modification of technical and aesthetic aspects of the stoves.

**Environmental Training
Experiences in Fishing
Communities of the North-
Central Region of Cuba**

MARÍA ELENA PERDOMO LÓPEZ
ISMELIS ÁCEVEDO GONZÁLEZ

The need to conciliate the interests of fishing towns with the preservation of natural resources led to the design of an educational program in the community of Carahatas, located in the Las Picúas - Cayo del Cristo Animal Preserve. It is managed by the Ministry of Science, Technology and Environment in Villa Clara, Cuba. The workshop was organized based on the results of a participative diagnosis in which both the needs of the inhabitants as well as the situation of the coastal and inland zones related to that area were taken into account. The results of the experience include the establishment of closer bonds between the inhabitants and the beginning of a conciliation process between inhabitants, conservationists, and decision-makers.

**Group Work with Youths in
Situations of Social Risk:
a Socio-Educational
Prevention Strategy**

MARÍA NÉLIDA MENA

This article is the result of a research process regarding the work experience of a group of Salesians nuns in the neighborhood of Juan XXIII, a marginal urban zone of Tucumán, in northern Argentina. The work described took place with 15 teenage girls and young women in situations of risk. The text shows the pertinence of educational work when the contents and methodologies take as a starting point the interests of the participants. Furthermore, it expresses the importance of containment as an important part of educational work and the acquisition of key concepts for a respectful interaction, such as self-esteem, sense of belonging, the discovery of new abilities and skills for solving conflicts in a non-violent way, among others.

Traducido por Camilo Patiño

Corregido por Catherine R. Ettinger

**“El defecto fundamental
de los padres es querer
que los hijos sean un
crédito para ellos.”**

Bertrand Russell, matemático, filósofo y
activista británico, 1872-1970.