

A B S T R A C T S

Social memory and young and adult education: the past-present-future as possibility

LUZ MACEIRA OCHOA

The present context, in all of its dimensions, calls for a renewed appraisal of education so as to launch a humanist perspective, based on dignity and human rights, into it. In this wide vision of present challenges in education, underlining the importance of young and adult education towards the construction of peace and justice, the need to re-construct, communicate and review the past gathers strength, not only to reinterpret this past, but also to give shape to the present and the future. This article explains what is social memory, and goes over very diverse experiences in which different collectives re-examine and re-signify their past, as well as spread their perspective in society at large. This material also expounds the different ways in which “the labours of memory” have been linked to educational projects, both in school oriented experiences and in social movements, or as part of governmental, civil society and international networks and institutions’ initiatives. Links between adult education projects and social memory are fertile grounds towards the development of transformational learning experiences.

Collective history and memory recovery as a popular educational practice

ALFONSO TORRES CARRILLO

This article presents the methodological assumptions behind the “collective recuperation of histories and memories” (RCHM by its Spanish acronym), as well as a methodological pathway that serves as an outline for the development of memory recuperation projects. The proposal is based on the convergence of popular education, participatory research-action and social inquiry, and is aimed at giving voice to the population made subaltern. It is an educational proposal inscribed in the field of adult education; participants acquire knowledge about their context, training in values and attitudes, as well as research abilities to understand and transform their reality. RCHM is characterized, among other features, by the following: it is local, critical, emancipatory, participatory, educational, dialogical and flexible.

Zimapán, Hidalgo: resistance, collective memory and new generations

RAFAEL REYGADAS ROBLES GIL

In this article, the author presents the critical reconstruction process of the struggle of a series of settlements in the Sierra of Hidalgo, Mexico, the aim of which was preventing the confinement of toxic waste in the area. The task was undertaken by the protagonists of the movement called “Todos somos Zimapán” (we all are Zimapán), with the support of a group of students and professors of the Universidad Autónoma Metropolitana, Xochimilco (UAM-X), and of two civil society organizations. Memory was constructed based on assembly gatherings in which the narrations of participants in the movement were collected. The resulting document bestows meanings to the movement, and was presented before the community as a collective remembrance. Throughout the making of the memory of the “Todos somos Zimapán” movement, an us that included, besides the protagonists of the struggle, other accompanying persons and allies who contributed to the recovery of their history, to convey meaning to it and to write their words, gathered strength.

Memory and education: innovative approaches in Sites of Conscience

JULIETA CUÉLLAR AND
SOPHIA MILOSEVIC BIJLEVELD

The International Coalition of Sites of Conscience is a network that articulates over 200 museums and historical sites dedicated to the promotion of civic action, the construction of cultures of peace, respect for human rights and social justice. Sites of Conscience which are part of the Coalition fulfil a fundamental role activating memory to foster the population's civic commitment with contemporary issues, driving society towards a full involvement with the consequences of the past. In this text, the authors talk about three educational approaches implemented in different places- that promote collective learning experiences. Through these, participants and visitors learn from the past to better understand the present and prefigure reconciliation processes. In order to explain these approaches, some of the experiences of sites of conscience in Chile, Kenya, the United States and Cambodia are described.

The history of the civilian-military dictatorship in the classroom: between memories and subjectivities

ALESSANDRA CARVALHO

In 2014 -50 years after the military coup which gave way to a 21-years period of dictatorship in Brazil-, multiple activities aimed at the critical reconstruction of the past, at analysing and debating the coup and Brazil's history thereafter, took place. The author presents an educational work experience with third grade middle school youngsters at a Rio de Janeiro school. Debate and reflection with students were triggered through strategies such as: listening to the testimony of a victim, or reconstructing, with an elder person, his or her life history to connect it with meaningful moments in national history. Different testimonies and life histories were presented in class, so that different versions of events became evident, which allowed students to approach a complex social history. This experience may be extended to audiences of young and adult students, on the same basis of placing emphasis on subjects' individual experiences and the relationship between historical knowledge and subjectivities.

District Six Museum's Two Rivers Project: Remembering and forgetting in the struggle to reclaim dignity in Cape Town

MANDY SANGER AND TINA SMITH

Colonial past and apartheid continue to be an open wound for South African society. In Cape Town, particularly in District Six, that past left a deep mark due to the fragmentation imposed by racial laws and the displacement of the people who lived between the Table Mountain range and the Hottentots Holland Mountain. This article presents the Two Rivers Project, developed by District Six Museum in Cape Town. The project is a research-action one, that acts as a trigger of memory, which collects, systematizes and questions, together with the displaced population, its own information regarding the evacuation process. It fosters encounters among previous inhabitants in the area, provides visibility to the suffering of those displaced, and provides information to museum visitors so that they learn about what happened in that space and time.

Weaving memory from below: the Monument to Truth and Memory of El Salvador

IRANTZU MENDIA AZKUE
AND GLORIA GUZMÁN ORELLANA

After the 12 years of war in El Salvador (1980-1992), one of the recommendations of the Truth Commission was to create a space for memory to acknowledge the victims of the conflict. This article recovers the experience of the Committee for the Creation of a Monument for the Civilian Victims of Human Rights Violations, in which a group of women, relatives of disappeared and assassinated persons during the war, participate. They have played a central role in the struggle for human rights as well as in the drive towards finding truth, justice and reparation. These organized women have promoted a social memory based on the recognition of the truth behind the facts and, in this process, besides recognizing themselves as victims, they have become aware of the relevance of their acts against impunity. The memorial was opened in 1997, with the engraving of 25,625 names; by 2008 new engraved plates were added, with an extra 3,169 names.

The Youth and Memory Program, we remember for the future. An experience for youth

MARÍA ELENA SARAVÍ

Through the Program Youth and Memory, the Provincial Commission for Memory of the Buenos Aires Province works with groups of young people to reconstruct the memory around certain issues that have taken place in their local area or region. Each group develops diverse research and training activities throughout a year, at the end of which they must accomplish a result that allows them to convey that which they learned, to be presented at a closing gathering before all of the participating groups. In 2015 more than 900 teams participated, totalling around 15 thousand youngsters. The greatest impact of the program lies in the changes operating over these students' subjectivities; beyond lessons learned about history and research methods, those who participate learn to think of themselves as historical actors, thus, as agents capable of transforming the present and being responsible for the future.

Let us educate ourselves for the *Never again*

CARLOS ALARCÓN NOVOA

This article presents two projects of the Human Rights Office of Guatemala's Archbishopric (ODHGA by its Spanish acronym). The projects' aim is to act towards the acknowledgement, reparation and dignifying of the victims (and their relatives) of the Guatemalan conflict, which lasted 36 years. The first project deals with the recovery of historical memory through the testimonies of those who suffered during the war, as well as the production of the report called *Guatemala, never again*, which denounces the human rights violations inflicted during warfare. The second one is the dissemination of the report and the creation of sensitizing and training materials; within this part, the preparation of pedagogical proposals particularly oriented towards young people is included, so as to share with them research products, thus contributing to a culture of peace. Through actions geared to have a political effect, the project attempts to include this proposal in schools' working curricula.

Memorandra. A feminist project of militant research

Memorandra is a project aimed at the recovery of the militancy of feminist women in Errenteria, the Basque Country. Its purpose is to acknowledge and bring to the fore the contributions of the protagonists who effected changes towards a more egalitarian and democratic society. Reconstruction of memory went back to 1979 and centred, first, in the struggle for the legalization of abortion and support for women who wished to have an abortion. The remembering process has been undertaken in three stages: collection of the testimonies of women protagonists; collection of material memory items (documents, posters, brochures, etc.); and a reflection between the old and the new, between protagonists and other younger women. In 2015 an exhibition was presented to share work produced so far, so as to "make it talk" with feminist groups who are still struggling for choice.

Memory on stage. A project to strengthen memory initiatives

MARCIA CABRERA

This text tells of the collaboration of the author with the National Centre for Historical Memory of Colombia, in support of the work of three groups of young theatre artists, victims of the Colombian war, who live in conflict areas. Research on theatrical practice, the recuperation of the memories of participating women and men, text writing, the collective shaping of dramaturgy, and the angles of the labour of actors were worked on. Each one of the groups staged a short play at the end of the workshop, which in turn were assembled together and presented as *Memory on stage*. The process as a whole allowed for a critical

reflection of the realities of those who participated, and helped the young men and women to process memory, mourning and compensation through theatre.

Recovering history and dignity

SALOMÓ MARQUÈS SUREDA

The "path of exile" is a historical-pedagogical practice developed with the students of the course History of Education in the Universitat de Girona, as well as with adults and older people interested in learning about the exile of 1939. Through tours of the territory, following the path of Republican exile, participating men and women recover a history which is often almost unknown in the case of younger people. The trip runs from Girona (Catalonia) to the beach of Argelers in France. Throughout the journey, the suffering and the problems those who lived in exile had to face, as well as their experience in the concentration camps to which many of them were confined is reflected on. In Argelers beach, some letters written between February and April of 1939 by Republican teachers and politicians are read. The journey allows to ponder topics such as war, human rights and the dictatorship, among others.

Remembering for the Future: Reflecting on the beginning of World War I by means of adult education in Europe

THEKLA KELBERT

At a 100-years distance from the beginning of World War I, the European Association for the Education of Adults (EAEA) and the International Cooperation Institute of the German Adult Education Association (DVV International) undertook a series of activities towards generating greater research, reflection and debate about World War I. The closing event took place in Sarajevo, on November 2014; reflections centred on the relationship between remembering and constructing the future. The potential of young and adult education for the construction of peace and conflict resolution was also debated. Among the variety of activities included in this event, the twenty best efforts presented for the contest on best practices to promote peace, were shown.

Traducción: Lucía Rayas