Doctoral Candidate Fernanda Pineda Publishes Work on Intercultural and International Education

These publications grew out of coursework, a candidacy examination question, and the development of her dissertation literature review. Congratulations Fernanda!!


This chapter focuses on the philosophical and historical foundations of intercultural education in Mexico, providing a general overview of the movements and phenomena that resulted in the current definition(s) and model(s) of intercultural education (IE), anchoring them in the human rights arena. The IE concept(s), policies and model(s) discussed herein are those taken from official policy documents from the Ministry of Education (Secretaría de Educación Pública, SEP).


This chapter discusses the criticisms of standardized assessments by doing a document analysis of mainly Mexico's and Argentina's ministries of education's web sites and exploring the theoretical work of diverse authors, mainly critical pedagogues and culturists.