

A B S T R A C T S

Situated learning for socio-ecological justice
An educational and teacher training proposal for CARE Project in Mexico

ROSA GUADALUPE MENDOZA ZUANY
AND JUAN CARLOS A. SANDOVAL RIVERA

This article presents the CARE-Mexico project, an international initiative, mainly for the training of basic education teachers, which focuses on the ethics of caring for the natural and social environment. The key aspect of the proposal is the articulation of school and scientific knowledge with local knowledge, wisdom, practices and concerns, particularly of people who have not had opportunities to express what they know, what they do and what worries them. This text explains the activities that are implemented throughout the teacher training and mentions results regarding the self-perception of teachers, their knowledge of the social and environmental context of their schools, their position and relationship with the communities, their knowledge of the curriculum and the realization of didactic planning, among others.

The practice of an ethic of caring between teachers in a suburban school in Mexico City

CORA JIMÉNEZ NARCIA

This text addresses the experience of a teacher training course that took place in a public elementary school in San Nicolás Totolapan, an indigenous village that is part of Mexico City. The article describes the phases of the design of the learning progressions with the participating teachers. The motivations collected for this experience were the need to do something about the attention crisis experienced by teachers, magnified by the COVID-19 pandemic, and to take a pedagogical turn towards a socially and ecologically relevant curriculum. Among the results are: the importance of recognizing teachers as subjects with knowledge and experience; the situated character of bodies and territories; the recognition of the power relations that affect us; the respect for the children's capacity for wonder and empathy; and the need for the democratic construction of alternative school projects, among others.

Accompanied training with an ecofeminist approach with indigenous education teachers

FABIOLA ITZEL CABRERA GARCÍA

In this text, the process of generating and implementing a learning progression is shared with three teachers who consider themselves to be Nahua women and who are part of the indigenous education subsystem of Veracruz, Mexico. Three concerns were raised: a) health care through medicinal plants and local remedies (to revalue local and indigenous wisdom); b) encourage reflection on the oppression experienced by men and women due to sexist violence; and c) attention to emotions. The design of the learning progressions was based on what the teachers know, what worries them and what they feel. The accompanied training implied self-discovery, self-knowledge and critical reflection of the teaching practices themselves (which strengthen or transform sexist practices, for example) in order to build a different educational experience.

***Habitar-Sex*: report of an experience in teacher training in Neuquén, Argentine Patagonia**

RUTH ZURBRIGGEN

The article refers to an institutionalized pedagogical experience that took place in a Higher Institute for Teacher Training in Neuquén, Argentina, from 2013 to 2017. 90% of the Institute's students are women, many of whom have seen their rights affected, in various ways, including their sexual and reproductive rights. *Habitar-sex* was a space for listening, guiding, intervening, and articulating practices linked to sexual rights, the reproductive and non-reproductive rights of the student population of the institute. In addition to the counseling and support space, *Habitar-sex* generated activities for the entire school community, such as workshops on the problems that students go through daily, related to the forms and scope of sexist violence; and advised teachers to introduce these topics as part of the curricular modules and spaces.

Afro-Veracruzans and telesecundaria teachers
The experience of accompanying an educational project

MARÍA CONCEPCIÓN PATRACA RUEDA

The text refers to two educational experiences with women from Afro-descendant communities in Veracruz, Mexico. The first was the coordination of a reflection process with three groups of women from two communities about their main concerns: water scarcity, nutrition, violence, racism, lack of environmental education practices, health and physical and emotional attention, the importance of ancestral knowledge, among others. The group work culminated in a meeting of all the participants in June 2022, in which they shared their concerns and lessons learned. The second experience was an accompanied training process with *Telesecundaria* teachers from another town, which for the first time made it possible to include the issue of Afro-descendants as a central part of the curriculum. The learning progression was inspired by the reflections of the women who participated in the workshops, and who articulated them into their curricular contents.

Pur*: plurality, creativity, and power of a pedagogical *milpa

ALEXANDER HERBETTA

The experience described in this article is part of the Takinahaky nucleus of Formação Superior Indígena of the Federal University of Goiás, Brazil. This proposal intends to establish a regular process of training indigenous teachers based on indigenous epistemologies, native languages and a continuous dialogue with the field of critical interculturality. Specifically, it deals with the internships carried out by the students of the Intercultural Education Course, one of whose objectives is to transform integrationist school practices and to create and learn about pedagogical innovations and experiment with the possibility of building curricular matrices that include contextual issues. During the internships, the teachers create, plan, and execute contextual topics to later design new curricular matrices for the basic school. The article describes eight guidelines for this.

Accompanied training in a Nahua context of Veracruz for a cultural, ecological and linguistically situated education

PAULA MARTÍNEZ BAUTISTA

This accompanied training experience takes place in a non-indigenous multi-grade primary school in a Nahua community in Veracruz, Mexico. The author, a native of that town and a graduate of that elementary school, experienced firsthand the denial of the mother tongue and the lack of preparation of teachers to teach in a Nahua community. The article details the activities carried out between the researcher and the teachers to design and implement learning progressions. In the introductory workshop to the methodology, the teachers addressed the educational and socio-ecological challenges faced by the community, and organized the record of oral histories of people from the community (in Nahuatl or Spanish). In a second moment, the teachers, accompanied by the researcher, designed the learning progression in which the context is intertwined with the curricular contents. Finally, the teachers will systematize their experience.

Challenges of online teacher training in education for sustainability in South Africa

WILMA VAN STADEN
AND ROB O'DONOGHUE

In South Africa, approximately 750,000 students dropped out of school between March 2020 and July 2021, and more than 2,000 schools were looted during lockdown. This article presents the research project carried out by the Environmental Learning Research Center (ELRC) of Rhodes University (South Africa) within the framework of workshops at LEAP Schools related to health and food production. The authors describe the challenges they faced in a virtual teacher training experience, for example, the need to investigate and recognize contextual variables such as Internet access and teachers' available time. The challenge of designing and providing locally relevant materials and aligning the course with the national curriculum so that it is useful to teachers is also addressed.

A teacher training experience in indigenous preschool education

Collaboration and mutual accompaniment for situated learning

MARÍA DE LOS ÁNGELES LUIS CRUZ

The author describes her accompanied training of a group of preschool teachers in an indigenous school in Pajapan, Veracruz, Mexico. The self-formation of the teachers went through different moments, including group reflection of their teaching practice and the context where they work; training in the situated learning methodology and learning progressions; in-depth knowledge of the context through interviews and dialogues with people from the community; the creative writing of narratives with the information collected in the interviews; and the reflection about the contents of the curriculum that were going to be addressed to design a learning progression. The experience was a reason for the integration of the teaching collective and a source of learning for the teachers, their students and the community. The use of the indigenous language in one of the narratives was a source of astonishment and appreciation for the children, since it is their mother tongue, but it was not spoken at school.

Dialogic formation of teachers for the transfer of successful educational actions in Veracruz schools

MARÍA DEL SOCORRO OCAMPO CASTILLO

Using the postulates of the learning communities that are forged through the implementation of successful educational actions (dialogic gatherings, interactive groups, extension of learning time, educational participation of the community, family education, dialogic formation of the teachers and the dialogical model of prevention and overcoming violence) the author presents what dialogic teacher training consists of as a space for the construction of knowledge through the connection between theory, practice and research, and for the expansion and democratization of scientific knowledge. She narrates an experience of this methodology with teachers from Veracruz, Mexico. The presentation of the project is based on evidence of improvements in other schools. Subsequently, an accompanied training is implemented that implies a recurring egalitarian dialogue that involves the researcher from the Universidad Veracruzana, the teaching group of the school and the community.

My community and situated learning progressions

ROSARIO CHONCOA TZANAHUA

This testimonial text of a teacher from a unitary school of the indigenous education subsystem of Veracruz, Mexico, narrates the changes she has made in her teaching practice from her training with researchers from the Universidad Veracruzana for the development of learning progressions. She narrates the challenges that working with this methodology meant for her and the changes it generated in her students. They became researchers and developed confidence and experience to present the topics they investigated. It also talks about the establishment of a constant relationship with the community and the knowledge of ancestral practices and knowledge for food production, food preparation and health care. Changes are also reported as a result of the reflections in the debates and the awakening in the girls of a critical look regarding gender relations.

Appropriation of training accompanied from an institutional context

MARÍA KARINA OLGUÍN PUCH

The testimony presented is from a primary school teacher who, from her initial training, was interested in relating her daily classroom work with peasant knowledge and the Yucatecan Mayan mestizo culture. From her training in environmental education and learning progressions, she developed the experience with staff from a primary school in Yotholín, Yucatan. Subsequently, the results of this experience were presented to the school community, regional authorities of the Ministry of Education (SEP) and the CARE-Mexico team (promoter of the accompanied training methodology), which generated a lot of interest in teachers from other schools in the area and the incorporation of the methodology in the 2022 teacher training catalog. Currently, 16 teachers of various levels and modalities from the southern area of Yucatan, where the mother tongue is Mayan, participate.

Traducción: Ilse Brunner