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Titolo	Indigenous Education Policy, Equity, and Intercultural Understanding in Latin America // edited by Regina Cortina
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Nota di bibliografia	Includes bibliographical references at the end of each chapters and index.
Nota di contenuto	Part 1: Policy Changes and Education Quality -- 1. How to Improve Quality Education for Indigenous Children in Latin America -- 2. Indigenous Student Learning Outcomes and Education Policies in Peru and Ecuador -- Part 2: Intercultural Education in Practice -- 3. Role-Play as a Pedagogical Tool for Intercultural Education -- 4. Inclusion or Interculturalidad: Attaining Equity in Higher Education for Indigenous Peoples in Mexico -- Part 3: Intercultural Dialogue Beyond the Classroom -- 5. The Contributions of Hip-Hop Artists to Non-Formal Intercultural Education in Bolivia -- 6. Indigenous Urban Families and the Oportunidades Program in Mexico. .
Sommario/riassunto	This book is a comparative study of educational policies over the past two decades in Latin America. These policies, enacted through constitutional reforms, sought to protect the right of Indigenous peoples to a culturally inclusive education. The book assesses the impact of these policies on educational practice and the on-going challenges that countries still face in delivering an equitable and culturally responsive education to Indigenous children and youth. The chapters, each written by an expert in the field, demonstrate how policy changes are transforming education systems in Bolivia, Ecuador, Mexico, and Peru. Going beyond the classroom, they highlight the

significance of these reforms in promoting intercultural dialogue in Latin American societies. .
