

The Pedagogical Whirlwind of Literacy: The Latinamerican Challenge

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Currently, Latin American societies are caught in a debate between two distinct pedagogical positions: 1) the need for sweeping changes based on some imagined, or ideal future, or 2) improvements of existing institutions which would require little change and even less imagination.

Concentrating on the first option, I will develop the argument in terms of a re-examination and contextualization of Freirian proposals, based on the ideas of an archeology of pain, ingenuous curiosity, and the culture of silence; and the possibilities of their transformation into the Freirian concepts of organized happiness and epistemic curiosity. This is based on a reading of the progress from The Pedagogy of the Oppressed to Pedagogies of Hope and On Autonomy.

Within this framework, literacy in general and **adult literacy** in particular are understood as part of a 'reading' of the world -- a reading of reality which considers not only cognitive processes but affective process as well. In spite of the recent emphasis on emotional intelligence, we still must problematize it within the context of the archeology of pain. This notion is proposed, although not developed, by Paulo Freire and complemented by a sustained reading of the epistemic culture constituted and promoted in Latin America.

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