

Global Thematic Review on Training in
Community-Based Research

Indigenous People and Perspectives in Latin America

Final Report

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Indigenous People and Perspectives in Latin America

Final Report

Introduction

The review examines CBR in Latin America regarding indigenous people and indigenous perspectives around the core themes of democracy, water governance and sustainability.

In Latin America as a result of decades of continuous political activity and in the name of democracy indigenous populations have been recognised with an active political role without having to abandon their cultural identity (Korovkin, 2001) to the point that it has also become a tool of power to change existing structures. In addition, it is argued that the current political participation of indigenous peoples in Latin America constitutes the development of postliberal citizens (Jorge Hernandez Díaz, 2010). Within this context CBR involving indigenous people and indigenous perspectives in Latin America frequently refers to the idea of recovering indigenous identities and discourses that intend to subvert systems that still serve privileged and white social classes over indigenous people. It is in this context that CBR, encompassed by universities and intellectuals committed to alter the current dynamics, develops and shapes social initiatives. Within the CBR framework indigenous peoples are visible actors who possess perspectives that are part of a culture that can offer solutions to environmental issues created by the ‘other’.

CBR offers multidirectional beneficial dynamics. Indigenous people can also benefit from the recognition of their own identity and perspectives. Some literature highlights undergoing problems amongst indigenous communities: populations migrating into the city where they face problems of poverty as they do not fulfill the skill demands to work in the city and communities have shown a “weakening of the transfer of knowledge and indigenous identity to new generations” (Ferreira and González, No date: 122). Because CBR is built upon dynamics of community participation it encourages communication in which the locals can express what they believe are the community’s needs and consequently the community can create initiatives to solve their problems. Community engagement is then thought as a tool to create structural social change.

Higher education institutes (HEIs) often participate in processes in which CBR is used. The research shows that HEI’s in Latin America are transforming following demands of global and governmental local agendas on social responsibility and the role of universities; such is the case of one the “World Declaration on Higher Education for the XXI Century proposal for the World Conference on Higher Education in Paris in 1998” (Declaration, 2009:65) regarding building a multicultural and more equitable society for which policies and planned programs of the sector are imperative.

Due to the nature of HEIs they often show strong recording and publishing practices. When searching on CSOs and CBR the evidence was scarce and often was recorded by university students as part of their academic work to complete a course or a university degree. These reports often only provide snapshots of the initiatives. CSOs initiatives were mostly found when they were part of a network or when the CSO was working with more robust international organizations. The limitations of the research are addressed within the methodology section.

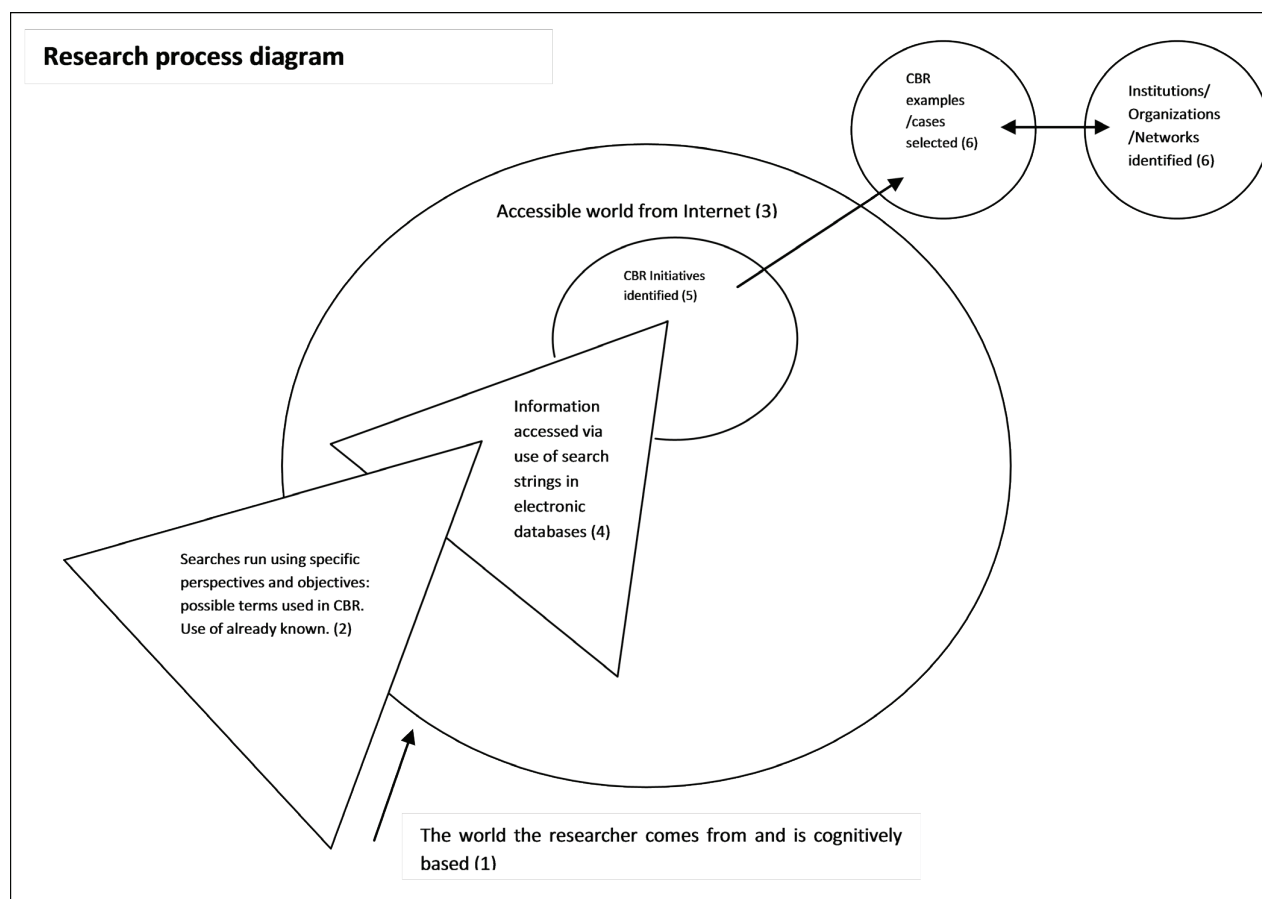
Narrative description of the entire search process

The search was carried out in Spanish speaking countries in Latin America: covering from Mexico to Chile. Traditional qualitative and document research techniques commonly used in Social Science were applied within Internet and digital media. The information was accessed from three different electronic databases: Google Scholar, Jstor and EBSCO Host. Various research strings were used to identify and detect CBR initiatives. During the first month of the project the research strings used were part of a process of random sampling and trial and error until the relevant terminology used in CBR was identified. Additionally, techniques of discourse of analysis were used throughout the research. The analysis of the discourse allowed identifying the naturally occurring language and description of processes within CBR. The discourse of analysis was applied with the objective to overcome one of the challenges faced when researching about CBR: there is a wide range of terms that can be used to refer to the CBR methodology, there are not known studies that systematically record the terms used in Latin America regarding CBR, and the terminology used can change over time. The analysis of the discourse allowed identifying and understanding when CBR methodologies and perspectives were present within social projects and initiatives. In some cases based on discourses key words were identified which then were used as search strings to carry out the online search. I designed the following data collection table to record the information:

Search Engine/ Database / Journal	Date DD/MM/YY	Key Terms/ Search string	Search field (e.g., Topic, Title, Abstract)	# Results	Websites/ Links	Related Articles (Drilling down the links)	Successful? [Y/N] Next step

The design of this table was a combination of the tables suggested in the Guidelines and my own research requirements. In the column *Related Articles* the idea of *Drilling down the links* was used to reproduce selected parts of documents or websites. Frequently these selections refer to content linked to CBR terminology and how CBR methods have been implemented within an initiative. The last column on the right (Successful? [Y/N]) was very useful as the *Yes/No* criteria narrowed down and determined whether the document, institution and organization would be considered in a later stage of the research or if it required further research to make a decision: in this case I used the criteria *Maybe*. In this column I also input the label of the electronic file I assigned to each saved file. This was extremely useful because it allowed me to access files in a timely effective manner. Furthermore, I systematically made comments in this column which supply additional and meta-information such as date of publication of the document, organization's contact details, and country.

The following diagram intends to illustrate the research process. The numbers in brackets and the arrows indicate the sequence of development of the online research and selection of CBR material and cases. The double pointed arrow indicates that after selecting possible case studies I re-reviewed them with the aim to identify the different organizations participating hence to identify possible training networks and organizations in which CBR is offered.



The search was considered to be completed until the point of saturation was reached, until the recurring topics were covered.

Content of narrative synthesis

i. Terminology in Spanish that best describes practices related to training in CBR

As explained earlier on, analysis of the discourse technique was used to carry out the search. The terminology was identified through descriptions of processes by which agencies carry out projects that suggest the use of CBR methodologies. The descriptions collected were produced by agencies that can be categorised within two main groups and motivational categories: 1) *individuals* whose personal motivation was to achieve a personal goal such as completing a research project required to obtain a first degree, and 2) *organizations* that have recorded the initiatives with the purpose of keeping others informed (such as the information accessed via organisations' website) or as part of evaluation of projects that, apart from keeping people informed, they also have an accountability function to show how the money has been spent in a project and how effective the spending has been in terms of achieved targets and impact on the local, regional and sometimes even national society (some examples of this documents are produced by the BID).

The common factor of these documents and initiatives is that they are accompanied and developed with and through participation of organizations. The organizations can be both Civil Society and Third sector

organizations, World Development Financial Agencies and/or Higher Education Institutions. Within the different settings, processes seem to be predominantly regulated by policies or organisational vision and mission statements which facilitate and shape the initiatives into what we identify as the CBR methodologies approach. In this regard it is possible to explain for example why individuals are driven to record initiatives in which CBR has been used. It is because institutionally organisations promote and demand projects in which “the real necessities” (Jaramillo Pimienta, 2014: 64) of the society are addressed.

Terminology found in Spanish
Acción Afirmativa [Affirmative Action] *
Acción Participativa [Participative Action]
Acción-Reflección [Action-Reflection]
Aprendizaje comunitario [Community Learning]
Aprendizaje Indígena [Indigenous Learning]
Aprendizaje Participativo [Participative Learning]
Aprendizaje y Servicio [Service and Learning]
Aprendizaje-Servicio [Service-Learning]
Desarrollo Comunitario [Community Development]
Desarrollo Endógeno [Endogenous Development]
Diálogo Intercientífico [Interscientific Dialogues]
Diálogo sobre Saberes [Dialogues on knowledge]
Gestión Participativa [Participative Management]
Educación Popular [Popular Education]
Investigación Acción Participativa [Participatory Action Research]
Investigación Participativa [Participatory Research]
Investigación Participativa Revalorizadora [Revalorizing Participatory Research]
Metodología Participativa [Participatory Methodology]
Modelo Educativo Transformador [Transformative educational model]
Pedagogías Ancestrales [Ancestral Pedagogies]
Prácticas de Sabiduría [Practices of Wisdom]
Responsabilidad Social [Social Responsibility]
<i>*In square brackets suggested English translation</i>

ii. Places where people are getting training in CBR

In Latin America were identified a wide range of initiatives that use CBR methodologies. Initiatives from the following countries were found: Argentina, Bolivia, Chile, Colombia, Guatemala, Ecuador, Mexico, Nicaragua, Panama, Paraguay, Peru, and Venezuela.

CBR methodologies rely heavily on dynamics of collaboration as well as discussion, understanding and inclusion of people's point of view. Training on CBR is mostly provided via a combination of different types of institutions: CSOs, HEIs and research networks. There were examples of CBR methodologies taught by a single agency only when it was delivered via universities as part of their compulsory curriculum. CBR methods can be flexible. A project may start with only one organization and then during the development of the project other organizations join in making the project a collective product of both the local community and the participating organizations.

Some of the HEIs and groups of professional research networks show a direct interest in using CBR methods. This might suggest that direct discourses on CBR still remain part of academic settings. This could also be perceived because academia rationally demands to include more rigorous methodological descriptive process used in a research or social project. Both CSOs (the ones without heavy intellectual background) and communities employ methods linked to CBR but often do not show an elaborate and specific discourse about CBR but imply it indirectly. This means that CSOs and people's discourses and interest frequently refer to topics such as applied democracy and inclusive practices (e.g., listening to each other), identifying the community needs and putting together a plan to solve the identified problem(s) in the community. When communities and CSOs refer to the terminology described in the above section (2.i), they do not necessarily develop it within the aim to explain about CBR but to describe how they carry out the project. Epistemological discourses and terminology might be slightly different from one country to another. However, in order to determine that it would require a research project that focuses on making and identifying this comparison. Maria Tapias et al (2005) on the report *Aprendizaje y Servicio Solidarios en las Escuelas Argentinas: Una visión descriptiva a partir de las experiencias presentadas al Premio Presidencial Escuelas Solidarias (2000-2001)* illustrates how this type of research can be done with Service-Learning and could be used to further research on broader CBR terminology.

Considering the above, the places and characteristics in which CBR training is often offered and taken are: 1) Universities as part of formal education curriculum programmes: first degrees and post degree studies such as diplomas and Masters. The courses offer a framework in which study topics relevant to indigenous people and perspectives are discussed; 2) Sometimes post degree courses that involve CBR methods have been developed as an initiative and solution that intends to supply the need for formal training on participative methodologies; 3) Within social projects and initiatives, academics from various backgrounds deliver sessions on CBR methodologies which are used as guidelines to develop a community or research project; 4) Workshops can be carried out within the local community perimeter in a public and accessible communal space; 5) Workshops can be offered to academics and professionals participating in a shared project. The professionals can be based in the same or a different university. Workshops are offered to professionals in these methodologies as it is argued that these methodologies allow cultural changes as well as it allows teachers to grow professionally (Universidad de Playa Ancha, n.d). Workshops on perspectives such as Participatory Action Research are offered to postdegree coordinators of Social Work, Public Health, Human Rights and professionals of other areas with the aim of building and strengthening citizenship and providing a different framework for other subjects (ALARMES, p. 3); 6) CBR training is also offered and attended by the local community and people involved in the project who are not formally enrolled in courses; 7) It seems that the locations in which trainings take place depend on who the delegates will be. In this regard, it is possible that training organised by the same organization or network can be delivered in different locations. CBR training can have a mobile location; and 8) Often networks offer CBR training. As networks are usually linked to one or a specific number departments or faculties of a university CBR training can be offered at one of the networked universities. Networks frequently do not have their own building but work under the deployment of existing structural buildings.

Training (Sample)	
Country/Geographical Area	Supported by/Place
Argentina	Centro de Estudios Desarrollo Territorio (CEDET) at UNSAM (Universidad nacional de San Martín)
Chile	Universidad de Playa Ancha
Colombia	Red Universitaria del Risaralda
Guatemala	EDUMAYA
Mexico	UMSS Network UNISUR (Universidad Intercultural de los Pueblos del Sur) CAN (Red de Agroecología Comunitaria) and UIMQRoo (Universidad Intercultural Maya de Quintana Roo)
Paraguay	Producción de Alimentos y Organización Comunitaria (PPAOC) at Universidad de la República (Paraguay).
Peru	Universidad Peruana Cayetano Heredia. Course: Investigación-Acción en educación (Action Research in Education) Centro de Investigaciones y Servicios Educativos (CISE-PUCP)
Venezuela	INIA (Instituto Nacional de Investigaciones Agrícolas)
<i>Various countries</i>	CEAAL- [Network] Consejo de Educación de Adultos de América Latina ALAMES –Asociación Latinoamericana de Medicina Social ConectaDEL [Training takes place at different universities] Red de Universidades Indígenas
Latino America	
Bolivia, Ecuador, Honduras and Venezuela	
Colombia, Ecuador and Nicaragua	

iii. Types and length of training

CBR training is offered in both formal and informal education settings. Within formal education the courses are offered to university's students who attend the course as part of their degree requirements. Students are often taught some epistemological concepts and genealogy of methods covered under the CBR (e.g Orlando Fals Borda with Participatory Action Research; Analysis of Viability and Feasibility; DOFA and FODA matrices – Acronym in Spanish refers to: Strengths (positive critical factors with which it has), Opportunities (positives, advantages of using project's strengths), weaknesses (negative, critical factors to eliminate or reduce) and Threats). Similarly students are often required, according to the university and institution's policies of promoting the students' professional growth and the local and national development of the country, to carry out projects that require involvement with other people and their communities. On the other hand, CBR within informal education setting seems to emerge in a more practical context. Unlike the CBR developed in formal education the CBR in informal education does not necessarily count towards a recognised degree. This CBR has an immediate practical use as it is used to shape projects and initiatives. In both formal and informal education CBR is a "participatory approach, revalorizing and transdisciplinary" (Delgado Burgoa, 2011) and rests on knowing other's points of view, valuing each other's knowledge, understanding and building a solution together. Mato (2008, p. 28) sustains HEs "also contribute to the effective ways to assessment and promotion of cultural diversity and intercultural relations building equitable and mutual esteem, and as part of the latter exploit the potential arising from the intercultural collaboration in the production of knowledge". CBR methods can then help to respond to the

challenge [of] not only to include indigenous, Afro-descendants and others culturally differentiated in institutions as they exist today, but to transform them to be more relevant to cultural diversity. Incorporate the dialogue of knowledge and recognition of the diversity of values and ways of learning as central elements of policies, plans and programs of the sector (Declaration, 2009 p. 1-2 in Pineau and Trillo, 2010, p. 65).

CBR training is often delivered in a variety of ways. Within informal channels and from a strategy of cultural dissemination of ideas and schools of thought it is possible to find websites promoting the latest publications and future events they are participating in or supporting around CBR methodologies and in some cases these websites become spaces of social interaction (e.g, linked to twitter accounts and Facebook). This system is more frequent when transnational working networks are present. Sometimes international funded networks that frequently collaborate with HEIs offer platforms in which articles with relevant thematic content are available (e.g. CEEAL, LEISA, AGRUCO, CRIC). Websites can often offer more up-to-date information. As previously mentioned networks sometimes lack an independent structural building and might rely on spaces such as websites to educate their community on CBR. Sometimes it is possible to trace through working network websites the historical development and application of CBR methods. These websites might record various lengths and intensity of training and workshops: for example, two-day seminars and workshops in which people bring their local experiences and at the end take back to their project, organizations or with the aim to incorporate to their professional practices what has been learnt (ALAMES, 2010; Universidad de Playa Ancha, n.d). However, there is not a clear trend from one country to another. Sometimes CBR is used as a conceptual background to shape workshops that aim to contribute to the definition of the project's "scheme of work" (PPAOC, p.36) which also allows integration between academic and local knowledge (Ibid, p.37). Although participants meet in a venue, this suggests an informal and practical way of learning about CBR methods: "action-doing- practicing" (Fundación Ensayos para el Aprendizaje Permanente, FEPAP, n.d.).

iv. Content of the training curricula and skills/capacities that learners are expected to learn to do CBR

There are common features within CBR training practices regarding indigenous people and indigenous perspectives in democracy, water governance and Sustainability. Although a wide range of terminology is used, meaning and understanding of the concepts are very similar: "participatory methodology has been used to incorporate intercultural and gender approach throughout the process." (Banco Mundial, 2003, p.18)

The contribution of the Popular Education in this direction, is to form citizenship, configure collective meanings and shared visions, build supportive relationships and articulating from the plurality, build capacity for participation and decision making in social and political actors, promote new forms of organization and mobilization, and contribute to the reconstruction and defence of the public. (CEAAL, n.d, p.1)

Using the 'transformative educational model it is believed that Education Pro-Huerta Program promotes constant interrelationship between scientific knowledge and popular knowledge seeking to understand real life situations. It is looking at topics such as agro-ecological food production, food and nutrition education, environmental care, family farming, social economy, rescuing knowledge and local species, and enhancement of local culture[...]. This approach contributes to the social and educational inclusion and development of territories to strengthen the work of educational institutions at all levels and modalities of the country (Fabiana García and Claudia María Ischia, 2013 p.23).

Endogenous development has the capacity to "transfer knowledge and also attitude to the knowledge of the people, their respect and enhancement of rural communities as permanent sources of innovation" (INIA, p.6).

The use of similar conceptual principles causes similarity in procedural practices of application of CBR methods. The curricula content across CBR training can cover a wide range of topics. This is because CBR methods based their model on diagnosis, description and perceived needs of the population from the population itself. Also analytical models used within social and business management are used (e.g DOFA matrix). The methodology used to identify the community's necessities might be collected by methods such as surveys and active participant workshops. Hence, once the population has been identified, some of the first phases of projects are about collecting information from the community and

establishing parameters of work such as deadlines and objectives. Although there are general trends of these needs such as financial and economic production problems and illiteracy levels which both lead to problems of exclusion and poverty of farmers and indigenous people, communities and project participants develop customised solutions to the identified social problems. “The development of different experiences of affiliates of [the network] realize the range of expressions that it has throughout the continent: struggles against the ALCA, actions against the TLC in Costa Rica and Mexico, struggles in defence of food sovereignty and natural resources [and] the right to land” (CEAAL, n.d). Some of the recurrent topics and solutions involving indigenous perspectives in Latin America are: agriculture, ecotourism, ethnoeducation, farming methods, human rights and democracy. As a consequence the content of training, discussions and solutions might vary.

It is not rare to find institutional statements made by universities about promoting and implementing the use of CBR methodologies. Often these statements are justified with the aim to create more inclusive practices regarding indigenous people within HE and within the classroom. Indigenous peoples from various Latin American countries have resolved to promote their own education systems and also have developed collaborative practices with existent and well established universities (e.g UNISUR). On a report produced by Carlos César Perafán for the BID (2000, p. 10) he states that

the problem has been addressed in the region with three strategies: (i) preferential quotas in universities to indigenous proportional to its population, accompanied scholarship support and (ii) the creation of indigenous people’s universities (Uraccan in Nicaragua, CRIC program in Colombia, Amazonian University, etc.). The rationale justifying indigenous people’s universities are the following: (i) the Western academic disadvantage of Indigenous students average is compensated by their cultural knowledge and thus it requires a special academic curriculum and design, adapted to this situation; (ii) it is necessary to design courses specially run by indigenous people, according to their characteristics cultural and specific needs; and (iii) the indigenous people’s university should be twofold: not only a teaching tool of Western knowledge but indigenous knowledge to the rest of the population.

It is common to find recognised HEIs participating in processes of independence of Indigenous people’s education. These initiatives are mainly supported by ideals of freedom and democratic understanding of education and indigenous people’s rights and equality. Universities also support via policies Indigenous participation at universities. Faculties related to Latin American Studies with emphasis on ethnicity, culture and development as well as studies in ethno agriculture and rural development seem to have an active role in the application of CBR methods (e.g El Centro de Investigaciones en Geografía Ambiental (CIGA) in Mexico). All the results coincide on using techniques based on communication and open discussion which imply listening skills and mutual respect in order to achieve agreement on building a project together.

Training Curricula (Sample)	
Peru Universidad Peruana Cayetano Heredia (UPCH) Delivered by: Faculty of Education	<p>Addressed to: Basic Education Teachers</p> <p>Competition/Objective: Design a project profile, considering the conceptual and methodological theoretical foundations regarding action research in the classroom, thereby improving the quality of teaching practice, incorporate systematic, organized and scientific aspects and be actively involved in each action research processes.</p> <p>Expected: Formulation of objectives within the action research frame Elaboration of indicators of achievements and effect Identification of informants, techniques and instruments Design of activity program</p>

<p>Argentina CELADEL (Centro Latinoamericano de Estudios Locales) [Course is delivered by a profesor from UMSS, Bolivia]</p>	<p>Addressed to: This led to authorities and officials working in the public sphere, members of private organizations, academia, civil society and citizens interested in strengthening land management. No prerequisites.</p> <p>Competition/Objective: The course consists of two chapters: - From planning traditional participatory planning. In this chapter the process of development and evolution that followed the traditional planning toward finding a new way of planning development from social participation is discussed. - The methodology of participatory planning. In this chapter the design, development and implementation of the components of participatory planning methodologies currently used in some countries of Latin America and the lessons learned from their experiences are presented.</p> <p>Expected: The course has four evaluable practical activities and evaluation by participation in the Discussion Forum. To be certified lying to complete the activities provided a minimum average of 50 % is required in the assessments. Participants who meet all academic obligations will obtain a digital certificate issued by the CELADEL. The Certificate will be sent by email within 10 days after the end of the course.</p>
<p>Peru PUCP (Pontificia Universidad Católica del Perú) Short Course: Workshop on Participatory Methodologies</p>	<p>Addressed to: [Profile not stated]</p> <p>Competition/Objective: A review of the theories and participatory approaches and their phases and areas of intervention will take place. Applying various participatory methodologies will be combined during the course to maximize learning and understand its application and functionality. A case study which will evaluate the lessons learned will be reviewed. 6 hours distributed in two days. Evening (7-10pm)</p> <p>Expected: After the workshop, participants will be able to become familiar with the theories and participatory methodologies, design, convening and facilitating participatory processes successfully, applying participatory tools and processes to facilitate dialogue and conflict prevention in various contexts methodologies.</p>
<p>Venezuela Universidad Central, Maracay Course: Endogenous development and participatory project touristic management from gender perspective.</p>	<p>Addressed to: Professionals with University or higher technical (degree in any area of knowledge)</p> <p>Competition/Objective: Through discussions, presentations group and individual contributions. are shall establish additional assessment agreements in agreement with the participants. Online and attendance to lessons 28 hours / two (2) units of credit</p> <p>Expected: Generate significant learning from a constructivist perspective about endogenous development and participatory management of tourism projects from the gender perspective.</p>

Bolivia AGRUCO (Centro Universitario Agroecología Universidad Cochabamba) Workshop/ Course in Agroecology and Sustainable Endogenous Development. Level I	<p>Addressed to: [Not stated]</p> <p>Competition/Objective: [No stated]</p> <p>Expected: Payment of 60 Bolivian pesos Sleeping bag, blanket and warm clothing The AGRUCO Center covers expenses for lodging, food, transportation, supplies and grant certificates of achievement with curricular value.</p>
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Top training programs

1. INIA (Instituto Nacional de Investigaciones Agrícolas), Venezuela

The INIA (The National Agricultural Research Institute) is an autonomous institute created in 2000 under the Ministry of Science and Technology in Venezuela. It seeks to strengthened the production of food. Their training objectives is to find answers to the identified needs by applying the endogenous development approach which transfers knowledge and also views rural communities as permanent sources of innovation. The content of course relevant to the topic indigenous people and indigenous perspective include:

- Analysis of the agricultural calendar and its problems
- Development of their own strategies based on the identified problems

Content and Design

In terms of the design the local development projects must be founded on the reconstruction of peasant reality itself, so starting from the needs, resource, talents and local capacities existing and priority areas identified by the main economic, political and social and local actors. There are various topics covered within the endogenous perspective. Some of the topics are: workshop on medicinal plants and nurseries, how to make compost and soil recovery.

Underlying philosophy/pedagogy

The INIA uses the endogenous development framework. The approach is to link the techniques of traditional farmers with new proposals and alternative viable technology. Thus, among other things, knowledge and environmental perceptions of farmers are integrated into schemes of agricultural revolution, resulting in the construction of new knowledge and innovations that take into account the harmonious relationship between the environment and the local rural development. Internal factors of peasant communities that make up the matrix of endogenous development are: the emergence of national and ethnic struggles for territorial space; the identity and cultural preservation; the values of indigenous, peasant, rural and urban communities for political self-determination; the defence against environmental degradation for the conservation of biodiversity; the recovery and improvement of traditional practices of sustainable use of the environment; the strengthening of communities and economies of base; the participation of civil society.

Facilitators and Students' profile

The facilitators are INIA staff members and locals. The facilitators do not necessarily have a strong academic background but sound knowledge and experience on the topic. Some facilitators are academics with agriculture background studies.

Delegates are local farmers, students of universities.

Expected learning impact/Achievements

The work of INIA has inspired training programs and training in participatory research nationally and internationally and has facilitated the incorporation of other entities in different states to work with producers.

These projects must negotiate or build coherence amongst participants of the team to act from a shared perspective and in response to the problems of farmers and rural communities.

The experiences of participatory research have contributed by establishing endogenous and sustainable development practices including: Generation, adaptation, use and integrated management of pests and diseases; The implementation of production laboratories to control agents of pests and diseases (insects, fungi, bacteria) handled and managed by producers; Organic production and crop diversification using local resources and talents; Participation in formal and informal learning programs on agricultural and non-agricultural areas by the producers; The consolidation of processes of peasant organization; the implementation of cultural projects sponsored by the communities; Support processes of small rural industries; Process management to formulate proposals for policies to stimulate local endogenous development.

Language

Spanish

2. Color Colombian, Colombia

Color Colombia is an initiative of the board of Vice- Chancellors of the universities of Risaralda network around the river Otum. The project aims to contribute to the process of rural development of the region through the implementation of strategies that contribute to the achievement of the Millennium Development Goals and therefore to improve conditions and quality of life of the population. It is an example of how universities work together, create a project which is also used to inform students professional development.

The following Universities began the project: University Foundation of the Andean Area (Pereira) , Free University (Pereira), Cooperative University of Colombia (Pereira), Graduate School of Public Administration (Pereira) , University of Santa Rosa de Cabal (UNISARC), Technological University of Pereira and Popular Catholic University of Risaralda, currently four universities are working and contributing to Color Colombia, which are: University Foundation of the Andean Area (Pereira), Free University (Pereira) Technological University of Pereira and Catholic University of Pereira; coordinated by the Director of the Department of Humanities at the Catholic University of Pereira's Master of Pedagogy and Human Development Fabián Sánchez" (Gutierrez Pérez, 2014, p. 10).

This report was produced as a final research to complete a BA degree in Social Communication and Mass Media. The graduate used surveys and observation to carry out the project. The project was about analysing and identifying appropriate and effective methods that could be used in this community to inform and engage the population about the project and get across the message about the importance of looking after the river.

Training objectives

Engaging the local community with the local HEIs and develop a sustainable project in which people develop a wider understanding of problems affecting the local river and how to overcome and solve the environmental issues.

Content

For the students involved in the project it was about learning and practising active research methods with the participation of the local community.

Design

The project was used to teach students about CBR methods. “Collective action is possible from the participation of the community for a particular topic” (Gutierrez Pérez, 2014, p.12).

Philosophy/Pedagogy

The network is based on the concept of social responsibility in which HEIs should actively seek to find research areas for working with the community, understanding issues of context and contributing to the growth of the community and families.

As a college it is stated that the HEIs should learn from the community: their customs, culture, myths and legends, make knowledge sharing, own knowledge, achieving to recover everything that is not part of knowledge learnt by formal learning” (Gutierrez Pérez, 2014, p.10).

Facilitators and Students’ profile

[Information not provided]

Expected learning impact

Through a collaborative and interdisciplinary model share knowledge and experiences between universities as well as teaching students about participative social research and environmental methods to keep the river in appropriate conditions.

Language

Spanish

3. AGRUCO, Bolivia

AGRUCO was created by the Universidad de San Simón (UMSS) of Cochabamba through the Faculty of Agricultural Sciences, Livestock, Forestry and Veterinary (FCAPFyV, for its acronym in Spanish) with the support of the Swiss Agency for Development Cooperation (COSUDE).

Training objectives

“Contributing to sustainable endogenous development and Reform of Higher Education from agroecology and the revaluation of local knowledge and wisdom originating from indigenous peoples, considering the spiritual, social and cultural life” (Delgado Burgoa, 2008, p. 125).

Content

- Workshop on Endogenous Sustainability and multiculturalism.
- Implementation of courses and perspectives within different departments of the University UMSS: Specializing in Revaluation Dialogue (Delgado Burgoa, 2011, p.72).
- Knowledge and New Paradigms in Science and Development.

Design

AGRUCO’s studies on CBR include topics of study within both local and conceptual topics. Some of the subjects AGRUCO covers in its training are: progress and prospects for HEIs in Endogenous Development Sustainable Living Well: Program Continuing Education and Intercultural Decolonizing on “Territorial Management and Sustainable Endogenous Development”; process of institutional

sustainability and management; systematization of experiences and Communication Strategy; current status of social interaction with communities and municipalities; and development in programs and projects of Endogenous Development Sustainable Living Well as a new paradigm.

Additionally, AGRUCO offers interactive CDs about topics such as: The everyday life in rural communities, Spirituality and Mother Earth in the Andes; and Process of growing plants.

Philosophy/Pedagogy

AGRUCO focuses on interdisciplinary dialogue and participatory perspective. Furthermore they promote Participatory Action Research and Endogenous development.

Facilitators and Students' profile

Farmers [Campesinos]

University students

Expected learning impact

- a) To contribute to intra- and intercultural training in undergraduate and graduate to encourage social awareness.
- b) To achieve a high capacity to innovate and enhance technologies and knowledge to provide sustainable endogenous development in a holistic, transdisciplinary and participatory context.
- c) Strengthen community comprehensive programs for self-management and endogenous development Sustainable (PICADS) in rural communities and rural municipalities in Bolivia.
- d) Promote and disseminate the agroecological approach and enhancement of local knowledge and the wisdom of indigenous peoples originating from the systematization of experiences and dissemination at national and international level.
- e) To support and influence the processes of construction of local, municipal, national and regional bottom up, that contribute to the conservation of diversity biological and cultural in Bolivia, Latinoamerica and the world” (Delgado Burgoa, 2008, p.125-126).

Language

Spanish

4. UNISUR (Universidad intercultural de los pueblos del sur), Mexico

UNISUR is a non-formal education initiative. The programs combine both distance learning and classroom-based sessions. It currently has 5 regional offices distributed in different regions of Guerrero, Mexico. UNISUR was created by the community who via a consultation process with the locals identified the necessities of their community which then were used to draw up the University proposal. The literature suggests that Unisur works with formal and fully accredited Mexican universities such as the Autonomous University of Guerrero (Universidad Autónoma de Guerrero) and the UNAM (Universidad Nacional Autónoma de México) through their program Mexico Multicultural Nation in which for example UNISUR participates in social and academic events that contribute to UNISUR and their work being known by other universities. Furthermore, academics from other universities support the diffusion of UNISUR'S work (Guzmán et al 2014; Flores and Méndez 2008; Korsbaek et al in Guzmán et al 2014). The UAM (Autonomous Metropolitan University) Xochimilco is recognised as one of the contributing universities that has supported the capacity building of Unisur through a voluntary scheme in which teachers share their knowledge and expertise with the local teachers. Unisur is not funded by the government but through research projects created in partnership with an unknown CSO, volunteers and donations.

Training objectives

UNISUR aims to plan teaching using participative learning methodologies. Pedagogically UNISUR sustains that they do not work with subjects but social process and through dialogue, problem solving and decision making. It means that social themes and problems are used with an educational purpose.

Content

Local problems, agriculture.

Rural entrepreneurship

Students and teachers participate in community initiatives and projects such as: territorial planning, soil and water conservation, community radio, literacy, construction of efficient stoves, Traditional Medicine and Community Health, Grey water sanitation, processes of population consultation, update of community regulations, reproduction of native species and reforestation, and social control in public investment projects (Alonso Guzmán et al, 2014).

Design

Research work and assignments are linked to the community. UNISUR uses a model of “subject, context and project” (Flórez and Méndez, 2008). UNISUR’s pedagogical model is about offering a curriculum with a duration of four years, a modular system with quarterly duration. The methodology emphasizes creating workspaces for building community knowledge, not in teaching disciplinary content. The system is part-time and students are expected to work intensively in the classroom seven days per month in two periods, the remaining time is occupied by the student in developing the field in their own community. The research problem for every student requires articulating their learning process. The model is based on programs with a flexible curriculum adapting to the culture of their own knowledge of indigenous peoples. It rests on four pillars: learning to know, to do, to be and to live together. UNISUR offers five degrees: 1) Community Environmental Management, 2) Government and administration of municipalities and territory, 3) Language, Culture and Memory, 4) Community Health and 5) Justice and Human Rights.

Philosophy/Pedagogy

UNISUR uses rural and multicultural perspectives. A transdisciplinary model, dialogical and intercultural.

Facilitators and Students’ profile

Facilitators are required to have intercultural competencies and students are expected to have a positive attitude to develop their own capacity to generate their own knowledge by developing understanding of their own community and community’s problems.

Expected learning impact

Through the program it is expected that youth indigenous will use the acquired educational model on rural perspectives to encourage the development of their communities through technical assistance and agricultural activities. Furthermore, UNISUR is to “guide young indigenous people to the creation and autonomy of practices involving building knowledge, to rescue popular knowledge, collective memory, culture and practices and knowledge of agriculture; starting from sharing of knowledge, believing on a democratic liberating pedagogy that is autonomous and lead to the pedagogy of cultural identities” (Flórez and Méndez, 2008, p.117-118)

Language

Spanish

5. EDUMAYA, Guatemala

This program is part of the Universidad Rafael Landívar. EDUMAYA offers teaching training scholarships to indigenous people. Through this initiative it is expected to increase the teaching capacity of schools for indigenous. EDUMAYA works with the civil association PRODESSA (Project of Development of Santiago).

Training objectives

It aims to contribute to building peace and sustainable development of the country through the improvement and extension of services to the indigenous population.

Content

[No information available]

Design

[No information available]

Philosophy/Pedagogy

Open spaces for dialogue and reflection on cultural diversity in the country, inside and outside the university environment. Intercultural models are developed around the importance of building ethnic relations based on equality projects.

Facilitators and Students' profile

Facilitator: [No information available]

Students: indigenous youth from different ethnic groups

Expected learning impact

Increasing community participation and strengthening the action of local NGOs and community leaders, families and local organizations. Additionally, training accredited bilingual teachers for rural primary education.

Language

Spanish

6. PPAOC (Programa de Producción de Alimentos y Organización Comunitaria), Paraguay.

PPAOC is a program linked to the Environmental Systems Unit of the Agronomy Faculty at the Universidad de la República, Uruguay. The PPAOC comprises five university services: the Colleges of Agriculture, Social Science, Psychology and Veterinary Medicine, and the School of Nutrition and Dietetics. The teams are interdisciplinary, have territorial integration and work with urban farmers organized in groups or networks. At present working in coordination with the six collectives located in the metropolitan area of Montevideo. This outreach program of the University of the Republic arises from demands from families or neighbours clustered around alternatives resistance to the crisis requesting collaboration with the Faculty of Agronomy for realization of allotments for self-subsistence.

Training objectives

To provide basic and operational concepts to develop proposals for agro-ecological food production, ensuring their adequate intake for healthy living. Additionally, PPAOC aims to provide training to the actors involved.

Content

PPAOC focuses the teaching on garden installation and management and visits to farms with the purpose to create agro-ecological experiences. In addition, PPAOC carries out workshops in which the general scheme of work is agreed: compile existing information about the area, then define where and how to collect the primary information; the study should end posing potential scenarios: current status and other settings where the resources were established to carry out the activities; i.e. analyze the production, identify constraints to achieve higher and better production levels and establish new situations (small investments, reorganization, resource planning) and solve the identified constraints; the study should serve as a methodological basis for future studies in other areas, and production excluding conditions defined as organic. Topics are discussed within the group.

Regarding the training of team members, the topics are proposed and discussed with them. The following topics are commonly covered: crop management, the dynamics in these cases is discussion of productive alternatives that each trainee has used in relation to a previously defined culture; crop planning: workshops are held on the elements to be considered in planning; also planning rests on the connections between the projects; lifting techniques and registration information: first general elements are provided on the characteristics of the basic techniques for collecting information, then which of the techniques discussed are most appropriate to implement in selective treatment of information for the study, and IT tools: in which participants show basic operation of a computer and use of internet and different ways of finding information.

Design

PPAOC uses practical work groups, trips, theoretical and technical lectures, reading materials, presentation and group discussions and presentation of book reviews as well as workshop on production of organic food.

Philosophy/Pedagogy

PPAOC promotes the understanding of nature and agroecological systems in their biophysical, socio-political context and cultural regeneration and enhancement of local knowledge, development of the endogenous potential (ecological and human) to intervene and articulate the transformation of reality and maintenance of production potential and local self-sufficiency. In this regard, PPAOC teaches about Action-Research, Participatory Action Research and Agroecology theoretical approach which involves: recognizing the current economic and ecological crisis, managing ecologically natural resources from the notion of integrated development of businesses.

Facilitators and Students' profile

The facilitators which are provided by the university focused on technical support and organizational, supply of inputs (seeds, tools), training, research and facilitating the establishment of contacts and networks. There is not a student profile. There are no restrictions for participants. The participants can be part of urban families, farmers and rural workers, academics, teachers, members of programs and institutions (INAU, MEVIR, Un techo para mi país, escuela de jardinería) amongst others. PPAOC sustains that have had a high number of teachers participating in the workshops.

Expected learning impact

PPAOC expect to facilitate working networks and socialization of realities and diverse knowledge.

Language

Spanish

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