

## EDITORIAL

### Introduction to Volume 14 N° 2, July-December 2016

The work contained in this volume engages in interesting discussions about the living conditions of contemporary society, primarily entering into the analysis of subjects who are children and young people, as well as other social actors. Societies are understood as a construction based on relations between generations, as well as between classes, genders, races and territories. This Journal aims to contribute to the general understanding of current phenomena that children and young people are experiencing.

A key to reading these realities, which contributes to a situated understanding, is that these societies are formed through multiple logics. This involves a joint set of systems that condition the possibilities of diverse social subjects achieving autonomous and dignified lives. These systems include class -capitalism-, races -racism-, gender -the patriarchy-, territories -segregation-, as well as generations -adult-centrism.

Adult-centrism refers to an analytical category that is a type of social organization sustained in power relationships to forge the concept of adulthood, imposed as a unilateral reference in relation to the concept of “youth”. This notion of adulthood is based on a certain idea of what being “over-age” implies in these social relationships, and is sustained by the construction of minorities, and specifically minors, or “under-age: people.

This category expresses relational asymmetries in the imposed social order, which is produced by a range of diverse factors with different functions in each mode of production and specific social formation. This implies that in each social process it materializes in a differentiated form. Subsequently, adult-centrism condenses, in terms of categories, the power relations between those who are the majority and others that don't have power.

Similarly, this category is put into operation through the three dimensions that it consists of. A social imaginary that imposes a notion of adulthood as a point of reference for the diverse social subjects, in terms of what they should be and what they should do and achieve to be considered a member of society, based on a specific and marked understanding of the life cycle-both of adulthood, as well as other stages that form part of this cycle. These delimitations are sustained in the reification of the life cycle and are consolidated as images that create an asymmetrical polarized order between adulthood and the other (constructed) stages of the life cycle. This adult-centric imaginary constitutes a socio-cultural matrix that imposes -normalizing the concept- being an adult as potent, valuable and with the capacity for decision-making and control of others, while childhood, youth and old-age are seen as conditions of inferiority and subordination. Similarly, this imaginary hides the possible contributions of those who are subordinate to it, but promotes a particular concept based on foundational concepts (that aim to be) positive, crystallizing notions of strength, future and change for children and youth. A manifestation of this analysis matrix constitutes diverse institutional production that, through socialization, legitimizes the imaginaries of the adult-centric order.

Adult-centrism involves some institutional political and economic processes that materially organize social reproduction in diverse fields, delimiting and closing access to certain political products and decisions regarding the social order, through a conception of developmental tasks that corresponds to each age group and is based on the definition of their positions in the social structure. This involves domination, given that it includes the capacities and possibilities for decision making and social, economic and political control for those who develop roles that are defined as inherent to adulthood, and in the same manner, for those that take on roles that are defined as subordinate: namely children, young people and the elderly. In this way, the quality of the explorations of people

that are considered “minors” is precarious, given that this relegates them in their participation in political decisions. This alienates the production of their work and they are relegated to positions of dependence in their family groups and other institutional systems-education, public policy, law, work, consumption and others. “Youth” are subject to the imposition of knowledge through inter-generational transmission.

Adult-centrism produces forms of managing corporalities and sexualities of people in accordance with the position that an individual has in the structures of the life cycle. In the context of societies that unravel as a result of the libidinous economy, there are some forms of domination for those who have self-imposed themselves as people possessing maturity and the legitimacy to establish norms and assessments of social bodies, defining what is permitted and what is prohibited. In addition, adulthood receives permission -a hetero-normalized, sexist, macho and homophobic patriarchal context- to experience life independently, while childhood, youth and older adults are managed through subordination and the castration of their desires.

If this adult-centrism is constituted based on socio-historic conformations, then we can assume that this political idea can be transformed in the same socio-historic context. In a simultaneous manner, with evidence of its existence and character, it is necessary to identify alternatives to this system that can be systematized from the sources that have been analyzed.

Fatalism surrounds analysis of this area, which highlights the robust character of domination systems and a certain natural condition for these systems, evident when the historical character that they possess is examined. This argumentation allows for the verification of the possibilities of transformation that directly depend on the political capacities of actors to achieve this purpose. Adult-centrism can be viewed in this process both as a domination system that occurs as an extension of the patriarchy, constituted through a revolution of male adults that transformed political and cultural conditions and based on the economic, sexual and political appropriation of women and people considered as “minors”, moving from logics of collaboration and solidarity to logics of competency and subordination.

A suggestion to address these issues is to incorporate questions of class, race, territory and gender and engage in an analytic specificity that allows for a differentiation of questions that refer to the stages in the life cycle -generational- that are assumed in diverse institutional and structural fields. This requires:

- i. The goal of producing notions of young people and the concept of youth that assume a character of socio-cultural construction, which implies conceiving them as subjects in the present that have a constitutive capacity to make a social contribution. This position assumes that in this construction there are structural and institutional conditions from the historical moments and contexts that they live in, as well as the own decisions that they make in relation to these conditions.  
These notions have to value the specific nature of each cultural context for young people, providing them with the possibility of diversity and dynamism in their identity formation processes.
- ii. Some notions of the concept of the ‘youth collective’ examine the field of fundamental experimentation for youth identities. The validity that these subjects provide to these experiences with their peers, and the high valuation that they place on these interactions as part of their options, have to be known and legitimized by social research, especially that which addresses questions involving young people.
- iii. This implies a debate on the epistemologies that are being used, going beyond the epistemes of distances, asymmetry, enchantment and fascination and moving towards epistemes of closeness and dialogue that promote the production of knowledge and that children and young people have to be considered as subjects of this process. This alternative concept means that children and young people have potent knowledge, which in their historical moment can constitute interesting apertures to consider, which is why the epistemes of action research have to be modified.

- iv. This is reinforced through those concepts that are alternative to adult-centrism, which are highly influenced by the activation of youth policy. This includes the strong consideration political action that is owned and led by young people, the need for dynamic and emerging conceptualizations of observation that has increased heuristic capacity and improved political relevance.
- v. To continue with this conceptualization of alternative policy, the question of collaborative action as a possibility for political action, especially in the world of adults, constitutes a concept that needs to be considered. Inter-generational collaboration is an alternative that is consolidated using a perspective of the same type-generational.

In terms of analysis mechanisms, for an operational use of the concepts that were stated above, it is proposed that the following are considered:

- i. A valuation of conflict as a component and social and political spheres that provides political positioning in the construction of the concept of youth, as part of a search for a certain desired order. This view of conflict would allow for an assumption that the authoritarianism evidenced in social research relating to the concept of youth is an own mechanism of adult-centric domination and as such as has to be conceptualized and addressed politically.
- ii. An historically situated concept of youth that would allow for a contradiction of mechanisms that sustain imaginaries that normalize and include the possibilities of transformation of the conditions that young people experience. This mechanism is coherent with epistemes that are developed through the contextualized comprehension of the concept of youth.
- iii. The consideration of the conceptual emergency that contemporary youth experiences propose, which put into tension the classic categories and epistemes and open up new possibilities for social research based on youth studies. This would help recreate the systems that young people use, which allow for a systematic reinvention of perspectives and methods of working in the production of knowledge.

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The current volume is organized into two sections. The first: Theory and Metatheory contains 12 articles. In the first, Isaac Ravetllat-Ballesté offers a vision of the World Congresses for Children and Adolescents' Rights based on the Pre-World Congresses, which have the goal of providing local and regional reflection to the final gathering, providing them with documentation and experiences that enrich and strengthen this reflection.

Following this, Juliana Bartijotto, Leda Verdiani Tfouni and Fabio Scorsolini-Comin present a reflection on the committing of crimes, using the Children and Adolescents' Statute (ECA) and the Code for Minors -in terms of Brazilian legislation- and the Universal Declaration of Human Rights, under the theoretical and methodological perspective of Discourse Analysis. These show how the committing of a crime constitutes a social symptom and a social problem and that "socio-educational measures" appear to have failed. In a similar field, Luciene Jimenez and Elisa Meireles Andrade focus their reflection on drug consumption and the committing of crimes through a comprehensive review Brazilian articles that have been published about this issue.

In terms of youth citizenship, Jorge Benedicto reflects on this topic, due to the recent popularity of this concept and the risk of having a new category of Brazilian articles that have been published on this issue.

Inti Fernando Fuica-Rebolledo and Constansa Vergara-Andrades look at the different spaces of youth socialization among secondary students in contemporary Chile, which range between institutionalization and intersections. The authors identified certain continuities and changes in the modes of youth socialization, evidencing the search for autonomy in their negotiations with institutions and the importance of relationships between peers in the construction of their identities. From Argentina, Eduardo Langer describes the school attendance of young people living in urban

poverty, attending to the demands that are expressed in the daily life of school spaces. This refers to the ways that young people have, their views and ways of thinking about their school, of showing and reporting what is hidden and invisible, and of providing meaning to these spaces through irony and humor.

From a narrative perspective, Víctor Amar-Rodríguez proposes a strategy for reading life, for understanding it and allowing others to understanding it, in continuity with the principles of the work of the Brazilian pedagogue Paulo Freire. Also looking at narratives, but as generators of peace, democracy and reconciliation, Sara Victoria Alvarado, María Camila Ospina-Alvarado and María Cristina Sánchez-León present a political hermeneutic ontological proposal as an epistemological model to access social phenomena for its understanding and to develop possibilities of transformation. María Eugenia Córdoba and Claudia Vélez-De La Calle reflect on Transmodernity as a theoretical, methodological and ethical perspective developed by Enrique Dussel, which aims to break with the colonialism of power, knowledge and being in the western world, based on a recognition of the negated exteriority that arises as an analytical category for Otherness based on the paradigm of the alter ego.

The competency concept presents a high level of polysemy, which exists in operational difficulties that can be expressed in results that are opposite to what is expected for the organization of work and pedagogical practices that are designed by this concept. To clarify these logics, Mário Medeiros addresses the theoretical/methodological referential framework that this forms part of.

María Piedad Marín-Gutiérrez asks ‘what are the identities of the Latin American university in terms of reason, the market and context? In her article she examines the evolution and transit of the university in Latin America, showing multiple panoramas and realities, that are in some cases contradictory, but are created by a university that consists of plural identities.

Regarding the importance of the development of social skills for children with Turner’s Syndrome, primarily during childhood and adolescents, María Soledad Sartori and Marcela Carolina López consider that these skills operate as therapeutic resources to avoid increased disorders in adulthood.

The second section of studies and research includes a group of work on questions that refer to children in the area of education. Jorge Alexander Ríos-Flórez and Viviana Cardona-Agudelo study the learning processes of children aged 6-10 years of age that were born prematurely. Celia Renata Rosemberg and Alejandra Stein, carry out a longitudinal analysis of the impact of an early literacy program in pre-school and First Grade in primary. Erika Isabel Euan-Braga and Rebelín Echeverría-Echeverría share the results of a psycho-pedagogical evaluation of children with special educational needs through an inter-disciplinary methodological proposal. Finally, Claudia Huaiquién-Billeke, Juan Mansilla-Sepúlveda and Viviana Lasalle-Rivas present the results of a study of representations of early childhood teachers about attachment among children in pre-schools in Temuco, Chile.

In the specific space of childhood, Karim Garzón-Díaz presents research on the discourses of children regarding disabilities, contrasted with theoretical and social scenarios regarding disability based on the meaning of language, social participation and its implications in the formulation and implementation of public policies. Following this, Claudia Lorena Carrasco-Aguilar, Tabisa Verdejo-Valenzuela, Domingo Asun-Salazar, Juan Pablo Álvarez, Camila Bustos-Raggio, Sebastián Ortiz-Mallegas, Javiera Pavez-Mena, Demian Smith-Quezada and Nicolás Valdivia-Hennig analyze the conceptualizations of childhood that are implicit in the discourses of the educational community and their meaning for the validation of practices and violent school interactions in a primary school that has high levels of intimidation of teachers by students. In Mexico, Daniel Hernández-Rosete and Olivia Maya analyze the beliefs that favor discrimination in schools against bilingual indigenous migrants and describe responses that also exist as mechanisms of school counter-culture. Also in the indigenous context, Assis da Costa Oliveira analyses the construction of differentiated intervention policy on sexual violence against indigenous children, based on the institutional experiences of the protection network of the Municipality of Altamira in the state of Pará, Brazil. From Chile, Boris Valdenegro and Claudia Calderón-Flández explore the processes of constructing otherness in childhood through the discourses of social auditors, considering the multiplicity of existing tensions



between the representations of childhood and intervention practices. Also from Chile, Ana Vergara-del Solar, Paulina Chávez-Ibarra, Mónica Peña-Ochoa and Enrique Vergara-Leyton present the results of a study that explored discourses regarding childhood and adulthood produced by children from different socio-economic groups in Santiago. Following this, Laura Frasco-Zuker characterizes the childhood experiences of those who work and/or worked in family contexts in a neighborhood in the Locality of Misiones, Argentina, based on a conception of childhood as a socio-historic category and an anthropological enquiry from the perspective of social actors with residents of three domestic units. Finally, from Spain, María de la Villa Moral-Jiménez and Loreto Elvira Pelayo-Pérez analyze factors linked to family structure and functionality, as well as socio-demographic character that is related to delinquent behavior among adolescents.

In the area of research involving young people, Beatriz del Carmen Peralta-Duque analyses the political participation of youth subjects in youth public policy in Caldas (Colombia), based on their constitutional guarantees and socio-political, economic and cultural conditions, starting with Law 375 of 1997 until 2011, covering the local government administrations of these periods. Jorge Horbath reflects on the precarious conditions faced by young people in the employment market in Mexico between 2000 and 2010, comparing different regions in the country. Using the perspective of Erving Goffman, Diego Quattrini presents an analysis of education for the “good presence” competency among young people from vulnerable sectors who are aiming to enter the employment market in the Province of Mendoza, Argentina. Continuing with the topic of young people and work, Yannet Paz-Calderón, María Herlinda Suárez-Zozaya and Guillermo Campos-Ríos present evidence that the capitalist job market made it necessary to open a space within the labor classification of the population for individual young people, with their main characteristic being that they can easily adapt to the requirements of this market. In the area of young people and the armed conflict in Colombia, Juan Carlos Amador-Baquiro, reflects on the social construction of time by young people that participate in a community film and video festival in Ciudad Bolívar (Bogotá). Nicolás J. C. Aguilar-Forero examines the place that communication occupies in the forms of collective youth action in two organizational experiences that focus on the areas of memory and fight against impunity: H.I.J.O.S. (an acronym that stands for Children for Identity and Justice and against Forgetting and Silence) and the Contagio multimedia communication collective.

In research that investigates the topic of education and young people, José Alejandro Prieto-Montoya, Lina María Cardona-Castañeda and Consuelo Vélez-Álvarez study the relationship between parenting styles and consumption of psychoactive substances among students in 8th to 10th grade. Julio Ruiz-Palmero, José Sánchez-Rodríguez and Juan Manuel Trujillo-Torres reflect on the use of the internet and mobile phone dependency among young people in Málaga in Spain. In Barcelona, Ana Belén Cano-Hila, Angelina Sánchez-Martí and María Inés Massot-Lafón analyze risk and protection factors in the academic trajectories of immigrant students. Also from Spain, Francesca Salva-Mut, Joan Nadal-Cavaller and Maria Agnès Melià-Barceló present the results of an evaluative study on mechanisms to fight against the social exclusion of young people that have dropped out of school before they have reached the compulsory leaving age for secondary education in a program known as “second chance education” (ESOP). Jaime Alberto Saldarriaga-Vélez analyses school practices involving political socialization that are based on critical pedagogies and that occur in processes that form youth subjectivities. Liliana Mayer and Leticia Cerezo present the results of the evaluation of a program implemented in Argentina that promotes the inclusion and permanence in university of young people living in social vulnerability through the provision of two resources: a monthly stipend and additional tutoring. Continuing with the topic of higher education, Iskra Pavez-Soto, Carolina León-Valdebenito and Verónica Triadú-Figueras analyze the results of a survey carried out with young people from Santiago about their perceptions, attitudes, knowledge and pro-environmental behavior. Finally, Gretel Espinosa-Herrera, Juan Manuel Castellanos-Obregón and David Osorio-García reflect on the relation between the differentiated youth condition of university students and their use of psychoactive substances.

Covering a broad range of issues are the final 7 articles that conclude this edition of the Journal, César Merino-Soto evaluates the perception of the difficulty of the items of a personality questionnaire among two groups of evaluators: university students and professors (expert judges). Cleide Ester de Oliveira, Maria de Fátima Pereira Alberto and Nadir de Fátima Borges Bittencourt analyze the discourse that materialized in the discursive practices of religious and political leaders that belong to the evangelical and/or ultra-conservative political parties in terms of educational policies designed to combat homophobia. Yolinda Forero-Rocha and Luis Fernando Gómez-Rodríguez present a descriptive case study about the power relations between young people in an English class in a public school in Bogotá, Colombia. Ascensión Palomares-Ruiz, Belén Sánchez-Navalón and Daniel Garrote-Rojas, analyze the benefits of the hospital-based pedagogy in Mental Health Units that receive school-age patients who spend long periods in hospital and are separated from the regular education system. Maria Aparecida Penso and Patrícia Jakeliny Ferreira de Souza Moraes describe the reintegration of a young person and their mother and analyze the reasons that required multiple periods of residential assistance. Alberto Prada-Sanmiguel analyses the political responsibility of actors in the internal Colombian armed conflict, with a particular focus on the events that occurred in the massacre of El Salado in February, 2000. Isabella Cosse investigates how the “Mafalda” comic strip character has its origins in a destabilizing representation in terms of generations and gender, and a liminal connotation that facilitated that, decades later, it would be more alive than ever and turn into a myth that provides meaning to the present. Finally, Edison Castro-Escobar describes the internal migration patterns in the municipalities that form part of the Coffee Cultural Landscape of Colombia, taking as a reference point the recent movements of the population based on the 2005 general census that was conducted by the National Administrative Department of Statistics.

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In the third section of Reports and Analysis, there is a call for submissions for the edition titled “Democracy, Peace and Reconciliation from Children and Young People in Latin America and the Caribbean” that will be published in Volume 15 No. 2 July - December 2017. This edition has the objective of sharing new knowledge and academic production regarding the relation between children and young people with democracy, peace and reconciliation in Latin America and the Caribbean.

From the 7th to the 11th of November this year the II Ibero-American Biennale of Childhood and Youth, with the possibility of participating with photography, posters and the presentation of experiences with childhood and youth in terms of democracy and peace building. The Biennale has a substantial range of workshops and the presentation of recently published books. The entities that support this initiative are the University of Manizales, Cinde and the University of Manizales’ Centre for Advanced Studies on Childhood and Youth and the Clasco Working Group for Childhood and Youth: Policies, Cultures and Social Institutions.

With the purpose of highlighting the research and educational dynamics in social sciences in Latin America and the Caribbean, it is important to mention the VII Junju Omep Latin American Congress: “New Learning Environments in Early Education for 0-3 year olds”, which will be held from the 22nd to the 24th of June 2016 in Santiago, Chile. This event aims to generate dialogue, reflection and the exchange of knowledge and experiences in terms of innovative practices for children aged 0-3 years in the local and international environment.

The News Bulletin No. 230 from the Organization of Iberoamerican States includes articles about the Specialization in Artistic, Cultural and Citizenship Education that is offered by the University of Valladolid, Spain. Another article covers the Antigua Manual, which is a book that has the goal of proposing a common methodology and to provide practical recommendations for the implementation of national surveys about public perception of science and technology that are implemented by national science and technology agencies in Iberoamerica.

The Papers of the Observatory No. 8 Promotion of Scientific Culture Bulletin is titled “Practices and Values in the Social Communication of Science in Iberoamerica (2013-2015). This is implemented

in the framework of the work area of the public perception of science and citizenship participation of the Iberoamerican Observatory of Science, Technology and Society (OCTS), part of the Organization of Iberoamerican States.

The Organization of Iberoamerican States, in another document from the bulletin, offers the Specialization in Mathematical Education to collaborate with all of the States in the region in the permanent training of secondary mathematics teachers.

The fourth section of the Journal, Reviews and Analysis, offers an interesting interview conducted by Paula Helena Mateos with the well known Argentine theoretician and professor Eduardo Bustelo Graffigna, who is a specialist in the areas of childhood and public policy. This interview goes from the academic training of teachers and specific theoretical aspects of public policy to his work in Unicef and the process of creating the International Convention on the Rights of the Child and its ratification in Argentina.

Lorena Plesnicar continues her series of dialogues with renowned thinkers and researchers from our field. In this edition she shares an interview with Ernesto Rodríguez, who carries out important work in Uruguay in the area of youth and its implications in the employment market.

In terms of book reviews, it is important to mention the appearance of the fourth edition of the Latin American Series of Childhood and Youth from the Doctorate in Social Sciences, Youth and Childhood that is published by the Siglo del Hombre publisher, the University of Manizales and Cinde, which includes a broad reflection on different readings on the discussion about gender based on the possibilities of the Latin American critical pedagogy.

“Youth people, youth, participation and policies: in associations, organizations and movements” is a publication from the researchers at the Youth Observatory of the National University of Colombia. This publication covers the most recent analyses of the processes of youth organization, peacebuilding and youth participation in Bogotá.

This edition also includes a review of a book titled “From the good savage to the citizen (the idea of childhood in history) from Ediciones Junji publishing house (Chile). The purpose of this book is to highlight the inevitable link between the conception of childhood and the desires of society and humans and their aspirations.

Child and youth participation should be a fundamental pillar in the policies and programs designed for childhood and adolescents is the main topic of the book titled “Policies for the social inclusion of childhood and adolescence-An international perspective”. This book argues that participation is an essential exercise when providing comprehensive responses to challenges and problems of our time.

From the research project “Promotion of knowledge and identities, the implementation of training activities with a youth approach and the consultancy and promotion of coexistence and human rights of young people, implemented by the Secretariat of Youth of the City Council of Medellin and operated by the Institute of Political Studies, this edition of the Journal includes the article titled “Action-research and popular education. Options for young people in Medellin for the understanding and transformation of their neighborhoods and local environments”. This includes the experience of young people from four Comunas of the city of Medellin, Colombia, that prioritize social research in the Participatory Budget as a strategy to find out what concerns them and what they like, to highlight and understand the reality of their neighborhoods and transform social practices that they consider problematic.

Included below is a letter to the editor and a response regarding the article titled “Adaptation and validation of the Faces-20-ESP. Re-examining the functioning of families in Chillán, Chile”, which was published in Volume 10 No. 1 January-June 2012 of the Latin American Journal of Social Sciences, Childhood and Youth.

We conclude this section with summaries of the doctoral theses of graduates of the Doctorate in Social Sciences, Childhood and Youth from the University of Manizales and Cinde. The first thesis that is included is titled “Children and Youth Peacebuilders: An experience of imperfect peace through the strengthening of political subjectivities.” This thesis aims to comprehend the Children and Youth

Peacebuilders program implemented by the Centre for Advanced Studies in Childhood and Youth, which forms part of the Cinde-University of Manizales partnership for more than eighteen years as an alternative for the collective reconfiguration of peace building processes in the country.

From their experience as a teacher in different levels of education, in another thesis the author has configured their research objective as enquiring about the effects of the pedagogical act that separates theory from practice and that results in a corpus based on the professional development of teachers from the Research and Pedagogical Extension Academic Project from the Faculty of Education Sciences of the Francisco José de Caldas District University in Bogotá, Colombia.

Another doctoral thesis included in this edition is titled “Forms of political subjectivity in youth activists from sex/gender identity movements in various cities of Colombia”, which investigates the forms of political subjectivity produced and used by leaders that have a broad trajectory in LGTBIQ activism and in identity movements based on sex-gender diversity in various cities of Colombia.

“Children’s rights; From discourse to local policy, an analysis of the case of Bogotá” is a product of a qualitative case study of public policy for childhood and adolescence in the city of Bogotá, which is based on the question of how children and adolescents’ rights have been interpreted and incorporated in the design and implementation of policy.

Finally, “Links in inclusive education: The case of of the República Bolivariana de Venezuela IED school in Bogotá, Colombia” is a thesis that presents the results of research to answer the question: “What are the links that emerge in the dynamics of the construction of an inclusive education project in the Colegio República Bolivariana de Venezuela? This thesis aims to understand the construction of the links that emerge from the relations and interactions between actors from the sub-systems of an inclusive education project and to promote diversity.

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