

CALL FOR PAPERS

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Monographic Section

Higher Education and Indigenous Peoples in Latin America

Educación Superior y Pueblos Indígenas en América Latina

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- Sergio Enrique Hernández Loeza
- Daniel Mato

Focus

In the last decades of the last century, experiences of "Programs of Inclusion of Indigenous Students" proliferated in Universities and other types of "conventional" Higher Education Institutions (HEI) (We call "conventional" the universities and HEIs that have not been created by/ for/with indigenous peoples), which generally respond to objectives of ensuring their entry, permanence and successful graduation. In addition, some indigenous peoples' organizations and referents created institutions that they often called "our own universities" or "indigenous universities", which in many cases were also conceived as "intercultural". Meanwhile, some international organizations, as well as governments and civil society organizations from various Latin American countries, created universities and other types of HEI, which they often conceived as "intercultural". As a result of these diverse types of experiences we see the emergence of an increasing number of indigenous students, teachers and professionals who relate in different ways to their communities of origin or other indigenous peoples, educational institutions (of different levels), other institutions Governmental or not, and with other social actors, even beyond their respective national contexts.

In this context, this issue of *Alteridad* aims to analyze advances, challenges and difficulties of the experiences that have been developing in the field of Higher Education and Indigenous Peoples in Latin America especially since the 1990s. We are interested in gathering case studies that give an account of the experiences of indigenous or "our own" universities, intercultural universities and universities or other types of conventional HEIs, as well as those of indigenous

students, teachers and professionals. It is also in the interest of offering regional and comparative research among various institutions or countries of reference.

Themes

- Programs of Inclusion of Indigenous Students in universities or other "conventional" HEIs.
- Universities and other our own HEIs, communitarian, indigenous and/or intercultural.
- Inclusion of knowledge, means of production of knowledge, means of learning and languages of indigenous peoples in universities or other types of HEIs.
- Experiences of indigenous professionals, teachers and students (with degree and postgraduate) with their communities of origin or other indigenous peoples, educational institutions (of different levels), other governmental institutions or not, and with other social actors, even beyond respective national contexts.

Questions

Considering that there are many questions raised by the topic of Higher Education and Indigenous Peoples in Latin America, we propose some from the descriptors we have defined for the issue of the journal, without them being exclusionary:

- **Programs of Inclusion of Indigenous Students in conventional universities:** What are the main problems and challenges facing this type of program? How have they impacted the interculturalization of universities or other conventional HEIs? What are the experiences of the students who have participated in them?
- **Universities and other our own HEIs, communitarian, indigenous and/or intercultural:** Who are the promoters and members of these types of institutions and what are their objectives? What differences do they assume in relation to "conventional" universities? What are the challenges and difficulties they have faced? How do the domains of professional performance for graduates of these institutions configure?, Are there tensions derived from the characteristics of the functioning of these institutions and the national regulations in Higher Education?
- **Inclusion of knowledge, means of production of knowledge, means of learning and languages of indigenous peoples in universities or other types of HEIs:** What achievements, difficulties and challenges are recorded in concrete experiences in these types of experiences? What are the advances in intercultural pedagogies in higher education? What challenges does the inclusion of the languages of indigenous peoples arise?
- **Experiences of indigenous professionals, teachers and students (with degree and postgraduate) with their communities of origin or other indigenous peoples, educational institutions (of different levels), other governmental institutions or not, and with other social actors, even beyond respective national contexts:** What are the community and personal tensions experienced by indigenous professionals? What impacts has the formation of indigenous professionals had on the internal dynamics of

their native villages? What debates and/or theoretical-methodological developments are the Indigenous professionals producing?

About the guest editors

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Aymara of Argentina, is an Assistant Editor of the *Revista del Cisen Tramas/Maepova* of the *Universidad Nacional de Salta* (UNSa) and coordinates *Faculty in Primary Education with orientation in Intercultural Bilingual Education* in the Institute of Higher Education N° 6049 of the Ministry of Education, Science and Technology of the Province of Salta. Between 2007 and 2013 he served as a teaching assistant of 2nd category, Tutor of students of native peoples, scholarship holder of training and research and technical personnel in the Faculty of Humanities of the UNSa. At the same time he participated in research projects and socio-community intervention in the area. Since the year 2014, it is part of the EIB Ta Tukuy Yachasqa Upgrade and Improvement Program to build the IBE in Quechua voice. At the same time he is an adherent member of the Center for Research and Postcolonial Studies (Cietp) of the National University of Rosario (UNR) and member of the Network of Researchers in Youths of Argentina (ReIJA). ORCID: <http://orcid.org/0000-0002-6012-748X>

Sergio Enrique Hernández Loeza (Mexico) (ergo04@gmail.com)

Social anthropologist and teacher in social sciences. Doctorate in Latin American Studies, UNAM, awarded by the National Council of Science and Technology (CONACYT). From 2009 to 2013 he was a full time professor of the degree in Language and Culture of the Intercultural University of the State of Puebla (UIEP). Editor-in-chief of the digital magazine *nuestrAmérica* (<http://revistanuestramerica.cl/>), a serial publication edited in Chile by the *Corriente nuestrAmérica desde Abajo*. Collaborator at the seminar of the Master's Degree in Pedagogy of the Subject and Educational Practice of the Universidad Campesina Indígena en Red (UCIRED) and professor at the Kgoym Indigenous Higher Education Center (CESIK), a community college created by the Independent Organization Totonaca (ILO). Member of the International Network of Associate Researchers of the Higher Education Program and Indigenous and Afro-descendant Peoples in Latin America (ESIAL Program, UNTREF). As part of the doctoral studies, he has conducted research stays on the subject of intercultural higher education in Argentina and Ecuador.

Dr. Daniel Mato (Argentina) (dmato@untref.edu.ar)

In 2007, he established the Cultural Diversity and Interculturality in Higher Education Project of the UNESCO International Institute for Higher Education in Latin America and the Caribbean (UNESCO-IESALC), which he coordinated since then (<https://goo.gl/86ZhLv>). Since 2010 he has been Principal Investigator of the National Council for Scientific and Technical Research (CONICET), based at Tres de Febrero National University (UNTREF), Argentina. In 2012 he contributed to the creation of the UNTREF Interdisciplinary Center for Advanced Studies, of which he is Deputy Director, as well as Director of Higher Education Program and Indigenous and Afro-descendant Peoples in Latin America (ESIAL Program) (<https://goo.gl/wrWU5x>). From which he promoted the creation of the Inter-University Higher Education Network and Indigenous and Afro-descendant Peoples in Latin America (ESIAL Network)

(<https://goo.gl/hqEIi4>). Between 1978 and 2010 he was a professor and researcher at the Central University of Venezuela. He has been a Visiting Professor at universities in several Latin American countries, Spain and the United States. Since 1986 he has developed several working experiences with indigenous and Afro-descendant organizations and intellectuals from several Latin American countries.

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Guideline for authors and submission of contributions

«Alteridad» preferably publishes results of empirical research of the Monographic theme, written in Spanish and/or English, as well as reports, studies and proposals, as well as selected state-of-the-art literature reviews. For **the Miscellany section**, various contributions are permanently arbitrated within the educational theme.

The papers should be sent exclusively through the Journal's Web Site. The procedure requires all authors to register, although only one will be responsible for correspondence. Two files must be submitted simultaneously:

- 1) The article in accordance with the Publication Guidelines in "Alteridad".
- 2) Cover page and Presentation Letter according to the attached template.

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Deadlines

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