UNIVERSITY OF AMSTERDAM

UvA-DARE (Digital Academic Repository)

Future teachers and social change in Bolivia: between decolonisation and demonstration

Lopes Cardozo, T.A.

Publication date
2011

Link to publication

Citation for published version (APA):
Lopes Cardozo, T. A. (2011). *Future teachers and social change in Bolivia: between decolonisation and demonstration*. [Thesis, fully internal, Universiteit van Amsterdam]. Eburon.

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: https://uba.uva.nl/en/contact, or a letter to: Library of the University of Amsterdam, Secretariat, P.O. Box 19185, 1000 GD Amsterdam, The Netherlands. You will be contacted as soon as possible.

UvA-DARE is a service provided by the library of the University of Amsterdam (https://dare.uva.nl)

Download date:08 Nov 2026

REFERENCE LIST

Achinstein, B. and R. T. Ogawa (2006). "(In)Fidelity: What the Resistance of New Teachers Reveals about Professional Principles and Prescriptive Educational Policies." Harvard Education Review, 76(1), pp. 30-63.

AECID (2007). Programa de formación e innovación institutional y academica dirigido a los Institutos Normales Superiores (INS) públicos de Bolivia, Agencia Espanola de Cooperación Internacional, unpublished document.

Aikman, S. (2011). Educational and indigenous justice in Africa. International Journal of Educational Development, 31: pp.15-22.

Al Jazeera (2008a). Talk to Jazeera – Evo Morales. Bolivia, YouTube: http://www.youtube.com/watch?v=zOdPP1ruHdk .

ALBA (2008). Cochabamba Declaracion. Ministerio del Poder Popular para la Educacion Superior, Gobierno Bolivariano de Venezuela.

ALBA (2009a). Managua Declaración. Ministerio del Poder Popular para la Educacion Superior, Gobierno Bolivariano de Venezuela.

ALBA (2009b). Cronología del Proyecto Gran-nacional ALBA-Educación. Ministerio del Poder Popular para la Educacion Superior, Gobierno Bolivariano de Venezuela.

Albó, X. (2005). "Bolivia revolutionises bilingual education." ID21 insights, Retrieved 13-09-07, from http://www.id21.org/insights/insights-ed05/art04.html .

Albó, X. and A. Anaya (2003). Ninos alegres, libres, expresivos. La audacia de la educación intercultural bilingüe en Bolivia. La Paz, CIPCA and UNICEF.

Almudevar, L. (2007). Pressure for Bolivian 'people's president'. BBC newspaper article, 06-08-2007, Sucre, Bolivia.

Altinyelken, H. K. (2010). "Pedagogical renewal in sub-Saharan Africa: the case of Uganda " Comparative Education 46(2): pp. 151-171.

Anaya, A. (2009). Magisterio y Reforma Educativa en Bolivia. Sindicatos Docentes y Reformas Educativas en America Latina: Bolivia, Rio de Janeiro, SOPLA, Conrad Adenauer Stiftung.

Appadurai, A. (2006). "The right to research." Globalisation, Societies and Education, 4(2): pp. 167-177.

Apple, M. W. (1982). Reproduction and Contradiction in Education: an Introduction. Cultural and Economic Reproduction in Education, M. W. Apple, Routledge & Kegan Paul Books: pp. 1-31.

Apple, M. W. (2009). Foreword. Teacher Education and the Struggle for Social Justice. New York and London, Routledge, Taylor & Francis: pp. ix-xii.

Asamblea Constituyente de Bolivia (2008). Nueva Constitucion Politica del Estado, available at http://www.presidencia.gob.bo/download/constitucion.pdf .

Assies, W. and T. Salman (2003). "Bolivian Democracy: Consolidating or Disintegrating?" Focaal European Journal of Anthropology, 42: pp. 141-160.

Auala, R. K. (2005). A profile of the new teaching profession. The ideal teachers' profile. Capacity building of teacher training institutions in Sub-Saharan Africa. UNESCO: pp. 179-185.

Avalos, B. (2002). "Teacher Education: Reflections, Debates, Challenges and Innovations." Prospects : quarterly review of education, 32(3): pp. 1-8.

Banks, J. A. (2004). "Essays – Teaching for Social Justice, Diversity, and Citizenship in a Global World." The Educational forum, 68(4): pp. 289-298.

Bartlett, L. (2005). "Dialogue, Knowledge and Teacher-Student Relations: Freirian Pedagogy in Theory and Practice." Comparative Education Review, 49(3): pp. 344-364.

Bates, T. R. (1975). "Gramsci and the Theory of Hegemony." Journal of the History of Ideas, 36(2): pp. 351-366.

Baud, M. (2007a). "Indigenous Politics and the State, The Andean Highlands in the nineteenth and twentieth centuries." Social analysis, 51(2): pp.19-42.
Baud, M. and R. Rutten, Eds. (2004). Popular Intellectuals and Social Movements. Framing protests in Asia, Africa and Latin America. International Review of Social History, supplement 12. Cambridge, Cambridge University Press.
BBC (2006), 'Evo Morales sworn in as spiritual leader', video reporting, http://news.bbc.co.uk/2/hi/americas/8473899.stm (last accessed 01-04-2011).
Beauchamp, C. and L. Thomas (2009). "Understanding teacher identity: an overview of issues in the literature and implications for teacher education." Cambridge Journal of Education, 39(2): pp. 175-189.
Bieler, A. and A. D. Morton (2004). "A critical theory route to hegemony, world order and historical change: neo-Gramscian perspectives in International Relations." Capital & Class, 28: pp. 85-113.
Bonal, X. (2007). "On global absences: Reflections on the failings in the education and poverty relationship in Latin America." International Journal of Educational Development, 27: pp. 86-100.
Boyles, D., T. Carusi, et al. (2009). Historical and Critical Interpretations of Social Justice. Handbook of Social Justice in Education. W. Ayers, T. Quinn and D. Stovall. New York and London, Routledge: pp. 30-42.
Brienen, M. (2002). "The Clamor for Schools – Rural education and the Development of State-community Contact in Highland Bolivia 1930-1952." Revista de Indias, LXII(226): pp. 615-650.
Brienen, M. (2007). "Interminable Revolution Populism and Frustration in 20th Century Bolivia." SAIS review, 27(1): pp. 21-33.
Brienen, M. (2011). The Clamor for Schools – Indigenous Communities, the State, and the Development of Indigenous Education in Bolivia, 1900-1952. University of Leiden, PhD thesis manuscript, July 2011.
Burawoy, M. (1998). "The Extended Case Method." Sociology Theory, 16(1): pp. 4-33.
Burawoy, M. (2004). "Public sociologies: contradictions, dilemmas, and possibilities." Social Forces, 82(4): pp, 1603-1618, http://www.soc.umn.edu/~hartmann/courses/burawoy_20070118135613.pdf .
Calzadilla Sarmiento, R. (2009). Presentation of the Bolivian ambassador in The Hague on the Bolivia's poltics and future. University of Amsterdam, Graduate School of Social Sciences, 22 October 2010.
Canessa, A. (2004). "Reproducing racism: Schooling and race in highland Bolivia." Race Ethnicity and Education, 7(2): pp. 185-204.
Canessa, A. (2006). "Todos somos indígenas: Towards a new language of national political identity." Bulletin of Latin American Research, 25(2): pp. 241-263.
Carspecken, P. F. (2001). Critical Ethnographies from Houston: Distinctive Features and Directions. Critical ethnography and education, P. F. Carspecken and G. Walford. Oxford, Elsevier Science Ltd: pp. 1-26.
Castles, S. (2001). "Studying Social Transformation." International Political Scince Review, 22(1): pp. 13-32.
CEPAL (2005). Los pueblos indígenas de Bolivia: diagnóstico sociodemográfico a partir del censo del 2001. Santiago de Chile, CEPAL: Comision Economica para America Latina y el Caribe.
Chaves, M. and M. Zambrano (2006). "From *blanqueamiento* to *reindigenizacion*: Paradoxes of *mestizaje* and multiculturalism in contemporary Colombia." Revista Europea de Estudios Latinoamericanos y del Caribe, 80(abril de 2006): pp. 5-23.

Clandinin, D. J., C. A. Downey, et al. (2009). "Attending to changing landscapes: Shapong the interwoven identities of teachers and teacher educators." Asia-Pacific Journal of Teacher Education, 37(2): pp. 141-154.
Clarke, M. (2009). "The Ethico-politics of Teacher Identity." Educational Philosophy and Theory, 41(2): pp. 185-200.
Cochran-Smith, M. (2004). "Defining the outcomes of teacher education: what's social justice got to do with it?" Asia-Pacific Journal of Teacher Education, 32(3): pp. 193-212.
Cochran-Smith, M., J. Barnatt, et al. (2009). Teacher Education for Social Justice: Critiquing the critiques. Handbook of Social Justice in Education. W. Ayers, T. Quinn and D. Stovall. New York, London, Routledge: pp. 625-639.
Concha, C., M. L. Talavera Simoni, et al. (2002). Informe Final: Evaluacion Academica e Institucional/Administrativa de los Institutos Normales Superiores. La Paz, December, unpublished evaluation document.
Congreso Nacional de Educación (2006). Especial: Congreso National de Educación en Sucre, Julio 2006. Ministerio de Edución de Bolivia, 3(15).
Contreras, M. E. and M. L. Talavera Simoni (2003). The Bolivian Education Reform 1992-2002: case studies in large-scale education reform. Washington, The World Bank.
Contreras, M. E. and M. L. Talavera Simoni. (2004a, 13-02-08). "La reforma educativa Boliviana 1992-2002: del escepticismo a la esperanza". Obtained from http://www.unesco.cl/medios/biblioteca/documentos/conflictividad_bolivia_reforma_educativa_boliviana_1992_2002_escepticismo_esperanza.pdf .
Contreras, M. E. and M. L. Talavera Simoni (2004b). Examen Parcial. la reforma educativa Boliviana 1992-2002. La Paz, PIEB.
Cox, R. (1996). Approaches to World Order. Cambridge, Cambridge University Press.
Crehan, K. (2002). Gramsci, Culture and Anthropology. Berkeley, Los Angeles, University of California Press.
CTEUB (1957-2007). Reglamento de Escalafón Nacional del Servicio de Educación y Reglamento de Faltas y Sanciones. CTEUB.
CTEUB (2006). La Escuela Para Rescatar la Patria, Documento aprobado en el congreso nacional de educación urbana. Sucre, CTEUB.
CTEUB and Ministerio de Coordinación con Movimientos Sociales y la Sociedad Civil (2007). Debate sobre la educación Boliviana: análisis de concordancias entre el proyecto de 'nueva ley de educación Boliviana 'Elizardo Perez Avelino Sinani' y la propuesta 'la escuela para rescatar la patria' del magisterio urbano de Bolivia, unpublished document.
Cummings, W. K. (1999). "The InstitutionS of Education: Compare, Compare, Compare!" Comparative Education Review, 43(4): pp. 413-437.
D'Emilio, L. (1996). Voices and processes towards pluralism: Indigenous education in Bolivia. New Educaction Division Documents, no. 9. Stockholm, SIDA & UNICEF.
Dale, R. (1994). Applied Education Policy or Political Sociology of Education? in: D. Halpi and B. Troyna, Researching education policy: ethical and methodological issues. London/Bristol (USA), Falmer Press: pp. 31-41.
Dale, R. (2000). "Globalization and education: demonstrating a common world education culture or locating a 'globally structured educational agenda". Educational Theory, 50 (4): pp 427-448.
Dale, R. (2005). "Globalisation, knowledge economy and comparative education." Comparative Education, 41(2): pp. 117-149.
Dale, R. (2006). "From comparison to translation: extending the research imagination?" Globalisation, Societies and Education, 4(2): pp. 179-192.
Dale, R. (2010). Retroducting and Reconstructing 'Education and Conflict', Lecture at farewell function for Dr Mario Novelli, University of Amsterdam, 31 August 2010.

Dale, R. and S. Robertson (2004). "Interview with Boaventura de Sousa Santos." Globalisation, Societies & Education, 2(2): 147-160.
Dangl, B. (2007). The Price of Fire: Resource Wars and Social Movements in Bolivia. Oakland, Edinburgh, Baltimore, AK Press.
Dangl, B. (2010). Dancing with Dynamite: Social Movements and States in Latin America. Oakland, Edinburgh, Baltimore, AK Press.
Davies, L. (2005a). Making education more inclusive: democracy building and citizenship for all. Expert meeting on quality of education, University of Amsterdam, unpublished paper.
Davies, L. (2005b). "Schools and war: urgent agendas for comparative and international education." Compare: A Journal of Comparative Education, 35(4): pp. 357-371.
Davies, L. (2006a). "Global citizenship: abstraction or framework for action?" Educational Review, 58(1): pp. 5-25.
Davies, L. (2006c). Education for Positive Conflict and Interruptive Democracy. In: H. Lauder, P. Brown, J.-A. Dillabough and A. H. Halsey, Education, globalization, and social change. Oxford [etc.], Oxford University Press.
Davies, L. (2008). Educating against extremism. Stoke on Trent, UK and Sterling, USA, Trentham Books.
De Koning, N. (2005). The Decline of the West A case study of Intervultural and Citizenship Education in Bolivia. International Development Studies, unpusblished Master thesis, Amsterdam, University of Amsterdam.
Del Granado Cosio, T. (2006). Politica Educativa, Normales Y Formadores de profesores. El caso del instituto Normal Superior "Simón Bolívar". Magíster en Investigación Educativa, Universidad Academia de Humanismo Cristiano, unpublished thesis.
Del Granado Cosio, T. (2007). Without title. Documento de trabajo sobre formación docente. La Paz, unpublished, referencing approved by author.
Del Granado Cosio, T. (2011). "La formación docente, factor clave para la mejora educativa." Boletin de Cultura de Paz, 3 (1), El reto de incorporar Cultura de Paz en el diseño curricular escolar, http://cedoin-gtz.padep.org.bo/upload/diseno-curricular.pdf: p.11.
Delany-Barmann, G. (2010). "Teacher Education Reform and Subaltern Voices: From Politica to Practica in Bolivia." Journal of Language, Identity and Education, 9(3): pp. 180-202.
Democracy Now (2010). Bolivian President Evo Morales on Climate Debt, Capitalism, Why He Wants a Tribunal for Climate Justice and Much More. Online Video: http://www.democracynow.org/2009/12/17/bolivian_president_evo_morales_on_climate .
Domingo, P. (2005). "Democracy and New Social Forces in Bolivia." Social forces, 83(4): pp. 1727-1743.
Drange, L. D. (2007). "Power in Intercultural Education:"Education in Bolivia – from Oppression to Liberation"?" Journal of Intercultural Communication,(15): pp. 1-11 as printed from website.
Duffield, M. (2001). Global governance and the new wars – the merging of development and security. London [etc.], Zed Books.
Edwards Jr., D. B. (2010). "Critical Pedagogy and Democratic Education: Possibilities for Cross-Pollination." The Urban Review, 42(3): pp. 221-242.
Education International (2007). Education International Barometer of Human & Trade Union Rights in Education, available from http://www.ei-ie.org/barometer/en/profiles_detail.php?country=bolivia.
Escobar, A. (2007). "Worlds and knowledges otherwise." Cultural studies 21(2): pp. 179-210.
Estado Plurinacional de Bolivia (2009). DECRETO SUPREMO N°29894, Estructura organizativa del Poder Ejecutivo del Estado Plurinacional Evo Morales, available at: http://www.minedu.gob.bo.

Fairclough, N. (2005). "Discourse Analysis in Organization Studies: The Case for Critical Realism." Organizational Studies, 26(6): pp. 915-939.
Feldfeber, M. (2007). "La regulacion de la formacion y el trabajo docente: un alaysis critico de la "agenda educativa" en America Latina." Revista Educacao & Sociedade, 28(99): pp. 444-465.
Femia, J. (1975). "Hegemony and Consiousness in the Thought of Antonio Gramsci." Political Studies, XXIII(1): pp. 29-48.
Fraser, N. (1995). "From Redistribution to Recognition? Dilemmas of Justice in a 'Post-Socialist' Age." New Left Review, I(212, July/August 1995): pp. 68-93.
Fraser, N. (2005a). "Reframing justice in a globalizing world." New Left Review, (36): pp.69-88.
Fraser, N. (2005b). "Mapping the Feminist Imagination: From Redistribution to Recognition to Representation." Constellations : an international journal of critical and democratic theory, 12(3): pp. 295-307.
Freire, P. (1970). Pedagogy of the oppressed. London [etc.], Penguin Books.
Freire, P. (1977). Pedagogie in ontwikkeling, Brieven aan Guinee-Bissau. Baarn, Anthos, Uitgeverij de Toren, original title: Cartas a Guine Bissau: Registros de uma experiencia em processo.
Gamboa Rocabado, F. (2009). De las criticas contra el sistema al ejercicio del poder: Los movimientos sociales indigenas y las politicas de Reforma Educativa en Bolivia. Global Monitoring Report on Education UNESCO.
Gandin, L. A. and M. W. Apple (2002). "Challenging neo-liberalism, building democracy: creating the Citizen School in Porto Alegre, Brazil." Journal of Education Policy, 17(2): pp. 259-279.
Giroux, H. (2003a). "Public Pedagogy and the Politics of Resistance: Notes on a critical theory of educational struggle." Educational Philosophy and Theory, 35(1): pp. 5-16.
Giroux, H. (2003b). Teachers as Transformative Intellectuals. In: A. S. Canestrari and B. A. Marlowe, Educational foundations: An anthology of critical readings., Sage: Chapter 21, pp. 205-212.
Gramsci, A. (1971). Selections from the Prison Notebooks. London, Lawrence and Wishart.
Grant, C. A. (2009). Bottom-Up Struggle for Social Justice: Where Are The Teachers? In: W. Ayers, T. Quinn and D. Stovall, Handbook of Social Justice in Education. New York, London: pp. 654-656.
Gray Molina, G. (2009). The Challenge of Progressive Change in Bolivia: Run-up to the 2009 Elections, CEDLA lecture 6-11-2009, University of Amsterdam. Amsterdam.
Greenman, N. P. and J. A. Dieckmann (2004). "Considering criticality and culture as pivotal in transformative teacher education " Journal of Teacher Education, 55(3): pp. 240-255.
Griffiths, T. G. (forthcoming). Higher Education and socialism in Venezuela: Massification, development and transformation. In: T. G. Griffiths and Z. Millei, Socialism and education: Historical, current and future perspectives. Dordrecht, Netherlands, Springer.
Grosfoguel, R. (2007a). La descolonizacion de la economia politica y los estudios postcoloniales: transmodernidad, pensamiento fronterizo y colonialidad global. Educación superior, interculturalidad y descolonización. S. (ed). La Paz, CEUB and Fundacion PIEB**:** pp. 87-124.
Grosfoguel, R. (2007b). "The epistemic decolonial turn." Cultural studies, **21**(2): 211.
Hale, C. (2002). "Does Multiculturalism Menace? Governance, Cultural Rights and the Politics of Identity in Guatemala". Journal of Latin American Studies, 34, pp. 485-524.
Hall, I. (2009). "What Causes What: The Ontologies of Critical Realism." International Studies Review, 11: pp. 629-630.
Hamilton, M. L. and J. Clandinin (2011). "Becoming researchers in the field of teaching and teacher education: editorial." Teachers and Teacher Education, 27: pp. 681-682.

Harris, J. (2007). "Bolivia and Venezuela: the democratic dialectic in new revolutionary movements." Race & Class, 49(1): pp. 1-24.
Harvie, D. (2006). "Value production and struggle in the classroom: Teachers within, against and beyond capital." Capital & class : bulletin of the Conference of Socialist Economists, (88): pp. 1-32.
Hatton, N. and D. Smith (1995). "Reflection in teacher education: towards definition and implementation." Teaching and Teacher Education, 11(1): pp. 33-49.
Hay, C. (2002a). Political analysis. Basingstoke [etc.], Palgrave.
Hay, C. (2002b). "Globalisation as a Problem of Political Analysis: Restoring Agents to a 'Process without a Subject' and Politics to a logic of Economic Compulsion." Cambridge Review of International Affairs, 15(3): pp. 379-392.
hooks, b. (1994). Teaching to transgress education as the practice of freedom. New York [etc.], Routledge.
Howard, R. (2009). "Education reform, indigenous politics, and decolonisation in the Bolivia of Evo Morales." International Journal of Educational Development, 29: pp. 583-593.
Howard, R. (2010). "Language, Signs and the Performance of Power, The Discursive Struggle over Decolonization in the Bolivia of Evo Morales." Latin American Perspectives, 37(5): pp. 176-194.
Instituto Normal Superior Simón Bolívar (2008). Orientaciones generales para la entrevista, photocopied interview manual.
Jansen, J. D. (2001a). "Image-ining teachers: policy images and teacher identity in South African classrooms." South African Journal of Education, 21(4): pp. 242-246.
Jansen, J. D. (2001b). "Political symbolism as policy craft: explaining non-reform in South African education after apartheid" Journal of Education Policy, 17(2): pp. 199-215.
Japan Internacional Cooperacion Agency (JICA) and Ministerio de Educación de Bolivia (2007). Working documents of the II Encuentro internacional de maestros y maestras. Intercambio de practicas pedagogicas. II Encuentro internacional de maestros y maestras, La Paz, PROMECA – Proyecto de mejoramiento de la calidad de la enseñanza escolar.
Jessop, B. (2004a). Institutional Re(turns) and the Strategic Relational Approach. Governing local and regional economies. Institutions, Polictics and Economic Development. A. Wood and D. Valler. Aldershot, UK, Ashgate Publishing Limited, also available online: http://www.lancs.ac.uk/fass/sociology/papers/jessop-institutional-(re)turns.pdf: pp. 23-56.
Jessop, B. (2004b). "Critical Semiotic Analysis and Cultural Political Economy." Critical Discourse Studies, 1(2): pp. 159-174.
Jessop, B. (2005). "Critical Realism and the Strategic-Relational Approach." New Formations, 56: pp. 40-53.
Jessop, B. (2007a). State power: a strategic-relational approach. Cambridge [etc.], Polity.
Journeyman Pictures (12 May 2008). The Struggle For A New Constitution - Bolivia, http://www.youtube.com/watch?v=qIYo4ZD9JTw&feature=related.
Kaldor, M. (1999). New and Old Wars: Organized Violence in a Global Era Stanford, California, Stanford University Press.
Kane, R. G. (2002). "How We Teach the Teachers. New Ways to Theorize Practice and Practise Theory." Prospects, 32(3): pp. 347-364.
Kennemore, A. and Weeks, G. (2011). "Twenty-First Century Socialism? The Elusive Search for a Post-Neoliberal Development Model in Bolivia and Ecuador." Bulletin of Latin American Research, 30 (3): pp. 267-281.
Klein, N. (2007). The shock doctrine – the rise of disaster capitalism. London [etc.], Allen Lane.
Krinsky, J. (2007). "Review: The politics of protest. Social movements in America, by David Meyer." Contemporary Sociology-A Journal of Reviews, 36(5): pp. 487-488.
Kohl, B. (2006). "Challenges to Neoliberal Hegemony in Bolivia." Antipode, pp. 304-326.

Kohl, B. and R. Bresnahan (2010). "Bolivia under Morales: consolidating Power, initiating Decolonization." Latin American Perspectives, 37(5): pp. 5-17.
Kohl, B. H. and L. C. Farthing (2006). Impasse in Bolivia: neoliberal hegemony and popular resistance. London [etc.], Zed Books.
Korthagen, F. A. J. (2001). Linking practice and theory, the pedagogy of realistic teacher education. Mahwah, Lawrence Erlbaum Associates.
Kosar Altinyelken, H. (2010). Changing Pedagogy: A comparative analysis of reforms efforts in Uganda and Turkey. PhD thesis, Faculty of Social and Behavioural Sciences. Amsterdam, University of Amsterdam.
La Prensa (16-03-2010). No más cupos para las normales. La Prensa. La Paz.
La Prensa (18-03-2010a). Educación eleva a 9000 los cupos para normales. La Prensa, La Paz.
La Prensa (18-03-2010b). Expertos capacitan a profesores. La Prensa. La Paz.
La Prensa (22-12-2010). Maestros aprenderán medicina tradicional e ideología política, available at http://www.laprensa.com.bo/noticias/22-12-2010/noticias/22-12-2010_1220.php.
La Razon (07-08-2006). Álvaro García pide a la Asamblea un país con igualdad y unidad. La Razon. La Paz.
La Razon. (10-09-2008). Gobierno acusa a Costas y Marinkovic de gestar golpe. La Razon. La Paz.
La Razon (13-09-2000). Suman once los muertos en Pando, 9 por impacto de bala. La Razon. La Paz.
La Razon (17-09-2009). El rector de la Normal obliga a marchar. La Razon. La Paz.
La Razon (31-03-2011). Aguilar: lío de las normales está zanjado. La Razón. La Paz.
Latinobarómetro (2007). Informe Latinobarómetro 2007, Banco de datos en línea, Retrieved 07-04-08, from www.latinobarometro.org.
Laurie, N., R. Andolina, et al. (2003). "Indigenous professionalization: transnational social reproduction in the Andes." Antipode, 35(3): pp. 463-491.
Lazar, S. and J.A. McNeish (2006). "The Millions Return? Democracy in Bolivia at the start of the twenty-first century. Introduction." Bulletin of Latin American Research, 25(2): pp. 157-162.
Lewis, M. (2009). *Linguistic map of Bolivia*, www.ethnologue.com, © SIL International.
Limachi, V. (2008). Evaluacion Quinta Version Maestria en EIB. Cochabamba, PROEIB ANDES.
Liston, D. P. and K. M. Zeichner (1990a). "Teacher-education and the social context of schooling – issues for curriculum development " American Educational Research Journal, 27(4): pp. 610-636.
Liston, D. P. and K. M. Zeichner (1990b). "Reflective teaching and action research in preservice teacher-education " Journal of Education For Teaching, 16(3): pp. 235-254.
Lopes Cardozo, M. T. A. (2008). "Sri Lanka: in peace of in pieces? A Critical Approach to Peace Education in Sri Lanka." Research in Comparative and International Education, 3(1): pp. 19-35.
Lopes Cardozo, M. T. A. and Soeterik, I.M. (2008), Memorandum Del Ecuentro Internacional sobre Descolonialización y Desafíos Educativos: Reflexiones desde Bolivia y Brasil, 24 de Octubre de 2008, UMSA - La Paz, http://educationanddevelopment.files.wordpress.com/2009/02/memorandum-del-encuentro-internacional-sobre-descolonizacion-y-educacion.pdf.
Lopes Cardozo, M. T. A. (2009). "Teachers in a Bolivian context of conflict: potential actors for or against change?" Globalisation, Societies and Education, special issue on 'New perspectives: Globalisation, Education and Violent Conflict', 7(4): pp. 409-432.
Lopes Cardozo, M. T. A. and J. Strauss (forthcoming 2012). From the local to the regional and back: Bolivia's politics of decolonizing education in the context of ALBA, in: T. Muhr

(ed). *Resistance to Global Capitalism: ALBA and the Bolivarian Revolution in Latin America and the Caribbean,* Rethinking Globalizations Series, Routledge.
Lozada Pereira, B. (2004). La Formación Docente en Bolivia, informe de Consultaría. La Paz, UNESCO-IESALC (Instituto Internacional de la UNESCO para la educación Superior en América Latina y el Caribe) en cooperacion con Ministerio de Educacion de Bolivia.
Luke, A. (1996). "Text and Discourse in Education: An Introduction to Critical Discourse Analysis." Review of Research in Education, 21: pp. 3-48.
Lynn, M. and R. Smith-Maddox (2007). "Preservice teacher inquiry: Creating a space to dialogue about becoming a social justice educator." Teaching & Teacher Education, 23(1): pp. 94-105.
MacLure, M. (1993). "Arguing for Your Self: Identity as an Organising Principle in Teachers' Jobs and Lives." British Educational Research Journal, 19(4): PP. 311-322.
Madison, D. S. (2005). Critical ethnography: method, ethics, and performance, Thousand Oaks, London, New Delhi, Sage.
Malaver, L. and M. F. Oostra (2003). Bolivia: mensen, politiek, economie, cultuur, milieu. Amsterdam, Koninklijk Instituut voor de Tropen.
Martin, J. (1997). "Hegemony and the crisis of legitimacy in Gramsci." History of the Human Sciences, 10(1): pp. 37-56.
Mathers, A. and M. Novelli (2007). "Researching Resistance to Neoliberal Globalization: Engaged Ethnography as Solidarity and Praxis." Globalizations, 4(2): pp. 229-249.
McDonald, M. and K. M. Zeichner (2009). Social Justice Teacher Education. In: W. Ayers, T. Quinn and D. Stovall, Handbook of Social Justice in Education. New York and London, Routledge: pp. 595-610.
McLaren, P. (1989). Life in schools, an introduction to critical pedagogy in the foundations of education. New York [etc.], Longman.
McLaren, P. and R. Farahmandpur (2005). Teaching against global capitalism and the new imperialisma critical pedagogy. Lanham, Md [etc.], Rowman & Littlefield.
McNeish, J.A. (2006). "Stones on the Road: The Politics of Participation and the Generation of Crisis in Bolivia." Bulletin of Latin American Research, 25(2): pp. 220-240.
McNeish, J.A. (2007). "REVIEW Now We Are Citizens: Indigenous Politics in Postmulticutural Bolivia, by Nancy Grey Postero." Journal of Latin American Studies, 39(4): pp. 889-891.
Medinaceli, B. (2007). Subsistema de Formacion Permanente En la perspectiva de una educacion descolonizadora, comunitaria y productiva. La Paz, PowerPoint presentation presented at the 'Encuentro Internacional de maestros y maestras', Direccion de Gestion Docente, Ministerio de Educacion.
Mesa, C. (2008). Un espiritu quebrado. El País, newspaper article, 19-09-2008, Madrid.
Mignolo, W. D. (2000). "The Many Faces of Cosmo-polis: Border Thinking and Critical Cosmopolitanism." Public Culture, 12(3): 721.
Mignolo, W. D. (2007a). Cambiando las eticas y las politicas del conocimiento: logica de la colonialidad y postcolonialidad imperial. In: Saavedra (ed), Educación superior, interculturalidad y descolonización. La Paz, CEUB and Fundacion PIEB**:** pp. 55-85.
Mignolo, W. D. (2007b). "Introduction: Coloniality of power and de-colonial thinking." Cultural Studies **21**(2): pp. 155-167.
Ministerio de Educación de Bolivia (1999). Evaluacion del proceso de transformacion de siete Escuelas Normales en Institutos Normales Superiores, resumen de resultados INS Simón Bolívar La Paz. Economia y educacion SRL, Ministerio de Educacion, donacion del Reino de Suecia No TF-24826 BO.
Ministerio de Educación de Bolivia (2007). Lineamiento reglatorios sobre PDI. Taller de socializacion de normas, unpublished document.

Ministerio de Educación de Bolivia (2009). *Bolivia tiene 137.817 maestros, el 60% son mujeres y el 40% varones*. Published on http://www.minedu.gov.bo/minedu/showNews.do?newsId=1542, La Paz, Bolivia.

Ministerio de Educación de Bolivia (2010a). Ministerio de Educación firma convenio con normalistas y soluciona conflicto, available online: http://www.minedu.gov.bo/minedu/showNews.do?newsId=1851, last visited 08-02-2010.

Ministerio de Educación de Bolivia (2010b). Ley no. 70 de Educacion ASEP – Revolucion en la Education, availble at: http://www.minedu.gob.bo/Portals/0/leyeducacion.pdf.

Ministerio de Educacion de Bolivia (2010c). Website of the Ministry of Education of Bolivia, http://www.minedu.gob.bo, information downloaded on 22-12-2010.

Ministerio de Educación de Bolivia (2010d). Presidente "El maestro es el soldado de la liberación y descolonización de Bolivia", downloaded 20-12-2010, http://www.minedu.gob.bo/Inicio/tabid/40/EntryId/56/Presidente-El-maestro-es-el-soldado-de-la-liberacion-y-descolonizacion-de-Bolivia.aspx#.

Ministerio de Educación de Bolivia (2011). Presidente: "Sin educación, es imposible pensar que Bolivia salga adelante", downloaded 02-02-2011, http://www.minedu.gob.bo/Inicio/tabid/40/EntryId/70/Presidente-Sin-educacion-es-imposible-pensar-que-Bolivia-salga-adelante.aspx#.

Ministerio de Planificacion del Desarollo (2006-2010). Lineamientos estrategicos Plan Nacional de Desarollo. La Paz.

Molina, F. (2008). "Bolivia: la geografia de un conflicto." Nueva Sociedad, 218 (noviembre-diciembre de 2008): pp. 4-13.

Moore, F. M. (2008). "Agency, Identity and Social Justice Education: preservice Teachers' Thoughts on Becoming Agents of Change in Urban Elementary Science Classrooms." Research in Science Education, 38: pp. 589-610.

Morales, W. Q. (2004). A brief history of Bolivia. New York, NY, Checkmark Books.

Morrow, W. (1998). Multicultural education in South Africa. In: W. Morrow and K. King, Vision and reality., University of Capetown press.

Morton, A. D. (1999). "On Gramsci." Politics, 19(1): pp. 1-8.

Muhr, T. (2008b). Venezuela: Global counter-hegemony, geographies of regional development and higher education for all, Faculty of Social Sciences. Bristol, University of Bristol. PhD thesis.

Muhr, T. (2009). Guest lecture on 'Challenging the commoditisation of education and 'decentralisation' as we know it. Nicaragua and the ALBA', BA course Education and International Development. 07-10-2009, University of Amsterdam.

Muhr, T. and A. Verger (2006). "Venezuela: Higher Education for All." Journal for Critical Education Policy Studies, 4(1), http://www.jceps.com/index.php?pageID=article&articleID=63.

North, C. (2006). "More Than Words? Delving Into the Substantive Meaning(s) of "Social Justice" in Education." Review of Educational Research, 76(4): pp. 507-535.

North, C. (2008). "What Is All This Talk About "Social Justice"? Mapping the Terrain of Education's Latest Catchphrase." Teachers College Record, 110(6): pp. 1182-1206.

Novelli, M. (2004). Trade Unions, Strategic Pedagogy and Globalisation: Learning from the anti-privatisation struggles of Sintraemcali. Faculty of Social Sciences, Graduate School of Education. Bristol, University of Bristol. PhD thesis.

Novelli, M. (2006). "Imagining research as solidarity and grassroots globalisation: a response to Appadurai (2001)." Globalisation, Societies and Education, 4(2): pp. 275-286.

Novelli, M. (2009). Colombia's Classroom Wars - Political violence against education sector trade unions. Brussels, Education International.

Novelli, M. and M. T. A. Lopes Cardozo (2008). "Conflict, education and the global south: New critical directions." International Journal of Educational Development, 28: pp. 473-488.
Nucinkis, N. (2004). Situación de la Educación Intercultural Bilingüe en Bolivia. Documento preparado para el seminario-taller "Balance y Perspectivas", World Bank & PROEIB ANDES: 66.
Palmer, P. J. (1997). "The Heart of a Teacher, Identity and Integrity in Teaching." Change magazine, 29(6): pp. 14-21.
Pawson, R. (2002). "Evidence-based Policy: The Promise of 'Realist Synthesis'." Evaluation, 8(3): pp. 340-358.
Petras, J. (2006). "A Bizarre Beginning in Bolivia: Inside Evo Morales's Cabinet." Retrieved 08-04-16, from http://www.worldproutassembly.org/archives/2006/02/a_bizarre_begin.html.
Pigozzi, M. (1999). Education in emergencies and for reconstruction: A developmental approach. New York, UNICEF, http://reliefweb.int/sites/reliefweb.int/files/resources/00C2D7D60B301365C1256C7C003F9B25-unicef-education-1999.pdf.
Pilar Unda, M. (2002). "The experience of the teaching expedition and teacher networks: new modes of training?" Prospects, XXXII(3): pp. 333-345.
Postero, N. (2007). "Andean Utopia's in Evo Morales' Bolivia." Latin American and Caribbean Ethnic Studies, 2(1): pp. 1-28.
Price, J. N. (2001). "Action research, pedagogy and change: the transformative potential of action research in pre-service teacher education." Journal of Curriculum Studies, 33(1): pp. 43-74.
Proyecto de Ley ASEP (2007). Proyecto de la nueva ley de educación Avelino Sinani Elizardo Perez, revised version for the commission of Human Development. Ministerio de Educacion Culturas y Desportes de Bolivia.
Proyecto de Ley ASEP (2006). Nueva Ley de Educacion Boliviana, Avelino Siñani Elizardo Pérez. Ministerio de Educacion Culturas y Desportes de Bolivia. La Paz, at the time available at http://www.minedu.gov.bo/minedu/nley/nuevaley14sept.pdf, later on replaced with newer documentation.
Quijano, A. (2007). "Coloniality and modernity-rationality." Cultural studies, **21**(2): 168.
Rama, C. (2004). Prologo; La formacion de docentes en America Latina, de las Normales a las Universisdades ?Solucion o Problema? In: B. Lozada Pereira. la Formacion Docente en Bolivia, informe de Consularia. La Paz, UNESCO-IESALC (Instituto Internacional de la UNESCO para la educación Superior en América Latina y el Caribe) en cooperacion con Ministerio de Educacion de Bolivia.
Reagan, T. (2005). Non-Western educational traditions: indigenous approaches to educational thought and practice. New Jersey, Lawrence Erlbaum Associates.
Regalsky, P. and N. Laurie (2007). "... whose place is this? The deep structures of the hidden curriculum in indigenous education in Bolivia." Comparative Education, 43(2), pp. 231-251.
Ritchie, J. and J. Lewis (2003). Qualitative research practice – a guide for social science students and researchers. London, Sage.
Robertson, S. L. (2000). A Class Act: Changing Teachers' Work, the State, and Globalisation. New York, Falmer Press.
Robertson, S. L. (2011). Locating Teachers in the World Bank's Global Positioning System. Paper prepared for CIES Conference Montreal, 1-5 May 2011, Panel 'The Local/Global Reform of Teaching and Teacher Education, Part 1'.
Robertson, S. L. (forthcoming). Untangling Theories and Hegemonic Projects in Researching Education and the knowledge economy. In: Reid et al. (eds), Companion to Research in Education, Springer.

Robinson, M. (2005). Teacher preparation for diversity in classrooms and schools: towards a research agenda. Expert meeting on quality of education, University of Amsterdam, unpublished version.
Robinson, M. and W. McMillan (2006). "Who teaches the teachers? Identity, discourse and policy in teacher education." Teaching and Teacher Education, 22: pp. 327-336.
Rodriguez-Garavito, C., P. Barrett, et al. (2008). Utopia reborn? Introduction to the study of the new Latin American left. In: P. Barrett, D. Chavez and C. Rodriguez-Garavito, The New Latin American Left – Utopia Reborn. London, Pluto Press: pp. 1-41.
Saavedra, J. L., Ed. (2007). Educación superior, interculturalidad y descolonización. La Paz, CEUB and Fundacion PIEB.
Salman, T. (2006). "The Jammed Democracy: Bolivia's Troubled Political Learning Process." Bulletin of Latin American Research, 25(2): pp. 163-182.
Salman, T. (2008). "Reinventing Democracy in Bolivia and Latin America: Review Essay." European Review of Latin American and Carribean Studies, 84(April 2008): pp. 87-99.
Scott, D. (2008). Michael Apple on structure. In: D. Scott, Critical Essays on Major Curriculum Theorists. Oxon (UK) and New York, Routledge: pp. 65-71.
Seitz, K. (2004). Education and conflict: the role of education in the creation, prevention and resolution of societal crises – consequences for development cooperation, German Technical Cooperation/Deutsche Gessellschaft fur Technische Zusammenarbeit (GTZ, now GIZ).
Seligson, M. A., A. B. Cordova, et al. (2006). Democracy Audit: Bolivia 2006 Report, LAPOP – Latin American Pulblic Opinion Project, USAID, Vanderbilt University.
Semali, L. (2001). "Review of REAGAN, T. & MAHWAH, N. (2000) Non-Western Educational Traditions: alternative approaches to educational thought and practice (New Jersey, Lawrence Erlbaum Associates)." Comparative Education Review, 45(4): pp. 643-646.
Sivak, M. (2008). Jefazo, retrato intimo de Evo Morales. Santa Cruz de la Sierra, Editorial Sudamericana S.A. & Editorial Imprenta El Pais.
Sleeter, C. E. (1996). "Multicultural Education as a Social Movement." Theory into Practice, 35(4, special issue on 'Multicultural Education: Cases and Commentaries (autumn 1996)): pp. 239-247.
Sleeter, C. E. (2009). Teacher Education, Neoliberalism, and Social Justice. In: W. Ayers, T. Quinn and D. Stovall, Handbook of Social Justice in Education. New York, London, Routledge: pp. 611-624.
Society for International Development (2011), Development: Education for Transformation. December 2010, Palgrave Macmillan Journals. 53 (4): pp. 449-572.
Sousa Santos, B. d. (1998). "Oppositional Postmodernism and Globalizations." Law and Social Inquiry, 23(1): pp. 121-139.
Sousa Santos, B. d. (2008). Depolarised pluralities. A left with a future. In: P. Barrett, D. Chavez and C. Rodriguez-Garavito, The New Latin American Left – Utopia Reborn. London, Pluto Press: pp. 255-272.
Speiser, S. (2000). "Becoming an intercultural primary school teacher: experiences from Bolivia." Intercultural Education, 11(3): pp. 225-237.
Strauss, J. (2010). Engaging Plurinationalism: A critical look at Bolivia's new education reform, International Development Studies, University of Amsterdam, unpublished Masters thesis.
Tabulawa, R. (2003). "International Aid Agencies, Learner-centred Pedagogy and Political Democratisation: a critique." Comparative Education, 39(1): pp. 7-26.
Talavera Simoni, M. L. (1999). Otras voces, otros maestros: aproximación a los procesos de innovación y resistencia en tres escuelas del Programa de reforma educativa, ciudad de La Paz, 1997-1998. La Paz, PIEB, Programa de investigación estratégica en Bolivia.

Talavera Simoni, M. L. (2002). "Innovation and Resistance to Change in Bolivian Schools." Prospects, 32(3): 0.

Talavera Simoni, M. L. (2009). Los hijos de Rouma. In: E. Aillon Soria, R. Calderon Jemio and M. L. Talavera Simoni, A cien anos de la fundacion de la Escuela Nacional de Maestros de Sucre (1909), Miradas retrospectivas a la eduacion publica en Bolivia. La Paz, Bolivia, Universidad Mayor de San Andres, Carrera de Historia: pp. 57-84.

Talavera Simoni, M. L. (2011). Educacion Publica y Formacion de las Culturas Magistrales en Bolivia 1955-2005. CIDES, La Paz, Universidad Mayor de San Andres. Doctorado Multidisciplinario en Sciencias del Desarollo.

Tapia, L. (2008). Bolivia. The left and social movements. In: P. Barrett, D. Chavez and C. Rodriguez-Garavito, The New Latin American Left – Utopia Reborn. London, Pluto Press: pp. 215-231.

Tatto, M. T. (1997). "Reconstructing teacher education for disadvantaged communities." International journal of educational development, 17(4): pp. 405-415.

Tatto, M. T. (1999). "Improving Teacher Education in Rural Mexico: The Challenges and Tensions of Constructivist Reform." Teaching and teacher education: an international journal of research and studies, 15(1): pp. 15-35.

Tatto, M. T. (2007). Reforming teaching globally. Didcot, Symposium Books.

Tatto, M. T., S. Schmelkes, et al. (2007b). Mexico's Educational Reform and the Reshaping of Accountability on Teachers' Development and Work. In: M. T. Tatto, Reforming Teaching Globally. Oxford, Symposium Books: pp. 139-168.

Taylor, S. G. (2004). "Intercultural and bilingual education in Bolivia: the challenge of ethnic diversity and national identity." Documneto de trabajo no.01/04. Retrieved February 2004, from http://www.iisec.ucb.edu.bo/papers/2001-2005/iisec-dt-2004-01.pdf.

Torres del Castillo, R. M. (2007). "Nuevo papel docente - Que modelo de formacion y para que modelo educativo? ." Online publication, downloaded from http://saberes.wordpress.com/2007/08/04/nuevo-papel-docente-%c2%bfque-modelo-de-formacion-y-para-que-modelo-eductivo/.

Tuhiwai Smith , L. (1999). Decolonizing methodologies: research and indigenous peoples. London, Zed Books.

UNESCO (2011). EFA Global Monitoring Report 2011 – The hidden crisis: armed conflict and education. UNESCO. Paris.

United Nations (2004). Map of Bolivia, UN Department of Peacekeeping operations, http://www.un.org/Depts/Cartographic/map/profile/bolivia.pdf.

UNNIOs (2004). Por una educación indigena originaria. Hacia la autodeterminación ideological, política, territorial y sociocultural. UNNIOs - Unidad Nacional de las Naciones Indigenas Originarias. La Paz, Santa Cruz, G.I.G.

Urquiola, M., W. Jiménez, et al. (2000). Los maestros en Bolivia: impacto, incentivos y desempeño. La Paz, Sierpe Publicaciones.

Vaillant, D. (2010). "Capacidades docente para la educacion de manana." Pensamiento Iberoamericano, 7: pp. 113-128.

Van Dam, A. (2006). Lerend doen en doende leren: Bolivia's interculturele onderwijshervorming in proces.In: W. Hoogbergen and D. Kruijt, Functionele alfabetisering: lessons learned. Maastricht, Shaker Publishing: pp. 119-135.

Van Dam, A. and T. Salman (2003). Andean transversality: identity between fixation and flow. In: T. Salman and A. Zoomers, Imagining the Andes: shifting margins of a marginal world. Amsterdam, Aksant: pp. 14-39.

Van Dam, A. and T. Salman (2009). Interculturalidad, policulturalidad y creolización – una reflexión y un caso. Dinámicas Interculturales en contextos (trans)andinos. d. K. Munter, M. Lara and M. Quisbert. Oruro, CEPA/ VLIR-UOS: pp. 77-96.

Van Dam, A. and M. Poppema (2005). Researching quality of education for all in the South; main issues and current gaps. Expert meeting on quality of education, University of Amsterdam, unpublished version.
Verger, A. and M. Novelli (2010). Transnational Advocacy Coalitions' Strategy and Political Outcomes in the Global South: A Comparative Analysis of the GCE. Paper presented at the ISA Göteborg, Sweden, July 16, 2010.
Von Gleich, U. (2008). La nueva formacion de docentes en Educacion Intercultural Bilingüe en Bolivia. In: G. Dietz et al. Multiculturalismo, educación intercultural y derechos indígenas en las Américas Quito, Abya-Yala: pp. 85-115.
Vongalis-Macrow, A. (2007). "I, Teacher: re-territorialization of teachers' multi-faceted agency in globalized education." British Journal of Sociology of Education, 28(4): pp. 425-439.
Walkington, J. (2005). "Becoming a teacher: encouraging development of teacher identity through reflective practice." Asia-Pacific Journal of Teacher Education, 33(1): pp. 53-64.
Wallerstein, E. (2000). Cultures in Conflict? Who are we? Who are the others?, http://fbc.binghamton.edu/iw-hk-pao.htm, accessed 01-04-2011.
Walsh, C. (2007a). "Shifting the geopolitics of critical knowledge." Cultural studies, 21(2): pp. 224-239.
Walsh, C. (2007b). Interculturalidad y colonialidad del poder: un pensamiento y posicionamiento otro desde la diferencia colonial. In: Saavedra (ed). Educación superior, interculturalidad y descolonización. La Paz, CEUB and Fundacion PIEB: pp. 175-213.
Weiler, H. N. (2003). "Diversity and the Politics of Knowledge. Remarks prepared for an international Policy Forum on "Planning for Diversity: Education in Multi-Ethnic and Multicultural Societies" at IIEP, Paris, June 19-20, 2003." Retrieved 19-20 June 2003.
Weiner, L. (2008). Building the International Movement We Need: Why a Consistent Defense of Democracy and Equality is Essential. In: M. Compton and L. Weiner, The global assualt on teaching, teachers and their unions. New York, USA and Houndmills, UK, Palgrave Macmillan: 237-250.
Welmond, M. (2002). "Globalization Viewed from the Periphery: The Dynamics of Teacher Identity in the Republic of Benin." Comparative Education Review, 46(1): 37-65.
World Bank (2009). Country data Bolivia, http://data.worldbank.org/country/bolivia, last accessed 09-11-10.
World Bank (2009). Status of Projects in Execution – FY09 SOPE Bolivia. Operations Policy and Country Services.
Yapu, M. (2009). La calidad de la educacion en Bolivia. Tendencias y puntos de vista. La Paz, Plan Internacional Inc. Bolivia, coordinated by Terres des Hommes.
Yashar, D. J. (1998). "Contesting Citizenship: Indigenous Movements and Democracy in Latin America." Comparative politics, 31(1): pp. 23-42
Yogev, E. And Michaeli, N. (2011). "Teachers as Society-Involved "Organic Intellectuals": Training Teachers in a Political Context." Journal of Teacher Education, 62(3), pp. 312-324.
Zibechi, R. (2010). Dispersing power, Social movements as anti-state forces. Oakland, Edinburgh, Baltimore, AK Press.
Zeichner (2009). Teacher Education and the Struggle for Social Justice. New York and London, Routledge, Francis & Taylor.
Zeichner, K. M. (2003). "The adequacies and inadequacies of three current strategies to recruit, prepare, and retain the best teachers for all students." Teachers College Record, 105(3): pp. 490-519.
Zoomers, A. (2006). "Pro-Indigenous Reforms in Bolivia: Is there an Andean Way to Escape Poverty?" Development and change, 37(5): pp. 1023-1046.
Zuazo, M. (2008). Como nacio el MAS? La ruralizacion de la politica en Bolivia. La Paz, Bolivia, Fundacion Ebert.