Future teachers and social change in Bolivia: between decolonisation and demonstration
Lopes Cardozo, T.A.

Citation for published version (APA):

General rights
It is not permitted to download or to forward/distribute the text or part of it without the consent of the author(s) and/or copyright holder(s), other than for strictly personal, individual use, unless the work is under an open content license (like Creative Commons).

Disclaimer/Complaints regulations
If you believe that digital publication of certain material infringes any of your rights or (privacy) interests, please let the Library know, stating your reasons. In case of a legitimate complaint, the Library will make the material inaccessible and/or remove it from the website. Please Ask the Library: http://uba.uva.nl/en/contact, or a letter to: Library of the University of Amsterdam, Secretariat, Singel 425, 1012 WP Amsterdam, The Netherlands. You will be contacted as soon as possible.

Download date: 12 Dec 2018
## CONTENTS

LIST OF BOXES, TABLES, FIGURES, MAPS AND PHOTOS xi
ABBREVIATIONS xii
WORDS OF THANKS xv
PROLOGUE xvii

**CHAPTER 1. Introduction: Bolivia, future teachers and social transformation** 1
1.1 Research relevance and rationale 1
1.2 Positioning this research within relevant debates in the literature 9
1.3 Research proposition and research questions 15
1.4 Definitions of main concepts 16
1.5 Thesis layout 18

**PART I THEORETICAL & METHODOLOGICAL FOUNDATIONS** 21

Chapter 2. Theoretical and methodological framework to understand social change, teacher education and teachers in Bolivia 23
2.1 Introduction 23
2.2 Meta-theoretical inspirations 24
2.3 A social justice and (neo)Gramscian perspective on socio-political and educational change in Bolivia 26
2.4 A critical theoretical perspective on teaching – social justice, Gramsci and critical pedagogy 31
2.5 The Strategic Relational Approach (SRA) and a conceptual scheme 37
2.6 Critical theory in action 41
2.7 Defining ‘the case’: research locations and focus of analysis 45
2.8 Methods 48
2.9 Limitations, ethics and challenges 52

**PART II BOLIVIA, TEACHERS & CHANGE: SOCIO-POLITICAL AND EDUCATIONAL CONTEXT** 55

Chapter 3. Continuity & change in Bolivian society: a story of historical and present struggles 57
3.1 Introduction 57
3.2 Bolivia’s socio-political history of struggles for hegemony and counter-hegemony 58
3.3 Bolivia in the world and in the region 67
3.4 Characteristics of Bolivia’s diverse and tense context 68
3.5 Five processes of conflict 73
3.6 Teachers’ life and work in relation to the five processes of conflict 76
3.7 Bolivian society in summary: continuing tensions, new horizons 79