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## **Presentation of the content**

In the first article we present, *Learning objects and student mobility: Their role in the acquisition of a second language*, by DELGADILLO, Mónica, RODRIGUEZ, Norma, SOSA, Guadalupe and BECERRIL, César, with adscription in the Universidad Tecnológica Fidel Velázquez, in the next article we present, *The parishes in the Bolivian littoral - S. XVIII–XX*, by CALVO, Jorge, CALDERON, Luis, AVENDAÑO, Jhansel, BARAHONA, Maria, CRUZ, Janethe and GÓMEZ, Norma, with adscription in the Universidad Mayor Real y Pontificia de San Francisco Xavier de Chuquisaca, in the next article we present, *Methodological guidelines for teaching reading and writing to deaf children*, by CORASI, Yovana, GUERRA, Clementina and PAZ, Mirtha, with adscription in the Universidad Mayor Real y Pontificia de San Francisco Xavier de Chuquisaca, in the last article we present, *The social events of May 24, 2008 in Sucre-Bolivia*, by DELGADILLO, Carlos, VACA, Leda, IGLESIAS, Fernando, GARCÍA, Marisa and MARÁS, Jheimy, with adscription in the Universidad Mayor Real y Pontificia de San Francisco Xavier de Chuquisaca.

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## Learning objects and student mobility: Their role in the acquisition of a second language

### Objetos de Aprendizaje y movilidad estudiantil: Su papel en la adquisición de una segunda lengua

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#### Abstract

The learning objects and the instructional design have begun to position themselves as important support elements in the teaching of the chair, as well as in the mobility of the students, since through an adequate design it is possible to contribute to a good preparation of the student, which will finally improve the acquisition of a second language by having access to a stay abroad. Objectives, methodology: Identify the importance of the learning object in the design of tools that allow the student to have virtual access while in mobility. An exploratory methodology with questionnaires was applied. Contribution: This document contains the advances of an investigation that is currently being carried out at the Fidel Velázquez Technological University. The purpose of this study is to prove that instructional design is a very important element to support students aspiring to a mobility scholarship or who are already in the process of mobility by contrasting with the opinions of students who have already concluded said process. Although there are advances in the current context in design and the application of instructional design, such a resource has not yet been exploited as such in student mobility and an excellent means should be the application in the classroom from the first courses for the student in the classroom, which will also allow the acquisition of a second language to be successful.

#### Resumen

Los objetos de aprendizaje y el diseño instruccional han comenzado a posicionarse como importantes elementos de apoyo en la enseñanza de la cátedra, así como en la movilidad de los estudiantes, ya que a través de un adecuado diseño se puede contribuir a una buena preparación del estudiante. lo que finalmente mejorará la adquisición de una segunda lengua al tener acceso a una estancia en el extranjero. Objetivos, metodología: Identificar la importancia del objeto de aprendizaje en el diseño de herramientas que permitan al estudiante tener acceso virtual mientras está en movilidad. Se aplicó una metodología exploratoria con cuestionarios. Contribución: El presente documento contiene los avances de una investigación que se realiza actualmente en la Universidad Tecnológica Fidel Velázquez. El propósito de este estudio es demostrar que el diseño instruccional es un elemento muy importante para apoyar a los estudiantes que aspiran a una beca de movilidad o que ya están en el proceso de movilidad, contrastando con las opiniones de los estudiantes que ya han concluido dicho proceso. Si bien existen avances en el contexto actual en el diseño y la aplicación del diseño instruccional, dicho recurso aún no ha sido explotado como tal en la movilidad estudiantil y un excelente medio debería ser la aplicación en el aula desde los primeros cursos para el estudiante en el aula, lo que también permitirá que la adquisición de una segunda lengua sea exitosa.

Instructional design, Mobility, Satisfaction, Impact

Diseño instruccional, Movilidad, Satisfacción, Impacto

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## Introduction

The use of information technologies as a support tool in the teaching-learning process has generated a radical change in the processes inherent to it (Rodríguez, 2013) forcing the teacher to be trained in the use of these, with the purpose of provide better service to students and get the best possible use of technology for academic purposes. Currently the use of devices such as smartphones, ipads, tablets, among others, have come to revolutionize communication and access to information sources (Ogalde, 2008). It is essential that the teacher include technology in the teaching-learning process, restructuring everything that this implies such as structure, content and teaching methods, which will allow us a new knowledge management (Rodríguez, 2013).

## Learning Theories

Therefore, it is necessary to rethink what is known about learning theories in order to design learning objects that support the learning of a second language.

### 1. Behaviorism

It is based on psychology and oriented towards the prediction and control of behavior (Guerrero, 2009), it defines events in terms of stimuli and responses, these being predictable, manipulable and controllable (Navarro, 1989). Behaviorists affirm that innate characteristics are irrelevant, and that connections or associations only occur through stimuli from the environment, and that it is through them that the subject develops (Gros, 1997).

Behaviorism in education proposes to control and manipulate events through the educational process in order to achieve in the student the acquisition or modification of behaviors through the manipulation of the environment, with the consequent learning of behaviors, skills or attitudes (Lladó, 2002).

Regarding instructional design, the behavioral approach contributes with programmed teaching and linear processes (Dorrego, 1999; Urbina, 1999); with the decomposition of information into small units, design of activities that require responses from the learner, and planning of reinforcement in the design of teaching materials (Silvera, 1998).

This is observed in educational resources that present the information gradually, increasing the level of complexity until the execution of a chain of responses and the respective reinforcement (Díaz Barriga and Aguilar, 1990); the structures are rigid and it emphasizes the memorization of contents.

### 2. Cognitivism

This theory focuses on the internal processes that occur in the subject before stimuli and responses that are feasible to be observed and measured, which will translate into external behaviors (Navarro, 1989).

Cognitive teaching involves a series of methods that guide students to memorize and remember knowledge, as well as understand it and develop their intellectual capacity (Reigeluth, 1999). Several authors emphasize including adding meanings to modify cognitive structures, which are defined as the set of prior learning that the individual has about his environment (Navarro, 1989).

The contribution of this trend to instructional design in the development of computer educational resources are hypertextual and hypermedia systems, which represent the functioning of cognitive processes (Del Moral, 2000). A cognitive educational resource can offer hierarchically organized content (Gros, 1997) and include hypertexts in its design, allowing the user non-linear navigability.

### 3. Constructivism

This theory emerges from the cognitivist perspective and suggests that the student builds his own knowledge through his needs and interests and at his own pace to interact with the environment. According to its theorists, learning takes place when the student has actively developed their own knowledge of it, which will not necessarily be based on discovery (Mayer, 1999). The Swiss psychologist Jean Piaget establishes a frank relationship between the biological aspects of the subject and the origin of knowledge (Aragón Diez, 2001). For Piaget, the fundamental characteristic of intelligence is the transformation that the individual makes of the objects that surround him, coming to know them only when he has made said transformation (Poole, 2000).

Constructivist theorists affirm that knowledge is built through active participation, so it is not reproduced and will depend on previous learning and the student's interpretation of the information received. In addition, the environment plays a determining role in the acquisition of learning as it will allow effective thinking, reasoning, problem solving and the development of learned skills (Gros, 1997).

This theory emphasizes that the environment is essential between learning and students, before the content or the teacher, so learning comes before instruction (García-Valcarcel, 2005); It also provides activities in problem solving and collaborative learning situations. Its presence is highlighted in design with few contents and emphasis on links to different references, resources and tools that allow the student to build their own learning processes, Ovelar, Benito and Romo (2009) emphasize the term Digital Natives, distinguishing themselves because they use different digital tools to acquire knowledge, an example of this is the virtual since it is an essential part of their environment: they participate in virtual communities, they have the possibility of downloading all kinds of resources and content from the Internet and they learn to intuitively use the applications they need. This implies that the teacher has the possibility of creating collaborative groups within it, such as Facebook, blog or personal page to significantly enrich learning.

### Learning Theories and Instructional Design

To relate the different theories and instructional design, we must remember that cognitive theory dominates in the latter and that most of the instructional strategies defended and used by behaviorists have also been used by cognitivists, albeit for other reasons (Digital Communities for Learning in Higher Education, CODAES, 2015). At this point we have that the behaviorists evaluate the learners to determine a starting point for instruction and on the other hand in the same process the cognitivists look for the student's predisposition to learning (Ertmer and Newby, 1993). The design from the behavioral/cognitivist position analyzes the situation and the goals to be achieved, subdividing the individual activities into learning objectives and the evaluation focuses on determining whether the criteria of the objectives were achieved (CODAES, 2015).

Here the designer decides what he considers important for the student to learn.

### Mobility and instructional design

After the signing of the Free Trade Agreement in Mexico, a mobility process began in all areas of the country, which made more evident the need for graduates of the different educational institutions to handle a second language, with great emphasis on English, followed by French. Proof of this is what was established in the National Development Plan for the six-year term of Vicente Fox, in which the parameters were already established to include the command of English as a priority and computing in basic education. However, two more six-year terms had to pass before latent results began to be seen in the implementation of more and better programs aimed at achieving the primary objective of acquiring a second language. In 2013, after the creation of the Bilateral Forum (SRE,

Although there is still a low percentage of the population that speaks the English language, because in the case of Mexico, according to statistics, it ranks 34th among countries that speak English, within 54 Spanish-speaking countries, with a low percentage of 20%, despite the proximity to the United States, despite the fact that speaking a second language continues to be a decisive factor in obtaining better job positions.

### Method Description

#### Review of search difficulties

During the development of this research, some difficulties arose, such as contacting the graduate students to answer the survey, since at the end of the process it is difficult to convince them to participate in said process, since there is no culture of active participation in the institution. , which needs to be further strengthened.

In the case of new students, the only difficulty that arose was explaining to two of the respondents that they could answer the questionnaire even if they did not have a mobile phone, since they believed that only those who had a smartphone applied.

### **Explanation of the topic in general and explain why it is important**

The different applications that currently exist on the Internet have constituted a field that requires special attention because the new generations spend a lot of time browsing them, both for leisure and for educational purposes, so this can be used to reinforce the acquisition of a second language and they will be able to do it without having to meet in a fixed place, because in the end we are talking about a "local mobility".

Which will lead us to a possible international mobility with different purposes, either to consolidate the learning of a second language or to complete their academic preparation in various areas of knowledge.

It is therefore necessary that the new generations of students be actively included in the Knowledge Society, and a real and objective mechanism is through the acquisition and reinforcement of a second language through the use of new technologies, bearing fruit in the exchange programs and academic mobility, while this type of program supports the student not only in acquiring a second language, but also in knowing how to share experiences and adapt to the needs of the contemporary world.

The core point is to identify what type of technological resources can have the most impact on this learning and adaptation process, that is, what qualities these tools should cover and how they support students. Consequently, the above indicates that the teacher has the need to identify what qualities the instructional design must have in said tools so that it has or not repercussions on young people.

### **What is its added value compared to other techniques?**

Although there are a large number of applications on the network, as well as inter-institutional collaborations that are being carried out sponsored by the Ministry of Public Education and the University of Colima in terms of the development of learning objects, there is still much to be done in terms of the registration that It is realized from their effectiveness as means of support in the acquisition of a second language.

At least in Mexico, it is a field that can continue to be explored in order to offer those students who are interested in making use of these elements to reinforce their learning and who can continue consulting them if they are awarded a mobility scholarship and even without having benefited from it.

### **Clearly focus each of its features**

The present investigation is directed in two parts, in the first the degree of satisfaction of the student with the mobility programs was measured and if there is a need to include learning objects that support him in his experience. In the second aspect, it inquires about the student's interest in incorporating new technologies to reinforce the learning of a second language, using an existing free application on the internet, and depending on the result, learning objects could subsequently be developed that meet the academic needs. of the student, which will be the subject of further investigation.

### **Clearly explain the problem to be solved and the central hypothesis.**

Prove that instructional design and student mobility are not isolated concepts and that, based on these, student learning can be greatly improved and the teacher can provoke constant improvement and the appropriation of technological tools for educational purposes.

### **Explanation of the article sections**

This article consists of two sections.

They cover the work developed from eight months ago to date in terms of the relationship between learning objects and student mobility, they indicate the progress achieved so far.

### **Development of Sections and Paragraphs of the Article with subsequent numbering.**

#### **Section 1 Student mobility at the Fidel Velázquez Technological University**

The purpose of sending students abroad in the case of our institution has allowed us to make a comparison between the model that we follow as a technological university and that also serves our students to measure themselves academically with other institutions and work environment.

Since the vast majority of the population are students from regions with limited economic resources and who manage to forge a broader criterion through said life experience. However, we are aware of the risk that sending students abroad represents because, as we identified in the experience, it also entails other associated risks, which are variables that are out of our control and that occur in any other institution, such as the culture of the country to which they obtain scholarship, food, customs and habits,

Section 2 The Learning Objects

The use of learning objects therefore, as indicatedErtmer and Newby, predispose the subject to learning, for which in the present study parameters were established that allow us to make the use of these resources attractive to the student, with the selection of an application when knowing the result of the applied survey.

Once the results of the survey were known, the free Duolingo application was selected to monitor how it reinforces student learning throughout the course. At the end of this course, the application will be evaluated and it will be decided whether or not to continue using it.

Inclusion of Graphs, Figures and Tables- Editable preferably



Figure 1Student Enrique Ivan Cabrera Torres, scholarship holder at the University of Costa Rica. He attended a technical training course in the area of Networks. UTFV



Figure 2 Homestay students sent to Shanghai, China, during the welcome reception  
Own Source

Boards

| Year | Total students |
|------|----------------|
| 2013 | 14             |
| 2014 | 88             |
| 2015 | 52             |

Table 1 Monitoring of student mobility in the last three years. Source Department of Languages Fidel Velázquez Technological University

| Country   | No. students | Degree of satisfaction % |
|-----------|--------------|--------------------------|
| China     | 5            | 80                       |
| Spain     | 1            | 100                      |
| France    | 1            | 100                      |
| Peru      | 1            | 100                      |
| Malaysia  | 5            | 80                       |
| U.S       | 5            | 100                      |
| Argentina | 2            | 100                      |

Table 2 Results of the survey applied to 33 student mobility students in the during 2013 and 2014

Weekly Advance Level

| Student | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---------|---|---|---|---|---|---|---|---|---|
| 1       | 1 | 3 | 3 | 3 | 3 | 5 | 5 | 5 | 5 |
| 2       | 6 | 6 | 7 | 7 | 7 | 7 | 7 | 7 | 7 |
| 3       | 2 | 3 | 3 | 3 | 4 | 4 | 4 | 4 | 4 |
| 4       | 1 | 2 | 2 | 2 | 3 | 3 | 4 | 4 | 5 |
| 5       | 2 | 2 | 3 | 3 | 3 | 4 | 4 | 4 | 5 |
| 6       | 1 | 2 | 2 | 2 | 3 | 3 | 3 | 4 | 5 |
| 7       | 3 | 3 | 3 | 3 | 4 | 4 | 4 | 4 | 5 |
| 8       | 2 | 2 | 2 | 3 | 3 | 3 | 4 | 4 | 5 |
| 9       | 2 | 2 | 2 | 3 | 3 | 3 | 4 | 4 | 5 |
| 10      | 3 | 3 | 3 | 3 | 4 | 4 | 4 | 4 | 5 |
| 11      | 2 | 2 | 2 | 3 | 3 | 4 | 4 | 4 | 5 |
| 12      | 1 | 1 | 2 | 2 | 2 | 3 | 3 | 3 | 4 |
| 13      | 3 | 3 | 4 | 4 | 4 | 5 | 5 | 5 | 6 |
| 14      | 2 | 3 | 4 | 4 | 5 | 5 | 5 | 5 | 6 |

Table 3 Progress record Student vs. level in the Duolingo app

## Methodology to develop

This research was of an exploratory nature, in which two questionnaires were implemented to establish the perception of students regarding the use of information technologies as support tools in learning a second language.

The population of students that was taken corresponds to the Fidel Velázquez Technological University (Mexico) according to what Giroux and Trembay (2004) establish since, due to equal circumstances, it does not need to be large and constant precision. The unit of analysis corresponds to students in the first semester of the Information and Communication Technologies Career, Computer Systems Area, defining the sample according to Stake (2007), taking into account the school period and the technological resources with which they normally use. students count.

The sample consisted of 14 students from the SI 101 group in the first semester, whose ages are between 18 and 21 years old, mostly from public high school and from areas surrounding the university.

Having defined the analysis sample, the strategy was implemented in which the aspects to be considered as support in learning a second language were included (see Annex 1), questions about the perceived usefulness of the use of technological means were included. to reinforce their acquisition of a second language, and derived from this, the use of a free resource on the network (Duolingo) was implemented to reinforce what was learned in the classroom, keeping a weekly control of the progress in terms of grammar level and oral production .

On the other hand, and following the same criteria regarding sampling, a questionnaire was applied to students who have participated in student mobility, the difference was that Survey Monkey was used for this purpose (Delgadillo, 2014), with the purpose of identify their perception regarding the impact of this on their acquisition of a second language and how they perceived the use of information technologies in learning it, in order to contrast differences between both groups regarding the use of technological resources as support .

## Results

Regarding the results obtained with the students who already participated in student mobility, the following was obtained: the students have the need to use alternatives for the reinforcement of the face-to-face classes of the English subject, this is due to the fact that the students have only 4 hours of class weekly (one hour from Monday to Thursday) and it is not possible to reach the graduation profile with this number of class hours. The graduation profile of the students establishes that the graduates will reach the level of English B1 in equivalence with the Common European Framework of Reference for Languages (Annex 2). In addition, in the survey, the students report that language teachers lack technology management to support them in their classes, and that they do not have sufficient knowledge of the technical language in English, the latter is the cause of another future investigation with proposals to remedy such situation.

When obtaining the results of the surveys, we find that of the 20 respondents, 18 of them are satisfied with the experience lived in the country where they obtained the scholarship, and of them, 16 were in countries where English is spoken as a second language (Malaysia , China, United States and France).

The students who were in countries such as Spain, Costa Rica and Peru, affirm that the use of English was also useful to them, although to a lesser degree, since the courses in these countries were in Spanish, for which they would have preferred to obtain the scholarship in a country Anglo-Saxon, to measure their potential in handling English with greater intensity.

Another aspect that caused them a strong conflict was the Cultural Awareness (cultural shock), because they had to relearn forms of behavior to which they were not used to in Mexico, or that they did not even imagine. For example, in Shanghai, China, the students had to behave under the code of conduct that dictates the way they should walk down the street, since it is not well seen that women walk next to the man, having to stand behind him. this, which in the students caused great commotion and annoyance, but that after two weeks of a stay of three months, they had already adopted without difficulty.

As shown in Table 2, the results of the survey are 90%, of satisfaction regarding the experience, and with the questions within the same questionnaire regarding the use of learning objects, we obtained that 85 percent raise as necessary to use these resources to use them during their mobility scholarship with the purpose of having contact with the professor and clarifying doubts regarding vocabulary and civilization and culture of the site before going to the country in each case.

On the other hand, in the surveys applied to first-year students, one hundred percent of the respondents affirm that the use of computer resources as support in learning a second language is necessary, and all of them are students who have not requested even mobility scholarships.

So the next part of this research will be aimed at monitoring this generation to find out if the support resources on free sites are reinforcing them in learning a second language. The Duolingo application was selected so that the students are practicing daily for ten minutes, since it is a simple application to download and is free. The weekly record of level progress has been made, and what are their advances in grammar, listening comprehension and oral and written production.

Until the time of writing this article, the results obtained show a clear tendency to increase the student's level in terms of vocabulary reinforcement, as indicated by García and Valcárcel, instruction is the most important part of the learning process, however We still have to wait to contrast the student's exit exam at the end of this course, which will allow us to make a more accurate judgment in this regard.

## Conclusions

It was relevant to find in the results of the research, that the students agree on the fact that the inclusion of technical vocabulary in English should be handled during classes, since it was difficult for them to get used to handling this type of terminology and also It was extremely surprising that the auditory issue would be difficult for them, since they did not express it during the evaluations for the selection of candidates.

No less alarming were the comments of the students surveyed regarding the training of teachers, since they emphasize that several of the members of the English teaching staff need to update their knowledge of technical English.

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## The parishes in the Bolivian littoral - S. XVIII–XX

### Las parroquias en el litoral boliviano - S. XVIII –XX

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#### Abstract

The documentary information of the parishes of the bolivian littoral, specially in the 19th century, lamentably they have not had a deep study from the historical ecclesiastic point of view. Of equal way, to this information it is possible to indicate the scanty bibliography, and specially on the ecclesiastic folletería related to this area. The city of sucre, it possesses a valuable primary documentation that preserves in the file - library arquidiocesanos 'monsignor michael de los santos taborga ', which information collection is guarded in the unique repository of ecclesiastic speciality of chuquisaca. las's department parishes of reference they are the following ones: Antofagasta (1858-1903); Calama (1836-1878); Caracoles (1870-1879); Chiu Chiu (1756-1885); Cobija (1844-1878); San pedro of Atacama (1756-1887) and Tocopilla (1879).

#### Resumen

La información documental de las parroquias del litoral boliviano, especialmente en el siglo XIX, lamentablemente no han tenido un estudio profundo desde el punto de vista histórico eclesiástico. De igual manera, a esta información cabe señalar la escasa bibliografía, y especialmente sobre la folletería eclesiástica relacionada con esta zona. La ciudad de sucre, posee una valiosa documentación primaria que se conserva en el archivo-biblioteca arquidiocesanos 'monseñor michael de los santos taborga', cuya colección de información se guarda en el único repositorio de especialidad eclesiástica de chuquisaca. las parroquias departamentales de referencia son las siguientes: Antofagasta (1858-1903); Calama (1836-1878); Caracoles (1870-1879); Chiu Chiu (1756-1885); Cobija (1844- 1878); San pedro de Atacama (1756-1887) y Tocopilla (1879).

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## Introduction

The Province and Department of Litoral, was created as an Autonomous Province on July 1, 1829, it was in charge of a governor and with the same territory that had the old Corregimientos and Partido de Atacama in colonial times. Its administrative capital was in the port of Cobija, place that was renamed by the Liberator Simón Bolívar on December 28, 1825 with the name of Puerto La Mar. When he served as President of the Republic José Miguel de Velasco elevated to the rank of Department, performing since then the prefects its highest authority and its division was based on the two colonial provinces of Atacama la Alta' and Atacama. 'la Baja'. Evangelization also reached this important region, which was attended since the creation of the Bishopric in the city of La Plata (1552) and later with the elevation to the rank of Archbishopric from 1609.

## Problem statement

The parishes that have belonged to the Bolivian Littoral have not been studied in depth to date, so the related ecclesiastical history of this region is unpublished. The rescue of the history of the parishes in this area is important for the knowledge of the new generations and scholars of religious and political issues.

## Research objectives

- The enhancement of the value of the existing documentary collection in the ecclesiastical archives of the parishes that existed in the Bolivian Littoral.
- To revalue the religious importance of this documentary collection.
- Prepare a descriptive catalog containing toponymic, onomastic and thematic information.
- Design an informative map on the ecclesiastical jurisdiction in the Litoral region.

Since the History Department was created in 2006, the second year undergraduates are gradually being trained to read 19th and 20th century documents. This experience will result in the formation of qualified human resources for the study of colonial and republican archives.

## Hypothesis

To make known through a descriptive catalog the information contained in the documentary collection of the Archdiocesan Archive-Library 'Monseñor Miguel de los Santos Taborga', a repository of ecclesiastical specialties in the city of Sucre.

## Importance or justification

The documented colonial history shows us its richness treasured in its various religious monuments. The analysis will be based on the documentation dating from the beginning of the century XIX-XX.

The Litoral was a particular case because it depended on the Bishopric and Archbishopric whose seat was the city of Sucre. For this reason, most of the documentation issued by the parishes in the ecclesiastical jurisdiction of reference is preserved.

## Materials and methodology

Review of the primary documentary collections that will allow to endorse the reference study in the different archives, libraries and documentary centers of our city. Another institution that will contribute effectively in the achievement of this project is the support provided by the Military Geographic Institute, an institution that treasures various types of materials such as cartographic information, map libraries and digital information. The Archdiocesan Archive-Library 'Mons. Santos Taborga' has entered a stage of modernization and therefore the international archival cataloguing standards ISAD-G will be used. In the same way, students will be training in the use of this standard.

Students and teachers will work together in the consultation and analysis of the documents with the purpose of publishing a booklet with epistolary information and the parish activities of the time. The experience of the university students in the handling of documentary sources from the different archives will result in the publication of their first printings. In this publication, the authors, i.e. the students, will convey their feelings as future historians in their own words.

## Results obtained

The purpose of this project is to make citizens aware of the existence of the parishes that were built in the captive Bolivian Littoral. The students will be trained in the handling of the primary documentation, its valorization and the auxiliary instruments of cataloguing. The history of the Bolivian Church will be totally favored by this type of work of historical investigation collaborated by the teachers and students of the History Career.

## Discussion

As it is a very particular historical research and therefore the first of its kind, it will allow especially the students of the History Career to have knowledge of this documentary fund. The reference parishes are as follows:

Antofagasta (1858-1903); Calama (1836-1878); Caracoles (1870-1879); Chiu Chiu (1756-1885); Cobija (1844-1878); San Pedro de Atacama (1756-1887) y Tocopilla (1879).

## Conclusions

Being a historical research and therefore the first of its kind, it will allow scholars and researchers to be aware of the descriptive catalog that will provide toponymic, onomastic and thematic information of the main actors who had to do with the great work developed. The catalog will facilitate the immediate location of the material in custody, the distribution of CDs to all the archives, libraries, documentary centers and the respective research material to the visitors of the fair. Some relevant documentation from the military geographic institute will be digitized for presentation to the public during the 2008 science and technology fair. Likewise, all the dissemination material will be distributed to the 28 municipalities of the department of Chuquisaca and Potosí.

## Acknowledgments

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Methodological guidelines for teaching reading and writing to deaf children

Lineamientos metodológicos para la enseñanza de la lecto – escritura en niños sordos

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Abstract

The present work is focused on the theme on disability for what you take into account the boys and girls of the city of Sucre that attend specialized centers and integrators; in such a way that the research covers the area of special education. Considering it is very worrying that ignorance and little information of centers that offer support to people with disabilities, in their rehabilitation and care. Within the document can be found results obtained on the basis of the various instruments applied during the process of the same pipe for its realization; which in turn were of great contribution the joint participation of the children themselves and their parents; on the other side to talk about disability not just talking about the people who believe they have, on the contrary is directed to all the individuals, because in some way or another all possess some disability.

Resumen

El presente trabajo está enfocado en el tema sobre discapacidad por lo que se toma en cuenta a los niños y niñas de la ciudad de Sucre que asisten a centros especializados e integradores; de tal manera que la investigación abarca el área de educación especial. Considerando que es muy preocupante el desconocimiento y la poca información de los centros que brindan apoyo a las personas con discapacidad, en su rehabilitación y atención. Dentro del documento se pueden encontrar resultados obtenidos en base a los diversos instrumentos aplicados durante el proceso del mismo tubo para su realización; que a su vez fueron de gran aporte la participación conjunta de los propios niños y sus padres; por otro lado al hablar de discapacidad no solo se habla de las personas que creen tener, por el contrario va dirigido a todos los individuos, ya que de alguna u otra manera todos poseen alguna discapacidad

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† Researcher contributing as first author

Introduction

In the current context, the inclusion of people with special educational needs is present in education at the level of discourse; however, in practice, these people encounter many difficulties when entering the regular education system. Difficulties are also encountered when specifying or adapting teaching-learning methodologies to teach people who need differentiated educational attention in natural and everyday contexts.

In this sense, the purpose of this research is to determine the educational characteristics of deaf children and some methodological guidelines that respond to their needs and facilitate the development and improve the teaching and learning of reading and writing, for a better insertion in regular education.

Materials and methods

Conducting research in the area of special education in our context is quite complex, because there is still a certain reserve with respect to special children, both on the part of parents, children themselves and teachers. In the present investigation these difficulties were encountered, in addition to the fact that the researchers needed more time to learn basic sign language in order to be able to communicate with both the children and the deaf teachers. However, we were able to count on the collaboration of an interpreter, who was able to collaborate only with the application of the tests, on the understanding that she decided to support us free of charge and disinterestedly. For this reason it was not possible to interview the deaf children.

The Interview

The interview method was applied to regular education teachers, in order to determine the predisposition and the level of information that teachers have about deaf people and about the teaching-learning process of language in regular school children. An interview was also conducted with the community of Chuquisaca, in order to analyze their perception of the problems and the educational situation of deaf children.

Documentary review

This technique was used to conduct an analysis of the documentation of the Education Reform Law, the Political Constitution of the State.

The survey

It was administered to deaf teachers who work teaching deaf children to be integrated into regular education. Unfortunately, none of the surveys given to the teachers could be retrieved.

Population and sample

Due to the characteristics of the research and the particularities of the population with which we worked and the difficulty of access to it, the research was more interested in deepening the information and the qualitative analysis of the same, therefore the population and sample presented do not respond to statistical criteria.

Thus we have the information of 25 people interviewed corresponding to the population of Sucre, taken at random on the public street, with a large number of people who refused to be interviewed. On the other hand, 11 regular school teachers were interviewed; in the other cases, there was no access or acceptance for the interviews. We do not have information corresponding to deaf teachers who teach deaf children, because the surveys were not returned. Finally, we were able to work with three deaf children, whose parents could not be interviewed. It is unfortunate that there is little access to and vision of the research process, both by society in general and by professionals in the educational field.

Analysis of the interview with regular school teachers

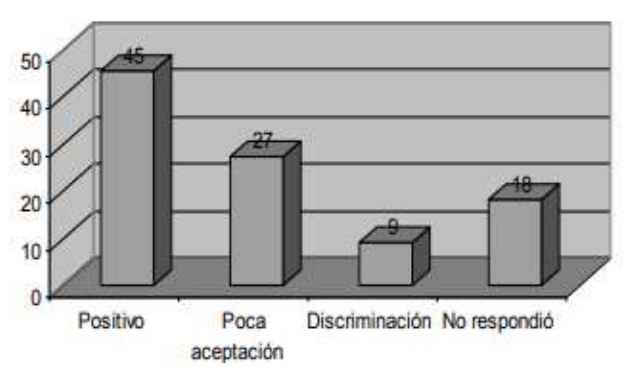


Figure 1 Level of acceptance of deaf children in our country

45% of the teachers interviewed were of the opinion that in the country, deaf children do not have a high level of acceptance, since 55% of those interviewed were of the opinion that deaf children are not very well accepted, since most people do not know sign language or are not interested in learning to interact with deaf children, on the other hand, discrimination is a factor that prevents the acceptance of these children just because they have a hearing impairment.

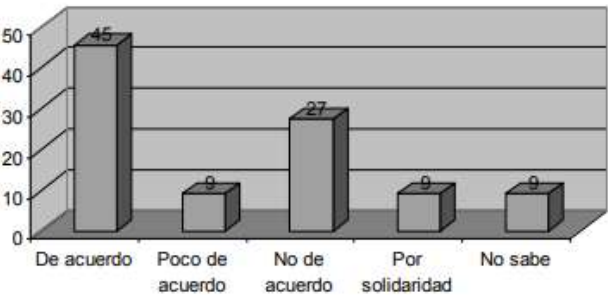


Figure 2 Level of acceptance of deaf children in the classroom

45% of the teachers interviewed agree that these children should enter a regular school because they have the same rights as any other child, on the other hand 55% of those interviewed do not accept the inclusion of these children in regular schools arguing that these children need special education or training.

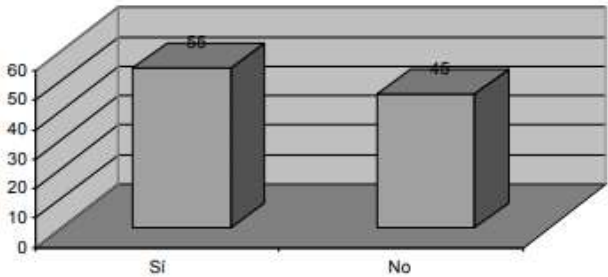


Figure 3 Presence of a special child in a regular classroom

55% of those interviewed have been in charge of special children, trying to integrate them into the group and providing them with learning support by making curricular adaptations group and providing them with support in their learning by making curricular adaptations.

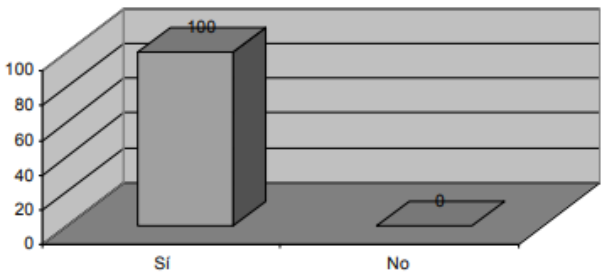


Figure 4 Willingness to learn sign language

100% of the teachers interviewed agree with learning sign language, because in this way they will be able to interact with these children and provide them with pedagogical support.

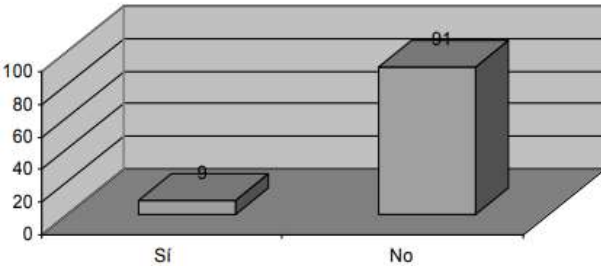


Figure 5 Training on the inclusion of special children into regular education

91% of those interviewed have not received any training on the inclusion of special children in regular education, which implies that there are no educational policies that favor the education of these children. On the other hand, only 9% have received training from non-governmental organizations and not from governmental agencies.

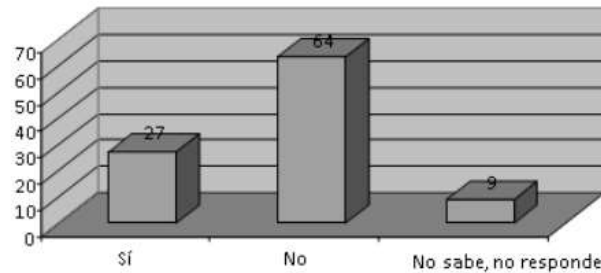


Figure 6 Training on curricular adaptations

74 % of the teachers did not receive training on curricular adaptations, which shows that teachers are not prepared to attend to these children, and that there is no help from the national government to promote this type of projects.

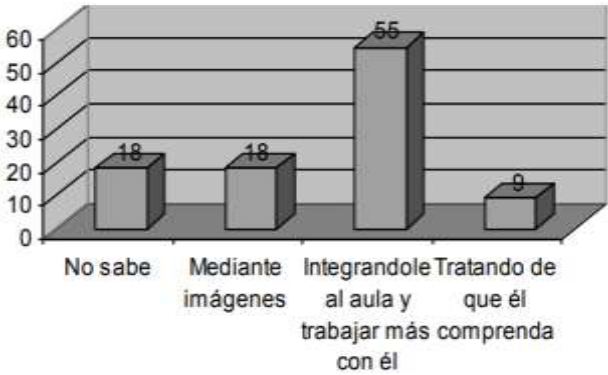


Figure 7 Working with deaf children

55% of the interviewees responded that they can spend most of their time working with these children and using material resources such as: images, improvised mimicry, etc.

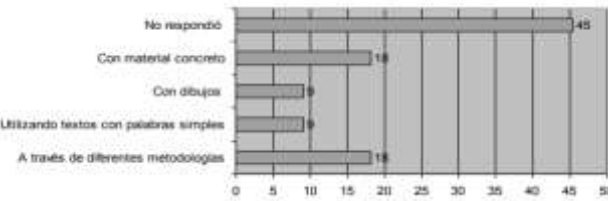


Figure 8 Teaching children to read and write

Forty-five percent of the interviewees did not answer about how they teach in the classroom, this shows that there is a certain degree of disinterest in the learning process of the child, however 55% know how to teach the child, through: drawings, concrete material, with words related to their context. This shows that they know different methodologies.

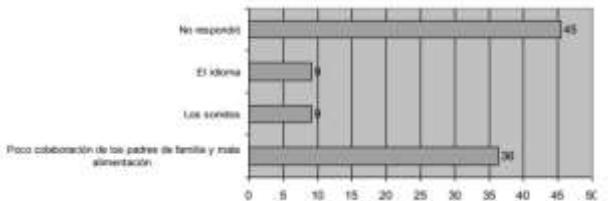


Figure 9 Difficulties in reading and writing in children

45% of the interviewees did not answer about the reading and writing difficulties of the children, this shows that there is a certain degree of disinterest in the learning process of the child, on the other hand, there is also a lack of interest on the part of the parents, which is a difficulty that affects the performance of the children.

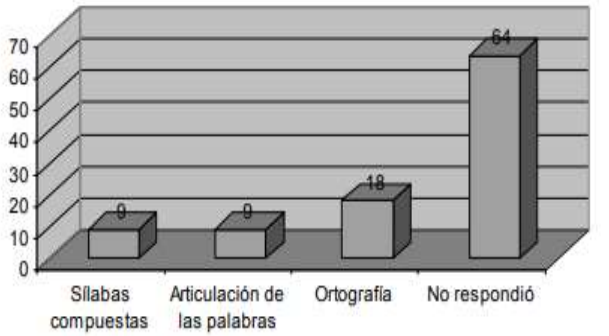


Figure 10 Grammatical aspects that are costly for children to learn

In the interviews conducted, 64% did not answer about which grammatical aspects are difficult for children to learn, however 18% of the teachers say that the most difficult grammatical aspects are: spelling, articulation of words and syllables, and the use of the word "syllables" and "syllables".

Analysis of the interview with the Sucre population

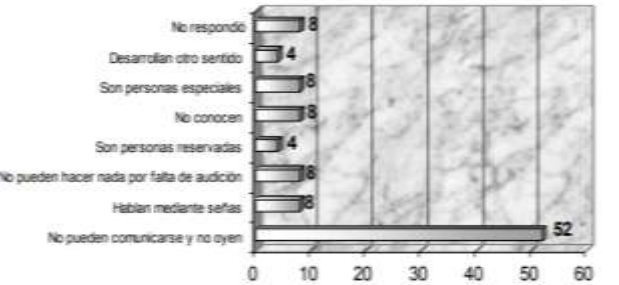


Figure 11 Knowledge of the population in relation to deaf people

More than 52% of the interviewed population answered that people with hearing impairment cannot communicate, because it is understood that deafness prevents them from doing so, that is to say, that our society is not well informed about the subject.

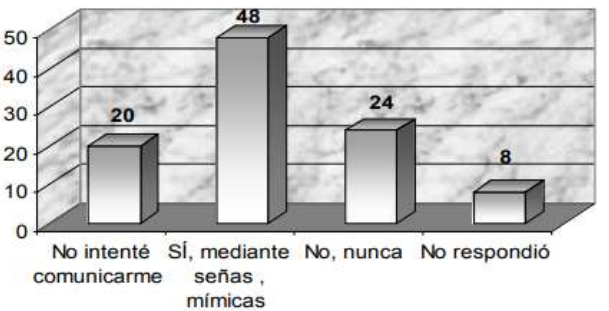


Figure 12 Attempts to communicate with deaf persons



48% of the citizens tried to communicate with a deaf person, not exactly with sign language, but on the contrary with improvised mimics, which is also a form of communication. Of the people interviewed showed interest in communicating.

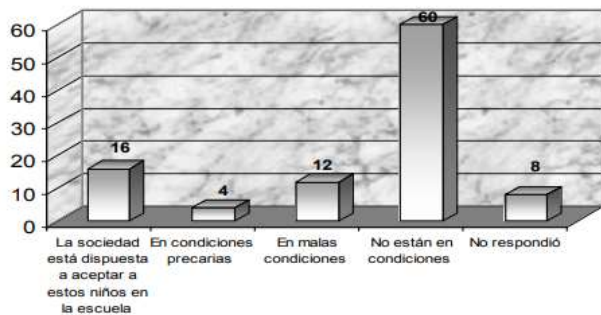


Figure 13 Conditions in which Sucre society finds itself to include deaf children in regular schools regular

60% of the people interviewed believe that the regular school is not in a position to include these children, which means that society's perception of the school is correct. This means that society's perception of the school is correct, since the teachers themselves consider that they are not prepared, nor do they have the time to do so.

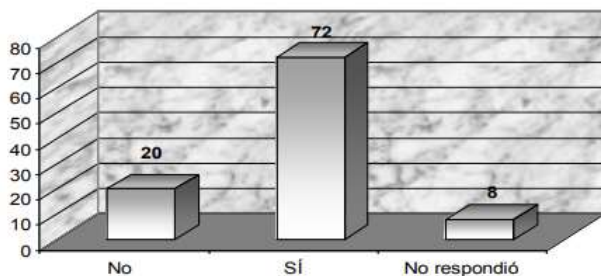


Figure 14 Attempts to learn sign language

The population showed some interest in learning sign language, of the 100% interviewed, 72% have tried to learn sign language but to no avail of the 100% interviewed, 72% have tried to learn sign language but to no avail.

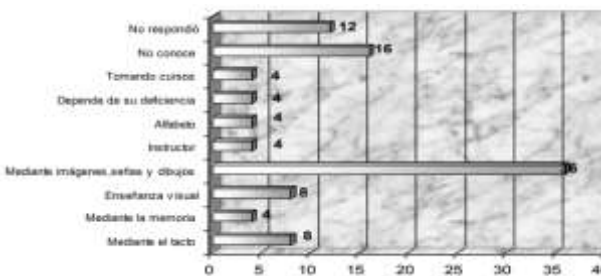


Figure 15 How the deaf person learns to read and write

Of the 36% of the people interviewed, the deaf person's way of learning to read and write is through images, signs and drawings, which implies that the general population has a basic knowledge about the deaf child's learning.

Case study

The case study was conducted with three deaf children, to whom a psycho-technical test (the ABC) was applied in order to determine the development of skills necessary for learning to read and write, generally used to promote preschool children to primary education, in addition to highlighting specific abilities that each test measures, such as visual-motor coordination, immediate memory, motor memory, auditory memory, auditory memory, logical memory, pronunciation, motor coordination, minimum attention span and fatigue. Therefore, the child's behavior during the execution of the test is also observed.

In this case, adaptations were made to the test, due to the characteristics of the children with whom we worked, which are as follows: In the auditory memory subtest 4, instead of verbally telling the child the seven words and then repeating them, the child was told in sign language the seven words in one and then the child had to repeat them trying to remember all the words, also in sign language.

In the sub test 6 of pronunciation, instead of the child pronouncing the words that the examiner ordered him, he was shown some cards with a drawing of the object and the written word of the same object, he had to recognize and read the card, and then say the object in sign language, in this case what was evaluated was the amount of vocabulary they have in their mother tongue, which is sign language. Because it is an essential element for fluent communication in the deaf person.

There was also an activity of expression through painting, which had the purpose of characterizing social aspects, companionship, impulse control and affectivity.

Analysis of case studies

The following are the case studies of the three deaf children with whom we worked, analyzing the test applied (the ABC) and the activity of expression through painting.



### **Evaluation and analysis of the ABC test: Name: L. A.**

**Years: 8 years.**

#### **Test: N° 1 Coordinación v Isomotora**

Three points (superior), since Limbert has correctly reproduced the three figures, with right angles and visibly recognizable. Limbert used the right hand.

#### **Observation**

Limbert showed little availability to the performance of the required task, specifically he showed tiredness and resistance and in the third item of test number one. The child executed the three items of this test due to the insistence of the interpreter.

#### **Valuation**

The child has a good fine motor skills, since he manipulates the pencil easily and safely, making good tracings. The time limit for the execution of the test is one minute for each item (figure), to which Limbert responded very quickly mainly in the first two items (nine seconds for the first figure), (eight seconds for the second figure) and (twenty seconds for the third figure). This means that the vasomotor coordination is quite developed, therefore Limbert has the ability to reproduce with quality and agility what was visually perceived.

#### **Test N° 2 Immediate memory**

Scoring two points (medium), given that Limbert has correctly remembered four figures out of the seven figures shown on the sheet for thirty seconds.

#### **Observation**

Limbert, while performing the test, showed a great deal of body mobility and restlessness, expressively demonstrating that he is aware of his forgetfulness while trying to remember. In the face of the failure of the task he bows his head.

### **Valuation**

Probably the score obtained is due to their resistance to perform the task and their lack of concentration and attention to the given task, which means that in terms of visual memory there are no noticeable weaknesses; however, there are weaknesses in their level of concentration and attention.

Another aspect to be analyzed is frustration tolerance; at this time it cannot be stated with certainty that he has a low frustration tolerance; however, there are certain indicators that show that he does not tolerate the failure of a task.

#### **Test N° 3 Motor memory**

The grade is two points (medium), given that Limbert made a good reproduction of two figures, investing only one.

#### **Observation**

He reproduced the two figures obeying the direction of the movement made and the third one in inverted direction. Another aspect is that the child showed resistance and restlessness.

#### **Valuation**

Again he demonstrates a good ability and that the three figures are recognizable; however, the direction in the movement of the tracing in one of them is the one that fails: this may be due to the fact that he is not persistent in the execution of a task and continually wants to give up. The execution time limit for each figure is one minute and Limbert executed it in a reduced time: (the first figure was done in twelve seconds) (the second figure in three seconds) and the (third figure in five seconds) so the child demonstrates to have adequate motor memory, meanwhile he managed to identify and remember the figures made in space by the examiner, however a visual representation of each figure was not possible.

#### **Test N° 4 Memory**

Rating is two points (average) since Limbert managed to remember five words out of the seven words that were communicated to him.

Observation

Limbert, when performing the task, was restless and showed some resistance, and the translator insisted that he perform the activity.

Valuation

Limbert has a good capacity to retain information that is not visually represented, which implies that the development of this capacity in the learning process will allow the child to understand abstract concepts or texts.

Test N° 5 Logical memory

Textual narration of the story: -Maria bought doll, fell, cried, bought. Score is zero points; because she cannot reproduce and identify the three main actions of the story (bought, broke and cried) and the three main details (glass, blue eyes and yellow dress) were omitted).

Remarks

It can be observed that the child continued to show resistance and restlessness during the performance of the task; however, he was able to execute the task.

Valuation:

Limbert presents difficulty in narrating the story. The important thing in this case is to analyze the order in which he showed the events that happened, which must respond to a coherent logic. In Limbert's story there is logic in the events that happened, however, he omitted the details of the story. This means that he was able to understand the logic of the story: however, he did not remember the additional aspects of the story, therefore two things can be presumed: a weakness in the vocabulary or difficulties in memory.

Test N° 6 Signed Vocabulary

The grade obtained is one point, because out of eleven vocabulary words he answered only four words (Indian, helicopter, squirrel, lamp, mirror, horse, hook, worm, world, boot, candle, etc.), and only four words out of eleven (Indian, helicopter, squirrel, lamp, mirror, horse, hook, worm, world, boot, sail, etc.).

Observation

Again, it can be seen that the child showed resistance and restlessness because he wanted to leave quickly; however, he performed the exercise.

Valuation

Limbert presents weakness in vocabulary, because when he was asked to identify the drawings he had difficulty in interpreting through signs, however he made an effort to try to answer the name of the figures, it can be said that he presents weakness in his vocabulary.

Test N° 7 Motor coordination

The grade obtained is two points (average) since Limbert cut more than half of the line respecting the stroke, although in one of the strokes he started on the other side and not on the side indicated.

Observation

Limbert was nervous and insecure as he was initially reluctant to do the task and due to the translator's insistence he started to cut off. The time limit for the task was one minute, but Limbert stopped cutting and did it in thirty-nine seconds and no longer wanted to do the exercise.

Valuation

Here we can see that Limbert has a good motor coordination because he cut the line almost halfway and respecting the line, here we must also take into account that the child left the task early because he did not continue cutting, this could be due to his resistance, therefore, the motor coordination should be further developed for his teaching and learning process.

Test: N° 8 Minimal attention fatigue

The grade obtained is two points (average) given that Limbert made twenty-nine points in each table.

Observation

The child wanted to withdraw from the activity, however, he did so due to the teacher's insistence.

## Valuation

Limbert did not show signs of fatigue or tiredness before the task, therefore he performed the task relatively quickly, although the child changed direction from right to left when he should have done it from left to right.

## Analysis of the activity of expression with paint Social behavior

### Description

He tells the others how to put their names, and he constantly complains if they don't listen to him and if they don't do the houses correctly. Limbert is the one who gives the order to start the activity, observes them and corrects the others. He is reluctant to lend out his materials; he borrows from others and the others pay attention to him.

The child is the one who did the drawing, he was the only one who knew what he wanted to paint and what he did, the others did. He expresses visibly noticeable discomfort or dissatisfaction for the things he considers wrong.

### Analysis

It can be said that Limbert is the identified leader, since he is the one who is listened to by others, being that others are dependent, it is easy for him to be a leader. He is a confident and dedicated person who cares for others.

## Impulse control and ability to obey orders

Limbert controls his impulses and obeys the teacher's orders.

### Affectivity

Feels the foolishness of helping his colleagues by proposing solutions.

**Test evaluation and analysis ABC Name: J. P. Years: 8 years.**

## Test N° 1 Coordination v Isomotor

Javier's score is three points (superior), since the child has reproduced more accurately the first two figures, although the third one is not accurate but recognizable. Javier used his right hand.

## Observation

The child was predisposed to collaborate with the requested task, an external factor was that unexpected and difficult to avoid distracting elements were presented.

### Valuation

It is important to value that Javier has good fine psychomotor skills, since he handles the pencil well and draws with confidence.

On the other hand, it should be noted that the time limit for each trace was one minute for each trace, so Javier made the trace no more than twenty seconds in each test (first figure twenty seconds), (second figure fourteen seconds) and (third figure twenty seconds), which means that the child has the ability to reproduce with agility and precision what he perceives visually.

## Test N° 2 Immediate memory

The grade obtained is two points (medium), given that Javier was able to remember six of the seven figures shown during thirty seconds without observing the poster.

### Observation

Javier was predisposed and enthusiastic about the execution of the task.

### Valuation

The visual memory capacity is good, which corroborates that what is perceived visually is the best remembered, therefore the sense of sight should be exploited more in the teaching-learning process.

## Test N° 3 Motor memory

The score obtained by Javier is three points (superior), so he correctly reproduced the three figures.

### Observation

The child had enough interruption; in spite of which the child was able to correctly make the three designated figures and obey the direction of movement performed in each figure.

### Valuation

Javier demonstrated a good logic in the figures; given that he obeyed the direction of the movement performed. Again, it is observed that Javier has a good motor memory, because he was able to remember the movement made in space by the examiner without having a visual representation.

The time given for each figure is one minute, in the first figure he did it in ten seconds, the second in five seconds and the third in seven seconds, which means that Javier has a good motor memory and that undoubtedly helps him in the reading and writing processes.

### Test N° 4 Auditory memory

Rating two points (medium). The child was able to remember five words out of the seven words that I communicated to him/her.

### Observation

Javier's response was obtained after several insistences from the translator so that he could reproduce the words given by the translator, it was observed the repetition of two of the words and the confusion of one object with another given the similarity between them.

The child was able to reproduce the words given by the translator, which means that he has a good retention of information that is not visually represented, although he confused an object that bore some resemblance to the translator's words.

### Test N° 5 Logical memory

Textual narration of the story: Maria buys, cries, has blue eyes and a yellow dress and it broke and was made of glass. The three-point score meanwhile reproduced the three most important actions of the story (she bought, she broke, she cried) and the three important details (glass, blue eyes, yellow dress, and she broke) as well as the three most important details (glass, blue eyes, yellow dress).

### Observation

He has been attentive during the narration of the story since the instructor has made an effort for the child to understand the logic of the story, which also implies that in sign language there are no connectors and this did not favor an adequate comprehension.

### Test N° 6 Signed Vocabulary

Rating is three points (superior), he has been able to identify ten of the eleven figures shown on the cards and to express them in sign language.

### Observation

There was the insistence of the translator to maintain his attention in spite of the frequent interruptions, in spite of that he was able to perform the task with predisposition. He persisted in wanting to communicate what he observed in the slide, despite not having the vocabulary for the last word, he did his best to show the observed object that did not correspond to sign language; however, they were understandable for any person, which was not qualified as correct because it shows that he does not have the vocabulary for that word.

### Assessment

The cards were chosen by the teachers themselves, according to the context of their learning. Javier showed to have a vocabulary but he did not know some words, in spite of that he made an effort to show the object.

### Test N° 7 Motor coordination

Rating two points (medium). The child cut very well until almost half of one of the designs, demonstrating that he has a good psychomotor skills respecting the given design, on the other hand in the second design he did it with enough precision but only until the fourth part of the design.

### Observation

Javier was able to accurately cut the given designs which implied a predisposition to cut the given task. The child has good vasomotor coordination and good handling of the scissors.

The fact that Javier has good psychomotor skills is important to enhance this skill in his learning process. Javier is skilled at cutting curves and right angles.

### **Test N ° 8 Minimal attention fatigue**

Rating is one point (low). I achieve the score of one point for the fact that I managed to make seventeen of the seventeen points in thirty seconds.

### **Observation**

Javier showed predisposition and tranquility in the execution of the test.

### **Valuation**

The child did not show signs of fatigue or tiredness before the task; however, he did not do the task quickly, but he did it accurately.

### **Analysis of the activity of expression with paint**

### **Social behavior Description**

Javier requires another classmate to initiate the activity, he does what his classmate tells him to do. During the activity, he showed that he was not detached from the materials he was using, since he did not want to share his materials. He was observed helping his partner, behaving calmly, kindly and showing pleasure in the activity. The drawing is a copy of his partner's design and colors.

### **Analysis**

Javier demonstrates to be dependent, possibly expects in many aspects to be told what he should do, this is an aspect that is not beneficial for him, because it is always aspired that a person is independent to be able to develop freely and develop in society.

He does not show aggressive behavior, neither against himself nor with the checkers, which favors him to interact with the checkers. The writing of his name is done with pencil, the name presents a confusion between upper and lower case letters. He has a good spatial location, only he could not realize the purpose of the card and put the full name.

### **Impulse control and ability to obey orders**

Javier shows he is not impulsive and obeys orders without complaints

### **Affectivity**

He is an affectionate child, he helped his partner, he was just not detached from his materials.

### **ABC Test Analysis**

Name: R. R.

Years: 7 years.

### **Test N° 1 Isomotor Coordination**

The score obtained by Reyna was 3 points (superior) where the first two figures are almost exact and the last one is not exact but it is recognizable, she executed the test with the right hand.

### **Observation**

Reyna during this test was predisposed and enthusiastic at the moment of executing the test. Showing much joy and satisfaction with the achievement of the task.

### **Valuation**

Reyna demonstrated a good handling of the pencil, i.e. she has good fine psychomotor skills; however, she shows some insecurity in the most unfamiliar and difficult tracing for her.

One aspect to highlight is that Reyna executed this test in a reduced time (first figure in 11sec. second figure in 10sec. third figure in 12sec.), being that the time limit for the execution of the test is 1min. for each figure. This means that she has a good command of vasomotor coordination and can reproduce what she visually perceives.

### **Test N° 2 Visual memory**

The score obtained by Reyna was zero (null), she was unable to remember any of the 7 figures shown on the sheet for 30 seconds, and she was unable to remember any of the 7 figures shown on the sheet for 30 seconds, and she was unable to remember any of the 7 figures shown on the sheet for 30 seconds.

### Observation

At the beginning of the test she was enthusiastic about the assigned task, before the visual exposure of the laminate she demonstrated to have the vocabulary for each of the figures, but she failed to remember any of the objects, she tried to respond by spelling but without success. In the face of the failure to perform the test she tries to avoid the continuation of the test.

### Valuation

According to the results of the test, Reyna would have difficulty with visual memory. Ruling out the possibility that she was unaware of the figures shown on the poster, since she was able to name each figure when shown the poster. Memory is an essential element for any student, especially for deaf students. In this case, visual memory must be reinforced since the sense of sight is the sense that must be used par excellence in these students.

### Test N° 3 Motor memory

The grade obtained by Reyna was 1 point (lower) where only one was correctly done and the other two figures were done in a different way and not according to the figures that were represented to her.

### Observation

During the test she was predisposed to perform the figures, but she was also distracted from the second test onwards. The figure was first made in the air by the examiner and then Reyna represented it in the same way in the final representation she represented it in a different way, that is to say that she did it well at the moment she was told to do it, but later she could not do it the same way.

### Valuation

Reyna has a good handling of the pencil but according to the results obtained she would have difficulty in motor memory because she could not retain the information for a long time. One aspect to highlight is that Reyna executed this test in a reduced time (the first figure 15sec., second 10sec., third 15sec.) being the time limit 1min.

### Test N°4 Memory

The score obtained by Reyna was 1 point (lower), because she managed to remember only two words out of the 7 words that were communicated to her.

### Observation

Reyna during this test performed the actions indicated by the translator but after determining to mention the words, the translator asked her to repeat the words, she only mentioned three (table, chair, stone), she mentioned again (stone, stone, dog) but dog was not in the list of words and then she did not mention any more words.

### Valuation

According to the results of the test Reyna would have difficulty in memory because the information she received could not be easily retained. Memory is an indispensable element for any activity because it allows us to remember events.

### Test N°5 Logical memory

The score obtained by Reyna was 0 points (null) because she only mentioned one action (she cried), the other actions (she bought, she left) and details (she glassed, blue eyes, yellow) were omitted. Reyna, during this test, was attentive to what was happening in the story, sometimes imitating the actions of the translator, but at the end of the story the translator told her to tell the story herself, at first she did not want to and then she said: yellow, she fell, she cried a lot, her dress broke, the doll broke; she did not want to say any more.

### Valuation

Reyna tried to remember but she said it in incoherent form this means that she would have difficulty in logical memory because the events were remembered in an incoherent form.

### Test N°6 Vocabulary in sign language

The score obtained by Reyna was 3 points (superior) because of the 11 figures shown in the cards, nine were recognized and expressed through signs and the other two were not recognized.

**Observation**

During the test she was willing and enthusiastic but I cannot identify all the figures but I try to remember her.

**Valuation**

The cards were chosen by the teacher. Reyna quickly expresses through signs the words she knows and recognizes on the cards, which means that her vocabulary is being adapted to her sign language.

**Test N° 7 Motor coordination**

Reyna's score was 3 points (superior) because the cut it made in the two figures was more than half of that of the other two.

**Observation**

Reyna showed predisposition and joy when performing the test even though the curved figure was shorter than the straight figure.

**Valuation**

She performed the test adequately, which means that she has good motor coordination; confirming the first test she also has visual coordination. She is apt for writing.

**Test N° 8 Minimal attention and fatigue**

The grade obtained by Reyna was 1 point (lower) because she made 2 points in 2 out of 100 squares.

The girl did the test with enthusiasm, but when the time was up, she insisted on finishing the test. After a while she abandoned the task because she no longer wanted to do it.

**Valuation**

The test was performed according to the instructions (from left to right), with the right hand, and after one minute he lifted a little more, but then he got tired and abandoned the work. The time of concentration is very important because the work the child will do depends on it and it is also one of the requirements for school.

**Analysis of the activity of expression with paint****Social behavior****Description**

Shows tranquility with his peers but at the same time does not share his materials with his classmates. Not very sociable, tends to imitate actions of others, shows personal dependence.

**Analysis**

He is a dependent person who imitates what others do, on the other hand, he is insistent when performing any activity.

**Impulse control and ability to obey orders**

Reyna is not impulsive but obeys orders from her teacher and classmates

**Affectivity**

Does not show affectivity is rather quiet, but demonstrates companionship and a certain degree of kindness to her peers.

**Results and discussion****Methodological guidelines for the development of reading and writing skills**

It is suggested that the teacher develop his professional practice supported by Action Research, since he is the right person to do research in his classroom, since he is the one who experiences the problems on a daily basis and therefore can become a professional who is constantly learning from his experience. This research will allow to face the problems of reading and writing in deaf children, as long as the teacher is also willing to contribute to an active participation that seeks the improvement of their programs and activities that they carry out in the educational field, specifically in reading and writing in deaf children. Work as a team (at least two teachers) and have a minimum time to meet. Constantly reflect and self-evaluate the educational practice, especially the problems and strategies to be implemented to solve them.

Finally, assume some autonomy to innovate in their practices of teaching reading and writing to deaf children.

The achievement of learning in children is directly related to educational practices and the greatest skills that can be developed in children are those of written communication. Another important aspect is to reflect and suggest strategies that are playful, creative, pleasurable and real.

### **Communication skills to be developed**

Unification of the communication modality: The teachers must unify, among themselves, the way of communicating with the students, which serves as a model to motivate the children's communication with other teachers and among themselves. For this, the teachers implement sign language as the main method of communication.

Incorporation of the use of the alphabet - Used as a tool to support oral expression and comprehension in the communicative process. In addition, it is used to refer to all those words that do not have a specific sign.

Use of artistic and corporal expression as a form of communication, which at the same time helps in the comprehension of written texts. For example, drawing or painting what they understand about a text or a personal experience, motivating them to relate it to the rest of the class, encouraging a group discussion around the topic presented. Acting out a text or their experience.

Strategies to motivate deaf children to speak in front of the class, such as group storytelling among the children, and presentations on the contents worked on in class.

### **Strategies to improve reading and writing skills in deaf children**

Pre-reading activities: The topic is presented and the children should ask questions about the topic; after reading the topic the children are invited to relate any experiences they have feared in relation to the topic and then seek answers to the questions that have been asked. This would allow the children to think about and relate the topic they are studying to their context.

The reading corner - Teachers will create a reading corner where they have different books with different themes where children can read and manipulate the text in such a way that it is meaningful to them.

Use of real texts: Teachers should choose topics that interest the children related to their context, they should have their own text and in this way allow their manipulation, their progress should be according to their age; the resources that can be used are: magazines, comics, stories, stories. This will show the child's interest in the activities he/she performs.

### **Strategies to improve writing**

Communication notebooks: These are notebooks that each child should have, in which he/she will write what he/she wants to communicate, which are not corrected, but the teacher will point out his/her mistake by writing on the blackboard.

This strategy will allow the children to create their own stories, comics and this will help in the development of their imagination for this, you must have material available. Writing verbs and vocabulary in the children's notebook will help them remember and practice reading and writing. Emphasize the understanding of the meanings of the words being worked on, based on partner dramas, dramatizations, etc.

Use of the computer: It is a highly motivating tool for children to write texts according to their needs or in relation to their activities. Building cooperative classes, then, is about building cooperative classes where deaf children work in a meaningful place and can engage in their own learning, rather than endure a lecture.

### **Logogenics as a method of teaching and learning to read and write**

It is a method based on Noam Chomsky's - Generative Transformational Grammar theory of grammar. It has an innatist position regarding language, it assumes that language is a humanistic faculty with which we are born and gives us the possibility of acquiring any language in which we are immersed. According to this theory, we all have the ability to read and write from birth, so deaf children are not prevented from learning to read and write.



It is recommended that the teacher stands in front of the child. The child's attention must be captured and this is achieved without forcing him/her; it must be the look, the body mimicry, the facial gestures that lead the child to look for the face during the communication.

This method consists of three steps:

In the first step: The speech therapist is the one who accompanies the learning process of deaf children and youth: he/she issues written commands followed by the action. Then he/she writes while the child follows the reading of the sentence: "Put the ball under the table" and accompanies the writing of the sentence by taking a ball and putting it under the table.

In this way, the deaf child will understand that the written sentence corresponds to the action of putting a ball under the table. At first, they are simple commands that are presented in minimal pairs, i.e., the same command with a small variation. For example: "put the ball under the table", "put the balls under the table" (i.e., he will be able to recognize the quantity of the objects either plural or singular).

After five or six months have elapsed, the:

Second step: It has to do with questions. The logogenist asks the child or youngster simple questions such as: "Where is the ball? As he/she has already understood the notions of space and knows how to locate objects -up, down, over-, he/she will be able to answer and will say -the ball is under the table. (the child reads and relates).

Third step: The child is already constructing sentences and can communicate through written dialogue in a fluent manner. At this stage, stories and texts are read. (Nueva Gaitana, Isabel II, Jorge Eliécer Gaitán, Manuela Beltrán e Instituto Ral Privada.)

The application of this method will help the deaf child to better understand the process of reading and writing and will be able to relate the words to the action being performed.

Other aspects that should be taken into account for the education of a deaf person are the following notions:

- Spatial notions (inside, where, outside, under, above, under, over,...)
- Temporary notions (when, after, soon, fast, slow, slowly...)
- Causal notions (because, in order to...)
- Also Categories (sizes, colors, shapes...)
- Specific questions (what it does, who, how many...)
- This will allow to carry out with an oral communication:
- Storytelling and logical sequences of action.
- Plan the game, or the activities to be done.
- Comment and remember what was done the day before.
- Explain what is going on, why it is necessary to make some

## Conclusions

Sucre society is not yet in a position to include special persons, since it was determined that people have little information about them and their level of acceptance is very low.

Regarding society's opinion on the inclusion of special children, in this case deaf people, in regular schools, it is considered that the school as an institution is not yet in the necessary conditions to attend, educate and welcome these people.

Regular school teachers are not yet prepared and do not have the necessary conditions to include people with special educational needs in their classrooms; however, they claim to have a high degree of predisposition to be trained in sign language.

Teachers demand extra financial attention and time to be able to think about serving deaf children in their classrooms, otherwise they consider it unlikely to have special children in their classrooms.

Both the society of Sucre and the teachers consider that special children should receive specialized attention, this implies that these people are not being considered as -normal; but rather that they are -special and that they cannot have, nor integrate to the -normal life, nor to the regular education as any other person.

The deaf children with whom the research was conducted demonstrate well-developed visual-motor coordination and fine motor skills.

The skills that need to be addressed and developed in greater depth are memory, logical memory, vocabulary enrichment in their mother tongue (sign language) and improving their ability to concentrate and attention span.

Deaf children are sociable, affectionate, and demand attention and affection; however, they need to have more clearly established limits and socially accepted norms.

In theoretical terms it can be said that the learning process of deaf children is generated mainly through the sense of sight, therefore they learn more when they are stimulated visually, with corporal and artistic expression.

To improve their communication processes, emphasis should be placed on learning a good amount of vocabulary in their mother tongue and on the other hand, exercising spelling, typography and training the ability to express the meaning of things. deaf children have the potential to learn reading and writing just like a normal child and of course it would be much easier for them to have the social and educational conditions at a good level.

Finally, it can be stated with certainty that educational institutions and their agents still do not have a research culture, i.e., they do not conduct research and on the other hand, they do not open the door to research by other agents.

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Disponible en: [http://www.psicologoescolar.com/CUIDADOR/14\\_caracteristicas\\_basicas\\_del\\_nino\\_sordo.htm](http://www.psicologoescolar.com/CUIDADOR/14_caracteristicas_basicas_del_nino_sordo.htm). Disponible en: [www.fonadis.cl/tools/resources.php?id=466](http://www.fonadis.cl/tools/resources.php?id=466)

## The social events of May 24, 2008 in Sucre-Bolivia

### Los Hechos Sociales del 24 de mayo de 2008 en Sucre-Bolivia

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#### Abstract

This research has a highly complex object of study which resulted in a challenge for the team coordinator and the research team. The establishment of the Constituent Assembly in 2006, generated a set of expectations around the country, the possibility of leaving behind the water and gas war and above all ensure that the social sectors get an inclusive Political Constitutions, in other words the constructions of a social pact that allows after more than 180 years Bolivia as a Republic, a national cohesion. Because of the hegemonic political interests and lack of clarity of the opposition, the legitimate request to include an item in the debate of the assembly created an area of confusion within the constitutional assembly, so it's impossible to understand what happened on May 24, 2008 without doing a review from the Bolivian state and its political practices The conceptualization as racism of the social facts of May 24, 2008 was a heavy trial a priori the fact with the one we had to lead the work; our results lead us to discuss the political practices of the Bolivian state since 1825 and the genesis of it, the possibility of getting a test in which civil society and the state has a violent political practice is a contribution to search for the construction of citizenship.

#### Resumen

Esta investigación tiene un objeto de estudio muy complejo que supuso un reto para el coordinador y el equipo de investigación. La instalación de la Asamblea Constituyente en 2006, generó un conjunto de expectativas en torno al país, la posibilidad de dejar atrás la guerra del agua y del gas y sobre todo asegurar que los sectores sociales obtengan una Constitución Política incluyente, es decir las construcciones de un pacto social que permita después de más de 180 años a Bolivia como República, una cohesión nacional. Debido a los intereses políticos hegemónicos y a la falta de claridad de la oposición, la legítima petición de incluir un punto en el debate de la asamblea creó un espacio de confusión dentro de la asamblea constituyente, por lo que es imposible entender lo que sucedió el 24 de mayo de 2008 sin hacer una revisión desde el Estado boliviano y sus prácticas políticas. La conceptualización como racismo de los hechos sociales del 24 de mayo de 2008 fue una prueba pesada a priori el hecho con el que tuvimos que dirigir el trabajo; nuestros resultados nos llevan a discutir las prácticas políticas del estado boliviano desde 1825 y la génesis de la misma, la posibilidad de conseguir una prueba en la que la sociedad civil y el estado tiene una práctica política violenta es una contribución a la búsqueda de la construcción de la ciudadanía.

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## Introduction

There have been certain social facts that make up the national conscience, and it is precisely the research on these facts that determines the veracity or falsity of the popular social judgment issued; such popular judgments are logically a priori, they do not respond to basic precepts of inquiry or scientific explanations.

The national conscience predisposes society to a determined course, as was the case in the revolution of 521 when it was built around the social judgment that the mining-feudal thread was sucking the State and impoverishing the Bolivian population, which led to revolutionary nationalism.

The social events that determine the national conscience have occurred on several occasions in the history of this country, within this search for social events, a social event that has not been investigated is the one that occurred on May 24, 2008 in Sucre, Bolivia.

## Problem Statement

What events have established that May 24, 2008 in Sucre, Bolivia, is considered a social event resulting from racism, and not, on the contrary, a violent political practice?

## Research Objectives

### General Objective

To establish what type of social conflict occurred on May 24, 2008 in Sucre, Bolivia and whether it is the result of a violent political practice.

### Specific Objectives

- Determine whether a violent political practice can lead to racism.
- Define whether the category racism is understood by the population of the municipality of Sucre.
- Determine if there is another cause that led to the social conflict of May 24, 2008 in Sucre.

## Justification

The water war of the year 2000 in Cochabamba was the relaunching of the national-popular, the vindication of the massive popular mobilizations, around living well.

The intellectual construction from 2000 to date has been constant, it was predicted that the Constituent Assembly (2006-2007) would break with national exclusion and would give us a new social pact in which the national conscience would prevail around a new national consciousness.

Plurinational state with an ideological basis in communitarian socialism. The road to national construction did not come to fruition because the particularities could not cohere around the national as a common idea of good living.

In anthropological, sociological and political studies, the topic of social exclusion, racism, has been permanently addressed in our country, since the educational reform, by considering interculturality as an essential factor of social cohesion among Bolivians, this -harmony of debate is broken on May 24 in Sucre, since the establishment of a social judgment on the matter, understanding what racism is, generates the indispensable need to carry out a study on the subject.

This -harmony of debate was broken on May 24 in Sucre, since the establishment of a social judgment on the matter, understanding what racism is, generates the indispensable need to carry out a study on the matter, since the events of May 24 concern all Bolivians.

## Methodological development

### Materials and Methodology

The approach used for this work is mixed, that is, quantitative and qualitative. For this reason, it does not have a hypothesis. The first will allow us to carry out observations, such as the evaluation of the phenomenon under study, which in our case are the conflicts of May 24, 2008, from this point it will allow us to establish assumptions or ideas as a derivation of the previous observation and the respective evaluations, and consequently will allow us to demonstrate the degree of foundation that the previously developed ideas will have.

Subsequently reviewing such assumptions or ideas on the basis of the data collected or the subsequent analysis, this approach will allow us to make new observations and evaluations of the phenomenon to be studied in order to unravel, transform and stipulate the previously developed assumptions or ideas, or even generate new ones.

The qualitative approach will allow us to accumulate information about the internal or external reality of the phenomenon to be studied for research purposes, it will give us access to a set of manipulations, transformations, operations, reflections and verifications that we carry out on the data in order to extract relevant meaning in relation to a research problem.

In this sense, the two characteristics of this type of approach are taken into account, which is to have a general vision of the phenomenon to be studied, where each object of research can be understood as a text in a context, and both must be approached in their totality. The second characteristic is that of not losing contact with the immediate reality, since proximity is an indispensable requirement.

The analytical-synthetic, inductive-deductive and abstract-concrete methods will also be used, understood in their transversal application as rational logical thought processes, necessary in all stages of the research. The historical-logical method will also be used, which will allow diverse contextualizations in time and the historical construction of the theoretical framework following a rational categorical ordering. Also, for the elaboration of the theoretical framework, the documentary and statistical bibliographic method will be used, which will allow the former to carry out a sufficient and systematic documentary review to consolidate the conceptual and theoretical content, and the latter to adequately manage the measurable categories through an adequate description and relationship. The statistical method, through the application of surveys, to carry out the analysis of the perception of the citizens of the municipality of Sucre.

A non-probabilistic purposive sample was used.

The purposive or opinionated sample allowed us to select the citizens surveyed, following intentional selection parameters such as:

First, they must be over 21 years of age, which is taken into account since three years have passed since the events of 2008, i.e. respondents must have been at least 18 years old in 2008.

Second, that there is gender equity among the 1,000 respondents, in the case of the application of the quantitative instrument.

The phenomenological method will allow us to study reality, whose essence depends on the way it is lived and perceived by the subject, an internal and personal reality, unique and proper to each human being, for which we will have access to the phenomena as they have been experienced, lived and perceived by those directly involved in the events of May 24, 2008. Primary emphasis will be placed on the phenomenon itself, that is, on what is presented and revealed to one's own consciousness by the aforementioned event and which is of our interest to study with all its concreteness and particularity.

By means of this method, a methodological procedure can be carried out in which the premise is to listen in detail to those directly related to the phenomenon under study, to describe each one in detail and to elaborate a common structure representative of these life experiences. The phenomenological method is applied in a broad sense in sociological research. Emphasis will be placed on starting from a description of human behavior that is as unprejudiced and complete as possible. The method of life histories, this procedure will allow us to see how individuals directly related to the events of May 24, 2008, which led to violent acts, created and reflected this phenomenon.

By means of personal accounts, rescuing the vital experience in the life of the individuals related to this fact, prioritizing the individual explanations of the actions, we will relive all the events of that period of time. For the study, an interview will be applied, in addition to a questionnaire, asking them to detail the vital stage, the experience of the act and the context in which the events occurred. In the application of qualitative methods and life histories, the interviewees were selected through a non-probabilistic, purposive sample, since the interviewees had to be able to share unpublished information, which is reflected in the interviews.

Unstructured interviews of a focused type were conducted, since the topics were derived from an analysis of the interviewee's situations.

Results Obtained

As this was a mixed research, quantitative and qualitative data were obtained.

Quantitative Data.

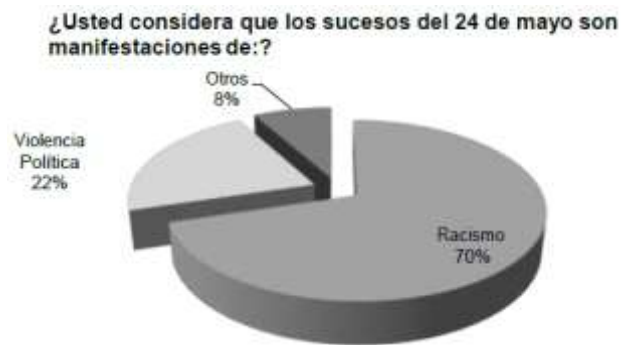


Figure 1 Knowledge of the population

Question number one of the questionnaire, raised the possibility of collecting the perception of the citizens of the Municipality of Sucre with respect to the collective imaginary that they have about the social events of May 24, 2008, the three possible answers respond to an analysis of how the issue has been addressed in public opinion, not so in scientific research, when taking into account the perception, we must be guided by the collective imaginary of the citizenship since they have been formed as a result of public opinion. 70% believe that May 24th is a social event resulting from Racism, the data is conclusive with respect to the perception of the citizenship, it is of utmost importance to take this data into account, but not to take it as conclusive since, as we mentioned, it responds to collective imaginaries, not to a scientific construction.

22% consider that May 24 is a manifestation of Political Violence, it is of utmost importance that citizens take into account an elaborate concept such as Political Violence. 8% consider that what happened on May 24th is neither Racism nor Political Violence.



Figure 2 Do you believe that the purpose of the inter-institutional committee was to exclude the Chuquisaca area?

Question number two of the questionnaire has an analytical character, with respect to the criticisms of the leadership of the inter-institutional committee, we refer to the specific fact that the committee could never be a departmental movement, that is, it could not have the capacity to lead in the rural area, the rupture between the urban and the rural has implications for May 24, since on May 24, the victims are from the rural area of the department of Chuquisaca, the victims state that the committee was an organization that generated the exclusion of the rural area. 83% consider that the inter-institutional committee at no time had the purpose of generating the exclusion of the rural area of Chuquisaca, that is, there is no quarrel between the urban and the rural from the perception of the urban citizenship. 17% do consider that the committee had the purpose of excluding the rural area of Chuquisaca.

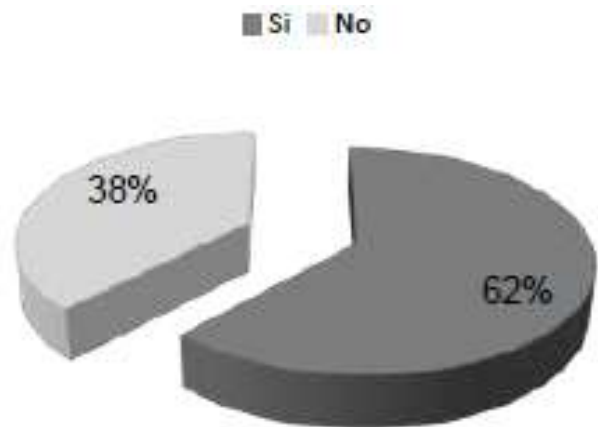
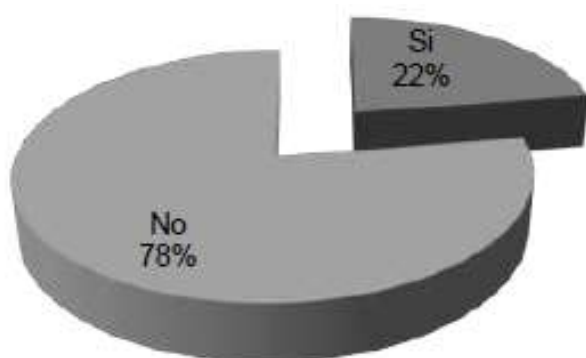


Figure 3 Did you feel included by the committee?

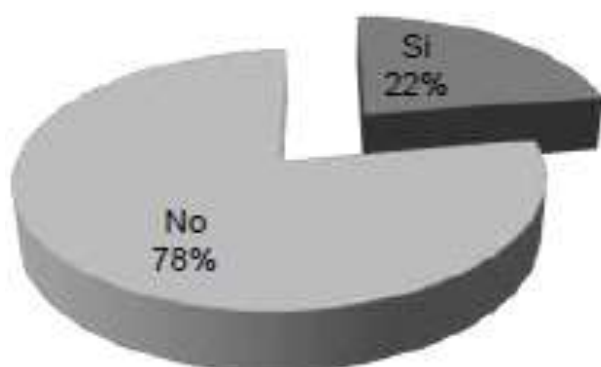
Question number three of the questionnaire raises the possibility of analyzing the degree of legitimacy of the inter-institutional committee, more than 3 years after its disappearance. 62% felt included by the committee, i.e. 62%, more than 3 years after its disappearance.

Believed in its civic leadership and still maintain their involvement in civic movements. 38% did not feel included by the committee more than 3 years after its disappearance. 38% did not feel included by the committee more than 3 years after its disappearance. It should be taken into account that the perception of the citizens of Sucre from 2007 (peak of the Committee), 2008 (disappearance of the Committee), to 2011 may vary due to the feeling of defeat of the population of Sucre.



**Figure 4** Do you think the committee generated violence?

Question number four of the questionnaire generates an introduction to the political practices of the committee, and whether the genesis of these practices has a relationship with violence. 78% believe that the committee did not generate violence, if the committee did not generate violence the genesis of the violence is not the existence of the committee, in any case the conduct of the committee has no relation to violence. 22% believe that the committee generated violence.



**Figure 5** Do you think the political practice of the inter-institutional committee was violent?

Question number five of the questionnaire is related to question four, since in question four we measured whether or not the committee was violent.

Seventy-eight percent believe that it was not violent, but the question "Was the political practice of the committee violent?", 78% determined that it was not a violent political practice, the figure for questions four and five is 78%, determining that the committee did not generate violence or practice it. 22% believe that the political practice of the committee was violent, agreeing with question 4, the percentage of both questions is 22%.

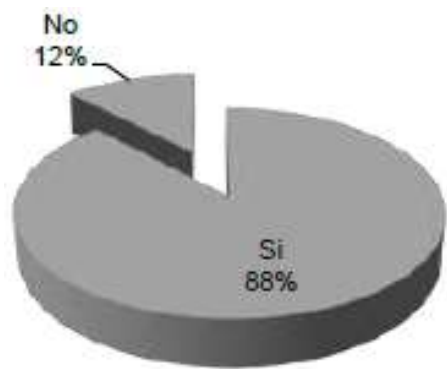


**Figure 6** Who do you think had the decision-making power in Sucre's demand between 2007-2008?

In question number six of the questionnaire, we sought to identify the perception of the citizens of the municipality of Sucre with respect to decision making, the degree of leadership achieved by the inter-institutional committee generates the question Who had the power of decision in the demand of Sucre between 2007-2008? Thirty-seven percent believe that the inter-institutional committee had the decision-making power, suggesting the possibility that 37% responded directly to the committee's directives. 29% believe that the political parties had a structure around the demands of Sucre.

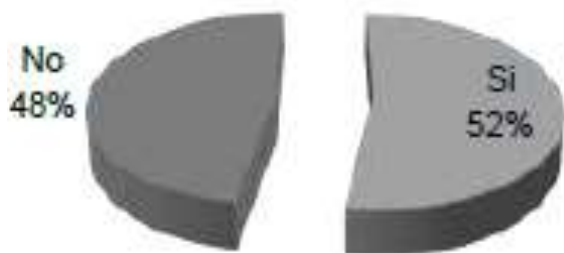
25% believe that the citizens of Sucre were politically lazy, we would be talking about a movement without political leadership; in any case, 25% did not respond to an institutional or political directive. 7% believe that the social organizations had the power to make decisions, in the social organizations that participated between 2007 -2008 we have for example the neighborhood councils, which participated in the public meetings of the committee, in any case this 7% is closely related to the 37% of the committee as such. 2% believe that the lodges were in charge of decision making in Sucre, this data is in contrast with the discourse of the central level of the State, which believes that the lodges managed the political practice in Sucre between the period 2007-2008.





**Figure 7** Do you believe that the concept of racism is manipulated by political interests?

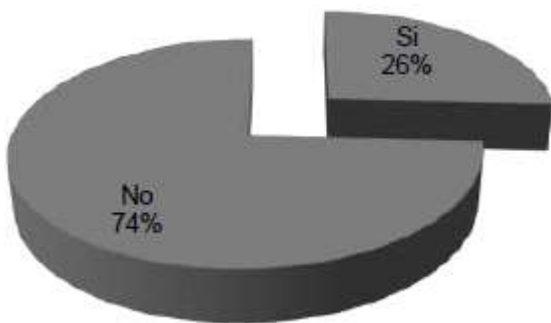
Question number seven of the questionnaire is extremely complex since around the social event of May 24, 2008, the object of our study, a series of pre-judgments have been built, the categorization of the social event as racism is undoubtedly the most disseminated by the executive body of the Bolivian State since what happened in 2008. It is very important for us to know what is the perception of the citizens of Sucre in this regard, the question was the following Do you think that the concept of racism is manipulated with political interests? 88% believe that it is, the forcefulness of the data generates a new paradigm within the investigation. In question one, 70% affirmed that what happened on May 24 is racism, but in question seven, 88% affirmed that the concept of racism is manipulated politically, that is, the population believes that it is racism but that it is manipulated politically, in any case it has not been possible to determine what happened on May 24. 12% believe that the concept of racism is not politically manipulated.



**Figure 8** ¿Partició en alguna de las movilizaciones convocadas por el comité interinstitucional?

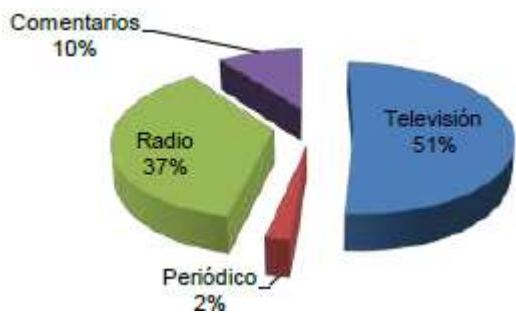
The first part of question eight of the questionnaire asks us to determine the degree to which the committee as a coordinating and decision-making organization is able to convene, the question was as follows

Do I participate in any of the mobilizations called by the inter-institutional committee? 52% stated that they did participate in some of the committee's mobilizations, such as marches, town meetings and other demonstrations in support of Sucre's claim to full capital status before the Bolivian State. 48% stated that they had not participated in any of the mobilizations called by the committee, for this reason the committee did not have any kind of credibility for these citizens.



**Figure 9** Do I hear any harangues that generate violence?

The second part of question eight of the questionnaire allows us to determine whether the citizens who answered yes in the first part of question eight have ever participated in one of the committee's mobilizations, which, let us remember, constitute 52%. Seventy-four percent did not hear any harangue that generated violence, that is to say, for these people there was no premeditated intention to generate a violent political practice on the part of the committee. 26% did listen to any harangue that generated violence.

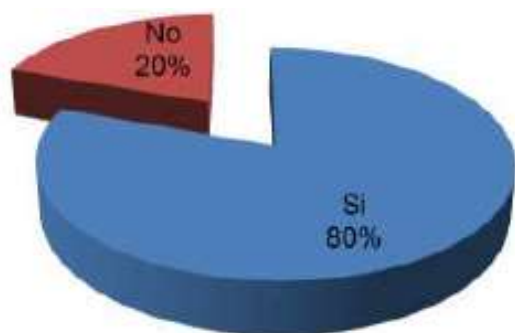


**Figure 10** How were the events of May 24, 2008 reported?

Question nine of the questionnaire gives us the possibility of measuring the way in which information about what happened on May 24 was disseminated, in order to know the degree of importance of what happened.



That is, the degree of importance given to this social event by the citizens of Sucre. 51% were informed by television, since the images that were shown generated a panorama of confusion with respect to what happened, the commentary with respect to what happened could only be understood with the reiterated images of what happened. 37% through the radio, this data allows us to determine that 37% of the population found out instantly what happened, remembering that the confrontations in many cases were transmitted live to the audience of the different radio stations that covered the events. 10% through commentaries, which were also labeled as breaking news. 10% through newspapers, that is, through the press. 10% through newspapers, i.e. the day after the event.



**Figure 11** Were you able to watch any of the videos sponsored by the national government about May 24, 2008?

The purpose of question ten of the first part of the questionnaire was to determine the degree of knowledge of the citizens regarding the videos sponsored by the national government, it is worth mentioning that these videos were presented at the national level by the State television, administered by the national government.

Eighty percent of the citizens were able to see these videos in which criteria are expressed in which the social fact is categorized as racism and the members of the inter-institutional committee are held responsible. 20% of the citizens were not able to see these videos and therefore did not perceive their ideological content.



**Figure 12** Do you think they reflect what happened?

The second part of question ten was aimed at determining the perception of the citizens who were able to watch the videos sponsored by the national government of what happened on May 24, recalling that 80% of the citizens said they had seen these videos.

Of the 80% who say that they have seen these videos, 85% believe that they do not reflect what happened on May 24, 2008. 15% do believe that these videos reflect what happened.

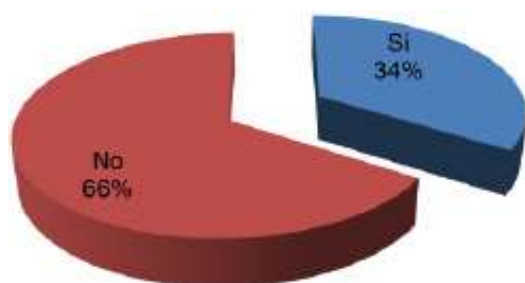
With respect to the videos, it should be noted that they are not documentaries but, on the contrary, proselytizing videos aimed at building a collective imaginary that the Bolivian State does not have a violent political practice.



**Figure 13** Who do you think is responsible for what happened on May 24, 2008?

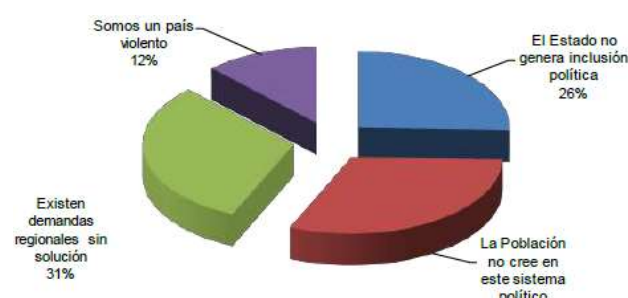
Question eleven of the questionnaire asks us to determine the perception of the citizens of Sucre with respect to who they believe is responsible for what happened on May 24, 2008. 45% believe that the national government is responsible for what happened on May 24, 2008.

It is worth mentioning that in the report of the Chuquisaca Ombudsman's Office, much less in the investigation of the Chuquisaca District Attorney's Office, the degree of participation of national government officials is not investigated. Eighteen percent believe that the peasant federation was responsible for what happened on May 24, 2008, which coincidentally never investigated their participation in the events, and simply determined themselves to be the victims. 15% believe that it was the inter-institutional committee that was responsible for what happened on May 24, 2008. 11% believe that it was the citizens of Sucre who were responsible for what happened on May 24, 2008. 11% believe that it was the lodges that were responsible for what happened on May 24, 2008.



**Figure 14** Do you think we are a more politically tolerant society after May 24, 2008?

Question twelve of the questionnaire allows us to perceive what the citizens of Sucre believe could have been learned from what happened on May 24, 2008 in order to become a more politically tolerant society after what happened. 66% believe that we are not a more politically tolerant society since what happened on May 24. 34% believe that we are a more tolerant society since May 24, 2008.



**Figure 15** Is a violent political practice generated by?

Question thirteen of the questionnaire allows us to identify which is the factor for which the citizens of Sucre believe that violent political practices are generated.

Thirty-one percent believe that a violent political practice is generated because the population of Sucre does not believe in the political system. 31% believe that a violent political practice is generated because there are regional demands without a solution. 26% believe that a violent political practice is generated because the Bolivian state is not capable of generating political inclusion, that is, they do not feel part of the Bolivian state. It should be noted that these three perceptions have in common the lack of political space in which political inclusion can be generated and that this space can be constituted as a popular initiative with the capacity to be taken into account by the rulers of the central level of the Bolivian State, if we add these three percentages we would be faced with the possibility that 88% of the population of Sucre feels excluded from the Bolivian State. 12% believe that a violent political practice is generated because we are a violent country.

## Qualitative Data Collected Interview number one

### Interviewee: Cristian Copa

University leader of the University of San Francisco Xavier de Chuquisaca. The interview was conducted by the researcher, Leda Vaca Ventura in April 2011, at which time the interviewee served as executive secretary of the Local University Federation of the University of San Francisco Xavier de Chuquisaca.

### 1.- How do you qualify the events of May 24, 2008?

R.- I believe that these demonstrations have been the result of all the events and happenings that took place in 2007, as a result of the Constituent Assembly, so I believe that while it is true that on May 24, 2008 there were mobilizations and reactions to the deaths that occurred in 2007, and as a result there were clashes and confrontations between the peasant sector and the civilian population, which was organized to defend everything that had basically been demanded.

**2.- Do you believe that the purpose of the Interinstitutional Committee was to exclude the rural area of Chuquisaca?**

R.- I have not been part of the Interinstitutional Committee, at that time I was a grassroots student, I was not even a leader, but I can perceive that in any case the Committee was proposing and demanding a historical demand that was going to benefit or would benefit at the departmental level since the department is composed of the rural area and the urban area, therefore in my opinion what was being demanded was in favor of the entire department of Chuquisaca.

**3.- Who do you think had the decision-making power in Sucre's lawsuits between 2007-2008?**

R.- In reality, I believe that according to what we could perceive as students, as Chuquisaqueños and as Sucreans, I believe that the decisions were made within the university, by the delegates of each one of the representatives of the living institutions of the department. If someone responded to some interest outside or foreign to Sucre or Chuquisaca, well, I think we would have to see or try to look for another type of responsibility, but at that time the decisions were made by the representatives of the institutions.

**4.- Do you believe that the concept of racism is manipulated by political interests?**

R.- I think that this issue of racism today more than ever is an issue that is in vogue, it may be that it has a purely political content when talking about racism, it may be that politically they try to look for those responsible or look for any type of person who committed any type of irregularity in the issue of racism, but in any case now that we have a law that will put a stop to this type of discrimination, racism, etc., we believe that if this law has been produced it must be framed within the framework of this law.

**5.- Were you able to see some of the videos sponsored by the national government about May 24, 2008?**

R.- Yes, and repeatedly, not only that video but also the videos that were provided through the state channel, but also through the other media, in my opinion there were two different versions through the state channel, one version and another through the other channels,

I believe that the media have also helped to polarize and seek situations of confrontation and not the real culprits, I believe that each media responds to an interest. The state to the government and the private ones to a private sector; and from there they reflect and will always reflect the interest of who hires them or who is the source, therefore, I believe that although abuses have been committed as can be seen in some cases, they have also been exaggerated in the situations of blaming the university students as the glueers and those who would have been punishing the farmers.

**6.- Who do you think is responsible for what happened on May 24, 2008?**

R.- I do not dare to name names, but as I have said, May 24 is the result and product of what happened in 2007 according to what happened in the city of Sucre, therefore those responsible would not only have to be those who have hit the peasants but also those who have provoked, those who have incited, those who have been in the seizure of institutions here in Sucre and therefore those responsible would also be those who were not in accordance with the demand of the city of Sucre in 2007.

**7.- Do you think we are a more politically tolerant society?**

R.- I think that if in reality with this change that is taking place at the national level, because things are changing and obviously we are not going to go back, as a society I think that in any case in a sense of tolerance it is very clear that today more than ever citizens are more tolerant at the moment of being able to allow and accept these changes that are taking place at the national level, Therefore, we also believe that as a result of this we are reflecting the representations that can be had as never before there were indigenous people in the parliament, in the representations at national level and obviously in my opinion this is tolerance and acceptance also of the decisions that are being taken politically.

**Interview number two.**

**Interviewee: Félix Llanque Patzy.**

Coordinator of the Civic Committee of Chuquisaca, the interview was conducted by researcher Leda Vaca Ventura in April 2011.

**1.- How do you qualify the events of May 24, 2008?**

R.- It was a real attack against human dignity, we believe that all human beings have the same rights, but above all the same dignity, it is not possible to attack anyone in this way, be they white, black, of any race or of any social condition, we all have the right to dignity.

**2.- Do you consider that it was an act of racism?**

R.- No, not specifically racism, it was simply an aberration, an attack against the rights, against the dignity, against the quality of human being that every inhabitant of this country has.

**3.-Do you believe that the concept of racism is manipulated by political interests?**

R.- No, I deny that there is racism what happens is that it is interpreted that there is racism but no, if there were in this city we would not coexist citizens who live in this city with the farmers who are here every day, not only are their leaders, there are also the real producers or else go to the farmers' market there we share the same city, the same rights, I think it is adventurous to talk about racism.

**4.- Do you believe that the purpose of the Interinstitutional Committee was to exclude the rural area of Chuquisaca?**

R.- No, the struggle of the Interinstitutional Committee was for the capital city, so we already know the results, we cannot comment any more, the truth is that it was a concrete issue, the capital city, which could not be achieved.

**5.- Who do you think had the decision-making power in Sucre's lawsuits between 2007-2008?**

R.- I do not think there was a specific person, but what happened is that there have been meetings where some strategies have been defined, but I do not see that there is a specific person who has had the power to demand because it was the institutions, that is why it was called the Interinstitutional Committee.

**6.- Were you able to see some of the videos sponsored by the national government about May 24, 2008?**

R.- No, I have not even had the curiosity to see because I am not in this attempt to see one or the other thing simply, the experiences is what allows me to give my opinion on the subject.

**7.- Do you think we are a more politically tolerant society?**

R.- I think we are moving forward, we are more tolerant, so much so that now we are already talking, for example today I read in the press that the government is going to receive a delegation from Chuquisaca made up of all the institutions, so this means that we are gaining tolerance and this is very important for pacification, at least in Bolivia we need a more peaceful climate and not so much confrontation and confrontation.

**Interview number three.****Interviewee: Lourdes Millares.**

The interviewee was a national deputy of the Republic, for the department of Chuquisaca. The interview was conducted by researcher Leda Vaca Ventura in April 2011, at the time of the interview Lourdes Millares served as Councilwoman of the Municipality of Sucre.

**1.- How do you qualify the events of May 24, 2008?**

R.- Undoubtedly what happened on May 24, 2008 is a regrettable event, an event that should not have happened, from the point of view of the connotations both in the internal life of our city and in the image of our city, and of our country in the international context, it is a regrettable event of violence between Bolivians and brothers of the same land that could have been avoided if there was a prompt and timely intervention of the security control mechanisms in this case of the national police.

**2.-Do you believe that the concept of racism is manipulated by political interests?**

R.- I believe that yes, I believe that this issue of May 24 served the government of Mr. Evo Morales Ayma to be widely publicized, to tell the international community and the country as a whole that this is a racist city

I deeply regret that the President and the Vice President of the Republic have made of this unfortunate event a political banner that was widely disseminated in the national and international context, even on Bolivian television (TVB) the video made by Mr. Breo, an Argentinean who came to distort the events of May 24 more than 15 times in a single day, was repeated.

### **3.- Do you believe that the government-sponsored videos reflect what happened on May 24, 2008?**

R.- What happened on May 24, what the videos show is evident, but what there was is a manipulation, I give you an example, in the video of May 24 there is talk of racism and violence of city dwellers against peasants from a racist perception, but the question is what does the image of Wilbert Flores, former National Congressman, who suffers an aggression on April 10, do in the video? Why were images that did not correspond to what happened on May 24 camouflaged and shown with interviews that made sociological analysis of racist behavior along with the revelation of the facts? Along with what has been shown from the government is an edited video, it is not a video that has been taken in the genuine way in which we were initially filmed.

### **4.- Do you believe that the purpose of the Interinstitutional Committee was to exclude the rural area of Chuquisaca?**

R.- No, I do not believe, by all means the inter-institutional committee tried on several occasions to summon the then leader of the Federation of Peasants and current governor of the department of Chuquisaca Estevan Urquizu who was invited repeatedly to the dialogue table to negotiate with the government on the issue of the capital in the framework of the constituent assembly, Estevan Urquizu even had meetings with people from the inter-institutional committee but unfortunately he aligned himself to the vision and the decision that the government of Mr. Evo Morales Ayma had at the time when Don Alvaro Garcia Linera said in a voice without neck that the headquarters does not move therefore the new accompaniment of the rural area to the request for the capital by a political decision of the movement to socialism led that managed the social movements of Chuquisaca.

### **5.- Who do you think is responsible for what happened on May 24, 2008?**

R.- I think we have to assume that here there are several responsible, first, an accumulated anger on the part of Sucre because they refused to deal with the issue of the capital in the constituent assembly, a totally passive attitude of those who should guarantee the internal security of our country in this case of the ministry of government, of the police, and perhaps at that moment when the peasants were being transferred to the center of the city of Sucre, perhaps some authorities of the inter-institutional committee should have intervened. Perhaps at that moment when the peasants were being transferred to the center of the city of Sucre, perhaps some authorities of the inter-institutional committee should have intervened and persuaded the people not to commit the outrage that was committed in front of the house of liberty.

### **6.- Do you think we are a more politically tolerant society?**

R.- I believe that Sucre is a tolerant city, I do not know if it is more tolerant than before, but Sucre has always been a tolerant city, we are a peaceful city, a quiet city, a city in which apparently the events that take place in the city of La Paz do not affect Sucre, Sucre is like the fifth wheel of the cart of this country, what happens in the political context does not affect it greatly because Sucre is not a promoter and participant of that fact, therefore I believe that in Sucre there is a democratic culture, there is tolerance and above all there is understanding among its citizens.

### **7.-Why do you think a violent political practice is generated?**

R.- because there are those who promote it, there are people who promote violence, the speeches, the intransigent positions of hard positions that are messages that in some way the citizen receives from those who at a certain moment lead public opinion with factors that also condition a violent attitude.

**Interview number four****Interviewee: Jorge Ulices Mujia Megido**

Representative of the native peoples of Potosi D.D.H.H. activist.

The interview was conducted by researcher Marisa García Picón in April 2011

**1.- Do you believe that the concept of racism is manipulated by political interests?**

R.- It is really notorious, especially in Bolivia and Sucre. The issue of racism is an issue of humanity where there is a division of social classes.

**2.- Who do you think had the decision-making power over Sucre's regional demands from 2007-2008?**

R.- There has not been a clear demand, but rather the personal interests of some and apart from that of sectarian groups that have been seen for a long time, we cannot say right or left wing, since we are originally from those groups, those groups are people who have money and regional ambitions that have been governing and did not want to leave power.

**3.- Have you seen any of the videos sponsored by the National Government about May 24, 2008?**

R.- Actually, as part of Human Rights we participated in filming these events as it should be, we divided into groups, some filmed the arrests and everything else.

**4.- Who do you think may have been responsible for what happened on May 24, 2008?**

R.- In reality many of the population as well as those who had in their hands the power to make decisions about what would or would not be done.

**5.- What do you think are the reasons that could generate a violent political practice?**

R.- Because of the fact that there are always rich and poor, and despite the fact that the government launched the law against racism, it only remains a law that seems nice but very few will comply with it.

**Interview five.****Interviewee: Dr. German Gutiérrez Gantier.**

Former Mayor of the Municipality of Sucre, former National Deputy of the Republic, university professor at the San Francisco Xavier University of Chuquisaca. The interview was conducted by researcher Marisa García Picón in April 2011, when the Honorable Dr. German Gutiérrez Gantier was Vice President of the Honorable Municipal Council of Sucre.

**1.- How do you qualify the demonstrations that took place on May 24, 2008?**

R.- What happened on May 24, 2008 is a political action, it was a political struggle between people linked to the M.A.S. and people against the M.A.S., in no way was it a struggle between peasants and city dwellers, because normally they forget that there were expressions of political order and obviously the political struggle acquired the environments and characteristics indicated, but also people forget that there are two contextual factors, because the mere fact of the photograph in itself can cause a frankly distorted vision. What are the contextual elements? Basically two: first, that in previous hours President Morales announced his arrival to the city of Sucre to hold a celebration separately and isolated from the May 25 events without taking into account the birthday people, that is to say, the members of the city of Sucre. The second component is the context from the approval of the new constitutional text, where in addition have happened with three dead and about four hundred wounded there was a whole historical burden, the constitutional text established that Bolivians are different, and being different Bolivians that difference is not a class difference, is not a sex difference, is not a religious difference, but is an ethnic difference, we belong to different cultures, and being of different cultures therefore we are talking almost of races, then in Bolivia there is a difference of these characteristics and if in this country there is something that is racist is the current government, because the constitution allows this type of behavior, then if we take into account all these elements and these factors of the context May 24 was basically a political struggle of course with a repudiable fact that we do not support, but it was a political struggle between masistas and non masistas not between peasants and city people as it has been explained in the future.



## 2.- Do you believe that the concept of racism is manipulated by political interests?

R.- Definitely, but not only under political interests but from the constitutional text. The constitutional text by recognizing that we are a plurinational State accepts the difference, and the difference is of Nations, the Nation is read as a matter of ethnicity and culture, and ethnicity and culture is read as race at its most extreme level, therefore if there is an action of racism in this Q'ara or Tq'ara language that comes from the government it is basically an action that has been promoted, has been articulated and has been executed from the government that has a racist vision that has a hatred to those that it calls the -kqarall the oligarch to those that it calls the whites, unlike the citizenship in Sucre we are basically mestizos all in our blood we all have something of peasants something of whites, we have a mix I repeat that is founded and condensed with what is the mestizaje.

## 3.- Do you believe that the purpose of the inter-institutional committee was to exclude the rural area of Chuquisaca?

R.- Not at all, since one of the purposes of the committee was to make the people's demands heard, one of the purposes of course was the full capital status for the city of Chuquisaca and of course that demand included all the provinces of Chuquisaca, so basically there was no exclusion of the rural area by the committee.

## 4.- Who do you think had the decision-making power over Sucre's regional demands between 2007-2008?

R.- The people, basically it was the clamor of the people that called for a town council where Jaime Barrón was elected rector of the university at that time as leader of all the mobilizations that were carried out to achieve the demands of the city at that time, among the most important of course was the full capital, then basically the committee was formed who sought to make these demands heard by the citizens.

## 5.- Have you been able to watch any of the videos sponsored by the National Government about May 24, 2008?

R.- Yes, and they do not reflect in any way what really happened, although it is true that there were some outrages among citizens, what the government showed through the state channel was a true manipulation of the facts with respect to what really happened on May 24, 2008.

## 6.- Who do you think may have been responsible for what happened on May 24, 2008?

R.- Evidently the only one to blame and it is evident was this Mr. Sacha Llorente who was even in the sector of La Calancha inciting the people, the population to fall into confrontation which subsequently led to bloodshed Even the maximum provocation was the siege that he carried out with police and military to prevent the population from interrupting the session of the constituent assembly at that time.

## 7.- What do you think are the reasons that could generate a violent political practice?

R.- Because of the struggle of two opposites, we are not going to say that it is a class struggle, basically it is a political struggle of opposing positions and ideology, different, for example what is currently happening with the government. What is meant is that simply the roles have been reversed to what is called a role reversal or functions which makes this struggle simply continues to emerge.

## Interview number six.

### Interviewee: Natalio Yucra.

Executive of the Federación de Campesinos de Chuquisaca, the interview was conducted by researcher Fernando Iglesias Suarez, in April 2011.

## 1.- What phenomena do you think were manifested on May 24?

R.- That day about 40 indigenous and peasants went to the city of Sucre to receive ambulances for their municipalities that President Evo Morales was supposed to give. This could not be possible because a crowd organized by the Interinstitutional Committee, which was led by several local authorities, prevented the president from arriving at the Stadium due to the fights against the peasants that took place in the surrounding area.

The Interinstitutional Committee then took over the Stadium, identifying the indigenous and peasants present as the direct allies of the more and those who supposedly were traitors to the cause of Sucre, and reacted with great violence.

## **2.- What do you think was the purpose of the inter-institutional committee on May 24?**

R.- The most important thing to highlight in this process of racism and violence is the maintenance of the power that the right wing had for a long time, which was endangered by the election of Evo Morales, who is the first indigenous and peasant president

## **3.- What do you think was the political practice of the inter-institutional committee?**

R.- The practice was one of violence towards those who were not the same as them, they could not understand that there were people different from them who were in the positions they were in before them

## **4.- Who do you think had the decision-making power in the sucre lawsuits in the 2007 - 2008 periods?**

R.- The committee was in full control, since through their radios and television programs they announced what the people had to do, they were the only ones who decided what had to be done against the peasants, they even had the audacity to say that the president did not even come to Sucre to deliver ambulances.

## **5.- Do you believe that the concept of racism was manipulated for political interests?**

R.- It is what happened, those who manage racism are the ones from the committee since they say that it was not and they demonstrate it with the election of the former prefect Savina, they say that they are not racist for electing a woman of pollera, they want to wash their hands with that, but we know that it is a lie and that they are and will always be racist.

## **6.- Who do you think is responsible for what happened on May 24?**

R.- The inter-institutional committee is totally to blame for everything that happened, they were there, with the people who beat our comrades I believe that the conflict of May 24 was a polarization of rural-urban..

## **Discussion**

The polarity of the results is evident; we cannot understand the social event of May 24, 2008 without analyzing the political practice of the Bolivian State, the type of State that has been created since 1825 and its relationship with violence. Although 70% of those surveyed consider that May 24 is a social event resulting from racism, they believe that it is generated by the Bolivian State, since it does not have the capacity to include its entire population. In any case, we would be considering a Bolivian State with a demo-formalist political practice<sup>2</sup>, since it cannot be constituted as such.

The discrimination generated by the Bolivian State of centralist nature, generates regional discrimination, in the case that concerns us, the discrimination of the Bolivian State is evident because it does not have the ability to unite its population, this discrimination was evident in Sucre when the hegemonic force, which holds the Bolivian State, refused to listen to the request for full capital for Sucre. It was in this context that May 24 took place, a Sucre society that was left with the open wound of the dead of the Calancha. With a national government that sought its legitimization through the victimization of its actions, since the only way to sustain the prevailing political system is victimization.

In this search to generate violence in order to receive it, the political breaking point of the institutionality of Sucre with the political hegemony called -Process of Changel, the hegemonic process needed to put a qualifying label to this city, what better than -racism, without any previous analysis or anything else, it was identified as racism-racism, without any previous analysis or anything I identify it as racism, it is more than clear that the process of change would not be such if the political practice of the Bolivian State remains the same since 1825, violent for anyone who does not feel included by the regime in power, the rule of the Police State<sup>3</sup> and not the Rule of Law.



In any case we are facing a Process of Change with an ideological apparatus and a violent political practice, it is clear that this State is the one inherited since 1825. How can we speak of a refoundation of the State, if civil society and the State continue to relate in a violent manner, and in many cases violating human rights on a constant basis, unfortunately, unfortunately, this is the State inherited since 1825.

Unfortunately, there is no ethical or even less scientific work on the events of May 24, 2008. The report of the Chuquisaca Ombudsman's Office is a national shame, since it is a chronological account of the apparent racism of the capital city of Sucre and not of the causes of violence, which is the first elementary step to talk about racism.

If the State is the main generator of violence, how can we have a society that is not the result of violence promoted by the State, if the State establishes a violent political practice, the response of civil society is equally violent.

Rene Zabaleta Mercado plantea que la práctica política demoformalista es propia de los Estados que no tienen la capacidad de ejercer soberanía sobre su territorio y no tienen relación con su población.

Niklas Luhmann, plantea que existen dos tipos de Estados, uno el de Derecho y otro el Policía, el de Derecho es aquel en el cual existe independencia entre los sistemas, en el Policía el Estado tiene como finalidad perseguir a la ciudadanía y hacer uso indiscriminado de la fuerza no legítima.

The population is clear in determining that the inter-institutional committee is not responsible for the violence of May 24, although they say that it is racism, they do not believe in the link between the committee and the generation of the same, the population states that it is racism but establishes that the national government is responsible for what happened, the conclusion of the thematic axis of discussion is evident, although the population determines it as racism, they hold the national government responsible for it, which is the operative part of the State that we must remember is still the same as in 1825, the same violent State.

## Conclusions

It was a necessity to determine all the nuances surrounding the social events of May 24, 2008, the simple State conclusion of conceptualizing it as racism and that Sucre society is racist was a major challenge.

We cannot understand the events of May 24 without understanding the full capital status, the greatest claim of the city of Sucre before the Bolivian State, unfortunately not of Chuquisaca since the rapprochement with the rural area of the department was practically impossible since the political systemic components of both were not compatible, In other words, the institutional composition of the interinstitutional committee ends up being antagonistic to the peasant unionism that responds to a national corporativism, a corporativism without class or political identity that simply responds to the - Super Rentier State, speculator, violent and above all centralist, surely not from the legal system but rather from its collective imaginary, it is clear that regardless of who is the National Government and whether or not this government has the ability to become a political hegemony that appropriates the entire State, this systemic failure of the Bolivian State allowed us to make conceptualizations about the political practices of the Bolivian State and how this has a genesis of a violent political practice and that as a result of it, the social events of May 24, 2008 were generated.

Although 70% of those surveyed consider that the events of May 24 are a social event resulting from racism, this data is only relative, not absolute, since it responds to the political manipulation of the Bolivian State, it is easy and comfortable for the Bolivian State to characterize it as racism, The investigation led us to determine that the Bolivian State has a violent political practice as a result of the little democratic vocation of its civil society, it is clear that we can not stay with only racism but rather with the Bolivian State as the main generator of these anomalies.

Social dissatisfaction with the political system is clear, the lack of linkage between the Bolivian State and civil society is not a democratic connection, nor is it respect for human rights; it is a path of violent political practice.

The population is clear in their opinion that the inter-institutional committee is not responsible for the events of May 24, and believes that there is political manipulation of the concept of racism. In the interview with the human rights activist we find an interesting clue, he mentions that those who filmed the embarrassing video of Cesar Brie, were a team and that he had several cameras, cameras in a confrontation? What a predisposition to the news, or in any case to the generation of the same, and to the crude assembly of the social fact, we do not propose that there are no human rights violations, of course there were, but they are not racism, of course the behaviors of the aggressors of both sides, if a serious legal analysis is made, they would be found responsible.

It is one thing to talk about the violation of human rights and quite another to say that it is racism, and once again the Bolivian State denies the genesis of the generation of violence, and that the same articulated by the executive power is a generator of violence, in order to characterize itself as a victim and thus be able to legitimize itself before its abysmal management of the constituent assembly.

### Recommendations

- The Bolivian State must generate educational policies that promote respect for political differences.
- The investigations conducted by the Public Prosecutor's Office on May 24, 2008, are not impartial for the citizens of Sucre and cannot be carried out under political pressure, at a time when the independence of Bolivian State bodies is non-existent, the executive branch has monopolized the decision making of the Bolivian State.
- The Ombudsman's Office must recover its legitimacy, since in the specific case of the report on May 24, 2008, it does not generate any degree of legitimacy, since the Ombudsman's Office is questioned by the citizens of Sucre for its constant biased opinions regarding the social event under investigation.

– The Bolivian State must be demanded to respect the collective identity of the city of Sucre, since the lightness of the descriptions of an entire society for criminal conduct committed by a minority should not be a reason for the transgression of the collective identity of the city of Sucre.

– Any space for debate and reflection on the violent political practice of the Bolivian State is necessary, since a structural solution to the violent actions of the Bolivian State can only be generated through self-criticism of its actions.

– The object of study is not exhausted, more contributions and research must be done on what happened on May 24, 2008, since the present work simply constitutes a contribution to the clarification of these events.

– Civil society must understand the importance of relating with the Bolivian State without resorting to violence as the only mechanism to be heard, it is more than clear that the Bolivian State has a violent political practice, but civil society also resorts to it to participate in politics, the channels of political relations, whether these are social movements or political parties, are simply instruments of a violent political practice promoted by the State and accepted by civil society.

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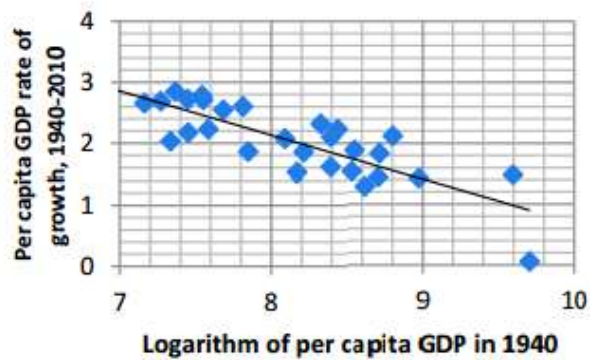
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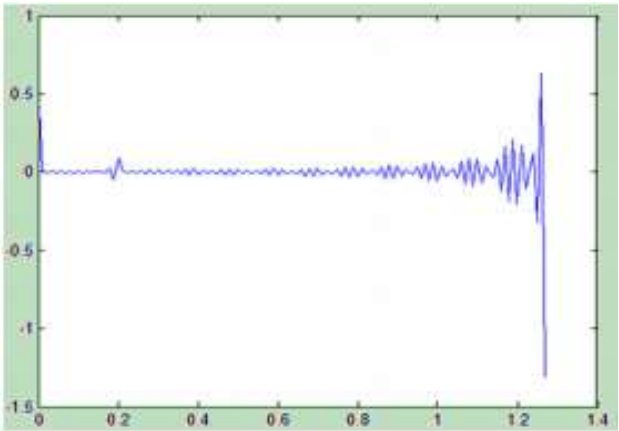


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|               | Mean square | df | Mean square | df  |         |      |
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| LIQUIDITY     | 77.182      | 4  | .427        | 532 | 180.669 | .000 |
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