

## LIST OF BOXES, TABLES, FIGURES, MAPS AND PHOTOS

	<b>Boxes</b>	<b>Page</b>
1	Ramiro	8
2	The main concepts and operational definitions	17
3	Education Reform 1994	89
4	ASEP's principles and objectives for Teacher Education	109
5	Aptapi in Ramiro's Aymara course	139
6	Three Bolivian educators and their strategies	215
7	Student teachers' motivations as agents of change	218
8	Ramiro's future	234
	<b>Tables</b>	
1	Guiding questions and book parts	16
2	Fraser's three-dimensional conceptualisation of social justice	27
3	Institutional change: Fairclough's six assumptions	43
4	Models of Teacher Education (Cummings)	113
5	Teacher training institutes: ESFMs and UAs	115
6	Sleeters' SJTE Framework applied to Bolivia	163
7	Overview of main outcomes of the research	235
	<b>Figures</b>	
1	Conceptual scheme	40
2&3	Students' cultural self identification	175
4&5	Students' mother tongue	177
6&7	Students' preferred future job location	178
8	Urban trainers' self identification (in numbers)	181
9	Categorisation of students' motivations	201
10	Students' motivations (interview data)	202
	<b>Maps</b>	
1	Bolivia United Nations Map	3
2	Bolivia and research locations	46
3	Linguistic map of Bolivia	72
4	Institutes in La Paz (Appendix 7)	294
5	Institutes in Cochabamba (Appendix 7)	295
	<b>Photos</b>	
1	Urban students and trainers in a march, La Paz	Front cover
2	Fragment of a mural at El Prado in La Paz, artist Gonz Jove	59
3&4	Two girls in grade 3, and a fifth grade urban classroom	95
5	The new curriculum for primary teachers (La Prensa)	110
6	Representatives of a student party, Normal Enrique Finot, Santa Cruz	119
7	Protesting youngsters and parents in front of the MoE, La Paz	137
8&9	Aymara course in Simón Bolívar and students preparing the Aptapi	140
10	Protesting prospective students preparing a hunger strike	143
11,12,13	Illustrations of the photo workshop with final year teacher students	160
14&15	Students and trainers protesting against violence in Pando	213