

Sindicato Nacional De Trabajadores De La Educacin

Ivonne Vizcarra Bordi

Blood and Capital Jasmin Hristov, 2014-07-31 In *Blood and Capital: The Paramilitarization of Colombia*, Jasmin Hristov examines the complexities, dynamics, and contradictions of present-day armed conflict in Colombia. She conducts an in-depth inquiry into the restructuring of the state's coercive apparatus and the phenomenon of paramilitarism by looking at its military, political, and legal dimensions. Hristov demonstrates how various interrelated forms of violence by state forces, paramilitary groups, and organized crime are instrumental to the process of capital accumulation by the local elite as well as the exercise of political power by foreign enterprises. She addresses, as well, issues of forced displacement, proletarianization of peasants, concentration of landownership, growth in urban and rural poverty, and human rights violations in relation to the use of legal means and extralegal armed force by local dominant groups and foreign companies. Hristov documents the penetration of major state institutions by right-wing armed groups and the persistence of human rights violations against social movements and sectors of the low-income population. *Blood and Capital* raises crucial questions about the promised dismantling of paramilitarism in Colombia and the validity of the so-called demobilization of paramilitary groups, both of which have been widely considered by North American and some European governments as proof of Colombian president Álvaro Uribe's advances in the wars on terror and drugs.

Estatutos del Sindicato Nacional de Trabajadores de la Educación Sindicato Nacional de Trabajadores de la Educación, México, 1947

Workers and Welfare Michelle L. Dion, 2010-02-28 After the revolutionary period of 1910-1920, Mexico developed a number of social protection programs to support workers in public and private sectors and to establish safeguards for the poor and the aged. These included pensions, healthcare, and worker's compensation. The new welfare programs were the product of a complex interrelationship of corporate, labor, and political actors. In this unique dynamic, cross-class coalitions maintained both an authoritarian regime and social protection system for some seventy years, despite the ebb and flow of political and economic tides. By focusing on organized labor, and its powerful role in effecting institutional change, *Workers and Welfare* chronicles the development and evolution of Mexican social insurance institutions in the twentieth century. Beginning with the antecedents of social insurance and the adoption of pension programs for central government workers in 1925, Dion's analysis shows how the labor movement, up until the 1990s, was instrumental in expanding welfare programs,

but has since become largely ineffective. Despite stepped-up efforts, labor has seen the retrenchment of many benefits. Meanwhile, Dion cites the debt crisis, neoliberal reform, and resulting changes in the labor market as all contributing to a rise in poverty. Today, Mexican welfare programs emphasize poverty alleviation, in a marked shift away from social insurance benefits for the working class.

Great Teachers Barbara Bruns, Javier Luque, 2014-10-28 This book analyzes teacher quality in Latin America and the Caribbean, which is the key to faster education progress. Based on new research in 15,000 classrooms in seven different countries, it documents the sources of low teacher quality and distills the global evidence on practical policies that can help the region produce great teachers.

Public Education, Neoliberalism, and Teachers Paul Bocking, 2020-04-20 From pressure to teach to the test and the use of quantitative metrics to define education quality, to the rise of school choice and the shift of principals from colleagues to managers, teachers in New York, Mexico City, and Toronto have experienced strikingly similar challenges to their professional autonomy. By visiting schools and meeting teachers, government officials, and union leaders, Paul Bocking identifies commonalities that are shaping how teachers work and public schools function. While arguing that neoliberal education policy is a dominant trend transcending the realities of school districts, states, or national governments, Bocking also demonstrates the importance of local context to explain variations in education governance, especially when understanding the role of resistance led by teachers' unions.

Género y poder Ivonne Vizcarra Bordi, 2005

Historia del Sindicato Nacional de Trabajadores de la Educación Gerardo Peláez, 1984

La configuración corporativa del Sindicato Nacional de Trabajadores del Seguro Social Rodrigo Eduardo Ocampo Merlo, 2023-01-03 Esta obra reconstruye por niveles de realidad la configuración corporativa del Sindicato Nacional de Trabajadores del Seguro Social. La originalidad de la investigación radica en su manera de renovar y problematizar el concepto de corporativismo sindical, el cual, y por la influencia de autores como Philippe C. Schmitter, se había centrado en la relación del sindicato con el Estado. En cambio, en este trabajo el análisis de la intermediación de intereses incorpora también los procesos de dominación y concertación que ocurren en un lugar de trabajo, junto con las dinámicas electorales que siguen instancias medias de representación como las selecciones sindicales. La propuesta teórico-metodológica del configuracionismo permite analizar lo real concreto como una síntesis en la que se articulan estructuras, subjetividades y acciones. Esta estrategia hizo posible al autor exponer las relaciones corporativas como una configuración de configuraciones multinivel, la cual se presenta en sus articulaciones, continuidades y contradicciones.

The Struggle for Mexico Debra D. Chapman, 2014-01-10 In the 1970s political and economic changes to the world order led to an emerging globalization credited with the ceding of state sovereignty to a de facto world government of

transnational corporations and with the anti-globalism movement directed at countering it. Mexico, however, has maintained the salience of the national unit in the form of the state as a ruling apparatus and as the target of organized, non-state, political opposition. This study examines the transformation of Mexico's social and political organization from state corporatism to transnationalized corporatism, a form distinguished by the effect that International Financial Institutions and the World Trade Organization have on the state's relationship to the rest of society. By exploring how non-governmental organizations, political parties, unions and social movements (notably the Zapatistas) engage with the state under neoliberalism, this work significantly emphasizes the continued relevance of corporatist structures in an environment of electoral democratic reform.

Oaxaca Resurgent A. S. Dillingham, 2021-08-03 Oaxaca Resurgent examines how Indigenous people in one of Mexico's most rebellious states shaped local and national politics during the twentieth century. Drawing on declassified surveillance documents and original ethnographic research, A. S. Dillingham traces the contested history of indigenous development and the trajectory of the Mexican government's Instituto Nacional Indigenista, the most ambitious agency of its kind in the Americas. This book shows how generations of Indigenous actors, operating from within the Mexican government while also challenging its authority, proved instrumental in democratizing the local teachers' trade union and implementing bilingual education. Focusing on the experiences of anthropologists, government bureaucrats, trade unionists, and activists, Dillingham explores the relationship between indigeneity, rural education and development, and the political radicalism of the Global Sixties. By centering Indigenous expressions of anticolonialism, Oaxaca Resurgent offers key insights into the entangled histories of Indigenous resurgence movements and the rise of state-sponsored multiculturalism in the Americas. This revelatory book provides crucial context for understanding post-1968 Mexican history and the rise of the 2006 Oaxacan social movement.

Empowering Teachers to Build a Better World Fernando M. Reimers, 2020-03-23 This open access book presents a comparative study on how large-scale professional development programs for teachers are designed and implemented. Around the world, governments and educators are recognizing the need to educate students in a broad range of higher order cognitive skills and socio-emotional competencies, and providing effective opportunities for teachers to develop the expertise needed to teach these skills is a crucial aspect of effective implementation of curricula which include those goals. This study examines how large-scale efforts to empower teachers for deeper instruction have been designed, how they have been implemented, and their outcomes. To do so, it investigates six programs from England, Colombia, Mexico, India, and the United States. Though all six are intended to broaden and deepen students' curricular aspirations, each takes this expansion of curricular goals in a different direction. The ambitious education reforms studied here explicitly focus on building teachers' capacity to teach on a broader set of goals. Through a discerning analysis of program documents, evaluations, and

interviews with senior leaders and participants in the programs, the book identifies the various theories of action used in these programs, examines how they were implemented, and discusses what they achieved. As such, it offers an indispensable resource for education leaders interested in designing and implementing professional development programs for teachers that are aligned with ambitious instructional goals.

La contienda por la educación Carlos Ornelas, 2019-01-10 Carlos Ornelas evalúa cómo se han construido las relaciones de poder al interior del sistema educativo mexicano, desde la SEP y el SNTE, hasta los grupos disidentes como la Sección 22 y la CNTE. Asimismo, identifica dos proyectos educativos centrales en disputa al interior del sistema educativo mexicano que, a su vez, responden a lógicas construidas a nivel internacional: un proyecto neoliberal amparado en tendencias globales que entiende a la educación como un servicio sujeto a las leyes de la oferta y la demanda, y un proyecto democrático, que entiende a la educación como un derecho fundamental para el desarrollo pleno de las capacidades del ser humano. Ornelas argumenta que ambos proyectos buscan oponerse a un proyecto hegemónico amparado en las tradiciones corporativas nacionales: el neocorporativismo.

Revolution and State in Modern Mexico Adam David Morton, 2013-10-04 Now in an updated edition, this groundbreaking study develops a new approach to understanding the formation of the postrevolutionary state in Mexico. In a shift away from dominant interpretations, Adam David Morton considers the construction of the revolution and the modern Mexican state through a fresh analysis of the Mexican Revolution, the era of import substitution industrialization, and neoliberalism. Throughout, the author makes interdisciplinary links among geography, political economy, postcolonialism, and Latin American studies in order to provide a new framework for analyzing the development of state power in Mexico. He also explores key processes in the contestation of the modern state, specifically through studies of the role of intellectuals, democratization and democratic transition, and spaces of resistance. As Morton argues, all these themes can only be fully understood through the lens of uneven development in Latin America. Centrally, the book shows how the history of modern state formation and uneven development in Mexico is best understood as a form of passive revolution, referring to the ongoing class strategies that have shaped relations between state and civil society. As such, Morton makes an important interdisciplinary contribution to debates on state formation relevant to Mexican studies, postcolonial and development studies, historical sociology, and international political economy by revitalizing the debate on the uneven and combined character of development in Mexico and throughout Latin America. In so doing, he convincingly contends that uneven development can once again become a tool for radical political economy analysis in and beyond the region. A substantive new epilogue engages the main theoretical debates that have emerged since the book was first published, while also exploring the dominant geographies of power and resistance that are shaping state space in Mexico in the twenty-first century. And now a Spanish edition, *Revolución y Estado en México moderno* (México, D.F.: Siglo XXI, 2017), is available as well. [Click here to](#)

see the book trailer.

Women Teachers of Rural Oaxaca Jayne Howell, 2023-01-30 A 2023 Choice Reviews Outstanding Academic Title Mexican maestras (women teachers) became an ubiquitous presence in the countryside following the Mexican Revolution and have continued to make valuable contributions to their students and society over the past century. Dedicated rural teachers are assigned to some of the most remote communities in Mexico, and frequently spend years living away from their homes and families while teaching. Drawing on agentive women's narratives, this ethnographic study explores how the acquisition of schooling and employment empowers maestras to defenderse (take care of themselves and their loved ones), make informed personal decisions, and promote societal change by serving as role models for their students, relatives, and neighbors.

El magisterio poblano ante la Alianza por la Calidad de la Educación Emma Díaz Hernández, 2020-09-01 En este trabajo propongo una descripción y una reflexión sobre la respuesta del magisterio poblano ante la Alianza por la Calidad de la Educación entre 2008 y 2009. La propuesta de análisis tiene como referencia la perspectiva de la historia social analizando diversas estructuras (económica, política, social, educativa, ideológica) con una coyuntura. Por esto es necesario echar una mirada a los antecedentes del estallido magisterial ante la ACE e identificar las particularidades de cada movilización, considerando el contexto mundial, nacional y regional, las demandas, las formas de represión, las políticas educativas y la propia vida sindical. Todo esto con el fin de reflexionar sobre lo que ha significado el SNTE, desde su surgimiento hasta la primera década del siglo XXI, y sobre todo en los últimos 23 años y en qué medida la ACE responde más a intereses particulares que sociales. El magisterio nacional que ha dado respuesta, expresando su rechazo y resistencia a la Alianza por la Calidad de la Educación, ve necesaria la defensa de la educación pública, de los derechos y conquistas económicas, laborales y sociales de su propio gremio. Sin embargo, la defensa de la educación pública no es una lucha exclusiva de los maestros, sino de la sociedad mexicana y por ello confío en la importancia de investigaciones como la que ahora presento. El estudio de los movimientos sociales permite reconocer la inconformidad frente a la dominación de clase, muchos movimientos se expresan mediante la acción conjunta de diferentes sectores de la población en torno a uno o más propósitos en común, logrando en muchos casos el apoyo de otros sectores sociales. El movimiento magisterial queda inmerso en estos estudios, pues su lucha por una mejor educación se asume como la mejoría en las condiciones educativas en las escuelas y en las condiciones de los trabajadores.

Concise Encyclopedia of Mexico Michael Werner, 2015-05-11 Concise Encyclopedia of Mexico includes approximately 250 articles on the people and topics most relevant to students seeking information about Mexico. Although the Concise version is a unique single-volume source of information on the entire sweep of Mexican history-pre-colonial, colonial, and moderns-it will emphasize events that affecting Mexico today, event students most need to understand.

Decentralization and Subnational Politics in Latin America Tulia G. Falleti, 2010-04-12 Is it always true that decentralization reforms put more power in the hands of governors and mayors? In post-developmental Latin America, the surprising answer to this question is no. In fact, a variety of outcomes are possible, depending largely on who initiates the reforms, how they are initiated, and in what order they are introduced. Tulia G. Falleti draws on extensive fieldwork, in-depth interviews, archival records, and quantitative data to explain the trajectories of decentralization processes and their markedly different outcomes in Argentina, Brazil, Colombia, and Mexico. In her analysis, she develops a sequential theory and method that are successful in explaining this counterintuitive result. Her research contributes to the literature on path dependence and institutional evolution and will be of interest to scholars of decentralization, federalism, subnational politics, intergovernmental relations, and Latin American politics.

Organizing Dissent Maria Lorena Cook, 2010-11-01

Los grandes problemas de México. Edición Abreviada. Sociedad. T-II Manuel Ordorica, Jean-François Prud'homme, 2012 Serie de cuatro volúmenes que condensan la colección de dieciséis tomos que fue publicada en 2010 bajo el título de Los grandes problemas de México, con motivo de las conmemoraciones del bicentenario de la Independencia, del centenario de la Revolución y de los setenta años de El Colegio de México. Cada capítulo reproduce una estructura que contiene un diagnóstico, un pronóstico cuando es posible, y propuestas de acción en torno a problemas específicos. El presente volumen trata los principales problemas de carácter social en México: Desigualdad social, Movimientos sociales, Educación, Relaciones de género y Culturas e identidades

The Students We Share Patricia Gándara, Bryant Jensen, 2021-05-01 Millions of students in the US and Mexico begin their educations in one country and find themselves trying to integrate into the school system of the other. As global migration increases, their numbers are expected to grow and more and more teachers will find these transnational students in their classrooms. The goal of The Students We Share is to prepare educators for this present and future reality. While the US has been developing English as a Second Language programs for decades, Mexican schools do not offer such programs in Spanish and neither the US nor Mexico has prepared its teachers to address the educational, social-psychological, or other personal needs of transnational students. Teachers know little about the circumstances of transnational students' lives or histories and have little to no knowledge of the school systems of the country from which they or their family come. As such, they are fundamentally unprepared to equitably educate the students we share, who often fall through the cracks and end their educations prematurely. Written by both Mexican and US pioneers in the field, chapters in this volume aim to prepare educators on both sides of the US-Mexico border to better understand the circumstances, strengths, and needs of the transnational students we teach. With recommendations for policymakers, administrators, teacher educators, teachers, and researchers in both countries, The Students We Share shows how preparing teachers is our shared responsibility and

opportunity. It describes policies, classroom practices, and norms of both systems, as well as examples of ongoing partnerships across borders to prepare the teachers we need for our shared students to thrive.

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