

From “formal” to “non-formal” education as a transformative psychosocial practice in chile

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Abstract

This article explores the joints between pedagogy, psychology and politics in Chile during the twentieth century, trying to understand its current evolution in relation to Non-Formal Education (NFE). To do this, first, an historical review of some pedagogical, psychological and politic arguments that have profiled this meeting it's offered. Then, an evaluation of the discussion around the concept of NFE is concluded by identifying two rationalities, that we call the Rationality of Complement (CR) and the Rationality of Transformation (TR), that have struggled to become hegemonic in the articulation of the NFE's field. Finally, based on that recognition, a set of elements its proposed for the analysis of NFE modalities in the country and, from its consideration, a new possible articulation in between the psychological, pedagogical and political fields. © 2021, Universidad Nacional Autonoma de Mexico. All rights reserved.

Author keywords

Non-formal education; Pedagogy; Politics; Psychology