

## ABSTRACTS

### **Life-sustaining social economy Challenges in education**

MARÍA ARCELIA GONZÁLES BUTRÓN

The article offers a panoramic vision of the economic forms of organization that have been proposed as alternatives to the capitalist system and market economy, alternatives that focus on the sustainability of human life. It briefly describes the following proposals: people's economy of solidarity, social economy centered on work, life-sustaining economy, feminist economy and ecologic economy. It does not have to do with opposite views but with theoretical developments that emerge from a deep knowledge of Latin America's reality by the theorists involved. It is from those approaches that some thoughts concerning the challenges they imply for education emerge.

### **The opportunity for development: quality enterprising-education**

ALFREDO PEZO PAREDES

An informal experience on education of regional leaders is described, which took place in 16 departments of Peru in the 1990's, in alliance with the Friedrich Ebert Foundation. The strategy was based on developing human talent and fostering the creative and innovating abilities of participants. Reported results: the training of approximately 2,500 youths as development facilitators from an entrepreneurial point of view; the institutionalization of a permanent space for leadership training (the Regional Interquorum); and the access of various leaders to decision-making positions in public administration within the government.

### **Popular education and labor culture. Street pedagogies and pedagogies of associated production**

LIA TIRIBA

After careful thinking about Brazil's educational and professional reality, the author refers to the great variety of strategies that people from popular sectors unfold, associating themselves to others in order to develop "popular-economy experiences" that do not become exhausted in the "formal vs. informal economy" dichotomy. These experiences that emerge in response to the salaried labor crisis constitute educational and productive practices that pose a challenge to popular educators, and which may contain the seeds for a new labor culture founded on solidarity.

**The role of social and solidary economy in the strategy of social inclusion**

JOSÉ LUIS CORAGGIO

The author presents a dialogue between the neoliberal utopia that postulates the self-regulation of economy by means of competition in the marketplace, and the utopia of social and solidary economy, where politics and institutions are subordinated to the logic of reproduction of everyone's lives; where different human motivations coexist and integrate into various cultures. Social and solidary economy is understood as a form of economy where the production, distribution, circulation and consumption of goods and services are organized in a cooperative fashion, having as purpose the solution of the individual and collective needs of the population.

**"Consume what your region produces" campaign  
Promotion of farmer markets**

RAÚL LUNA RODRÍGUEZ

The article describes an experience on local development and alimentary autonomy by means of tightening direct links between producers and local consumers. The experience takes place in Ayacucho, Peru, a region that was economically and socially devastated in the 1980's due to the confrontation between terrorism and State. The article analyzes the different components involved in the campaign: supply, demand, actors (producers and consumers) and strategic alliances with social and civil organizations. It sets forth a series of recommendations in public policy and legislation in order to strengthen and spread those kinds of practices.

**Learning experiences for social and solidary economy**

CLAUDIA ÁLVAREZ

The article presents five educational/productive experiences developed in Argentina, in which principles of social and solidary economy are applied in the domains of production, distribution and consumption, as well as in the cultural and symbolic. The socioeconomic learnings derived from the systematization of these experiences are presented and organized according to the education categories in the Delors Report (UNESCO). The recommendations for action are set forth -based on these educational and productive foundations- and integrate aspects such as the recognition of knowledge derived from people's experiences and the generation of a form of education anchored in concrete economic practices.

**CESDER's high school. An opportunity for solidary economy**

GABRIELA GÓMEZ ZEPEDA

The article recaptures some results from a qualitative research, based on the life stories of nine participants from the Center of Rural Development Studies' (CESDER) high school, a successful experience on formal education aimed towards work training. The experience took place from 1986 to the year 2000 with youths from the rural sector in Mexico, in an area characterized by poverty and marginalization. The education model integrates the contents of formal education with productive learning based on the principles of solidary economy, which allowed youths to not only accredit their high school studies, but also to be formed as enterprisers.

**Seminar on Social and Solidary Economy. Balance from an innovative experience**

JOSEFINA MARÍA CENDEJAS

The article describes the program, development and results of the International Seminar on Social and Solidary Economy that took place in Morelia, Mexico, between 2009 and 2010. The program included an educational component from the perspective of popular education, and a research component that takes as a starting point the tenets of participatory research and action-research. At the seminar's closing six intervention and education projects were obtained, developed by attendees with the participation of the actors to whom they are aimed. The article includes a critical analysis of the seminar's achievements in relation to the approaches of popular education and participatory research, henceforth generating recommendations.

**Conceptions and practices about Pedagogy and cooperative solidary education within organizations from the solidary economy sector in Medellín, Colombia**

OLGA LUCÍA ARBOLEDA ÁLVAREZ  
LUZ DOLLY LOPERA GARCÍA

The research from which the article comes out is part of the research line on solidary economy carried out by the Luis Amigó Foundation in Medellín, Colombia. The results are presented in two sections: conceptual referents, and conceptions and practices of cooperative and solidary education. As part of the second section, three experiences in cooperatives are described. The results revolve around the integration of theoretical and practical education processes, and the importance of education to promote the motivation and persistence of associates in those cooperatives. The recommendations are organized around the need for an education that strengthens the principles of solidary economy and cooperative work, by means of reflection, dialogue and connection of theory and practice.

Traducción: Camilo Patiño Pérez