



Coloniality and administrative management in Alternative Education: a community experience of decolonizing transformation

Colonialidad y gestión administrativa en la Educación Alternativa: una experiencia comunitaria de transformación descolonizadora

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ABSTRACT

Educational decolonization in Bolivia poses the challenge of transforming not only pedagogical practices, but also administrative procedures that affect the effective exercise of educational rights. The study aimed to analyze the manifestations of coloniality present in the administrative management of the "Americano A" Alternative Education Center, in Cochabamba, Bolivia, and to describe the community process developed for its transformation. Qualitative and interpretative research was carried out through participatory action research with a decolonial orientation. The information was obtained through interviews, community dialogues, participant observation and documentary review of files, records of the Educational Information System, grade centralizers and certification minutes. The thematic analysis and triangulation allowed the identification of 185 promotion records without subsequent certification between 2015 and 2021, in addition to difficulties related to documentary traceability, concentration of administrative control, repetition of procedures and loss of trust in certain cases. The action research process promoted measures aimed at strengthening documentary records, transparency and community participation. It is concluded that educational decolonization requires incorporating the transformation of administrative management through participatory, transparent practices aimed at the effective exercise of educational rights.

Keywords: educational decolonization; administrative management; youth and adult education; participatory action research; coloniality.

RESUMEN

La descolonización educativa en Bolivia plantea el desafío de transformar no solo las prácticas pedagógicas, sino también los procedimientos administrativos que inciden en el ejercicio efectivo de los derechos educativos. El estudio tuvo como objetivo analizar las manifestaciones de colonialidad presentes en la gestión administrativa del Centro de Educación Alternativa "Americano A", en Cochabamba, Bolivia, y describir el proceso comunitario desarrollado para su transformación. Se realizó una investigación cualitativa e interpretativa mediante investigación-acción participativa con orientación decolonial. La información se obtuvo mediante entrevistas, diálogos comunitarios, observación participante y revisión documental de expedientes, registros del Sistema de Información Educativa, centralizadores de calificaciones y actas de certificación. El análisis temático y la triangulación permitieron identificar 185 registros de promoción sin certificación posterior entre 2015 y 2021, además de dificultades relacionadas con trazabilidad documental, concentración del control administrativo, repetición de trámites y pérdida de confianza en determinados casos. El proceso de investigación-acción promovió medidas orientadas a fortalecer el registro documental, la transparencia y la participación comunitaria. Se concluye que la descolonización educativa requiere incorporar la transformación de la gestión administrativa mediante prácticas participativas, transparentes y orientadas al ejercicio efectivo de los derechos educativos.

Palabras clave: descolonización educativa; gestión administrativa; educación de jóvenes y adultos; investigación-acción participativa; colonialidad.

INTRODUCTION

Decolonization is among the structural principles that sustain the Plurinational Educational System of Bolivia. Education Law No. 070 “Avelino Siñani-Elizardo Pérez” established a community-based, intracultural, intercultural, multilingual, productive, and decolonizing educational conception designed to transform the historical structures of inequality and subordination that are reproduced in educational spaces [1]. However, rather than being solely a curricular reform, it represented the recognition of the cultural, linguistic, and epistemological diversity that exists in the country and the need to create educational relationships coherent with the sociocultural realities of the Bolivian population. Nevertheless, the integration of decolonization into the normative order does not automatically imply the transformation of all institutional practices or the power relations reproduced daily in educational spaces.

The implementation of this educational project has generated tensions between the formal recognition of Indigenous knowledge, identities, and organizational forms and the persistence of institutional structures built on historical models of management and authority. In the Bolivian context, it has been noted that the transition toward decolonizing education requires changes that go beyond discourse and extend to pedagogical practices, teacher training, and the relationships built within institutions [2]. Therefore, it is necessary to analyze coloniality not only in curricular contents but also in administrative procedures, forms of institutional organization, and the mechanisms through which authority is exercised over the different members of the educational community.

The problem acquires specific relevance in Youth and Adult Education (YAE), which incorporates discontinuous school trajectories, cultural diversity, territorial circulation, and socioeconomic differences. Recent Latin American literature shows that this education cannot be considered a compensatory resource for completing truncated educational trajectories, but rather must be understood as a space in which subjects who have historically been affected by processes of educational inequality can be recognized, participate, and produce knowledge [3]. At the international level, adult education is also among the pillars of lifelong learning, although inequalities continue to be established in terms of access, participation, quality, and recognition of the needs of diverse populations [4].

Decolonial approaches in youth and adult education call into question precisely those conceptions that position participants as passive recipients of knowledge and institutional decisions. On the contrary, they propose the recognition of their experiences, knowledge, and interpretive capacities as central elements of educational processes [5]. From this perspective, coloniality can occur through the delegitimization of certain knowledge, but also through institutional relationships that generate dependence, silencing, unequal recognition, or subordination of subjects to those who concentrate administrative or academic authority [6].

These discussions are related to the tradition of Latin American critical pedagogy. In this sense, Freire argued that education is a dialogical and transformative practice in which subjects actively understand and modify the conditions that structure their reality [7]. Subsequent approaches, building on the critique of coloniality, have furthered the discussion toward questioning the epistemological, political, and institutional hierarchies that determine which knowledge, practices, and subjects acquire legitimacy within educational systems [8]. In other words, decolonizing methodologies have highlighted, among other things, the need to overcome research and intervention relationships in which communities are treated as objects of analysis, and to move toward knowledge construction processes grounded in communities' own experiences, priorities, and ways of interpreting their reality [9].

The production of situated knowledge is of particular relevance for Latin America, where educational phenomena are interwoven with specific historical, political, and cultural processes. A decolonial perspective makes it possible to analyze these realities without automatically transferring categories constructed in different social contexts, and it recognizes that every process of knowledge production is situated in specific historical and territorial relations [10]. From this standpoint, studying educational management entails analyzing not only its procedural efficiency but also the social and power relations produced through its practices.

In the context of research on leadership and educational management, decolonial perspectives have come into conflict with organizational models that privilege hierarchical, centralized, and largely insensitive frameworks regarding the lived experiences of historically excluded groups. Decolonizing educational leadership requires reviewing the distribution of power, rethinking and expanding community participation, and valuing voices that are typically marginalized in terms of their capacity to influence institutional decisions [11]. Similarly, coloniality can be associated

with contemporary systems of injustice, which have been structurally addressed in that some institutional structures become political practices that reproduce differences in recognition, participation, and the effective exercise of rights [12].

Existing evidence likewise indicates that policies that advocate for decolonization face difficulties when they must be materialized in already established administrative and organizational structures. Institutional transformations require not only sustained processes of critical reflection over time and collective participation, but also a review of power relations, insofar as the inclusion of new educational discourses does not automatically dismantle historically naturalized practices [13]. Experiences developed from indigenous and community perspectives demonstrate that educational transformation becomes more resilient when communities are part of the identification of problems, the production of knowledge, and the construction of contextualized alternatives [14]. Thus, territorialized educational practices again highlight the potential of the sample of community knowledge, local experiences, and educational institutions to foster processes of participation and sociocultural recognition [15].

In Bolivia, much of the academic discussion related to educational decolonization has concentrated on curriculum, teacher training, interculturality, and the incorporation of Indigenous knowledge [2]. In contrast, there is less development on the way in which coloniality can be expressed within everyday administrative management, particularly in Alternative Education institutions. This dimension is relevant because educational administration directly intervenes in procedures for enrollment, registration, certification, document management, participant attention, and resource management. Therefore, practices characterized by unjustified delays, lack of transparency, unequal treatment, concentration of information, or failure to fulfill responsibilities can directly affect the exercise of the right to education and reproduce asymmetric institutional relations.

This situation was identified in the CEA “Americano A”, in the city of Cochabamba, Bolivia, an institution that gives significant weight in its priority objectives to the care of the young and adult population from different contexts, social and cultural situations. The educational community detected and observed practice conflicts associated with delays in certification processes, administrative omissions, difficulties in document management, opacity in the handling of certain procedures, and institutional relationships considered asymmetric. The situations described in the paragraph generated harm to participants and former participants, and produced distrust, tensions in the educational community, and uncertainty as to whether administrative practice is congruent with the decolonizing principles that guide the Bolivian educational system.

The central objective of the present study was to examine and analyze the manifestations of coloniality occurring in the administrative management of the Alternative Education Center “Americano A”, as well as to describe the community process developed to transform it from a decolonial perspective through participatory action research based on the experiences of the educational actors, observation of institutional practices, and comparison of documentary evidence.

METHODS

A qualitative and interpretative research approach was developed through participatory action research, aimed at understanding administrative management practices and promoting collective transformation processes at the Centro de Educación Alternativa (CEA) “Americano A”, located in Cochabamba, Bolivia. Participatory action research made it possible to articulate knowledge production with reflection and participation of the actors involved in the problem, favoring the collective construction of alternatives for change [16]. The process also assumed a decolonial methodological orientation, understood as a form of situated research that recognizes participants as subjects who produce knowledge and seeks to reduce hierarchical relationships among research, community, and local experience [17].

The study setting consisted of the CEA “Americano A”, an institution belonging to the field of Youth and Adult Education. The process involved actors directly linked to the institutional dynamics, including administrative staff, facilitator teachers, young and adult participants, former participants, and other members of the educational community. The selection was based on their direct connection with the administrative situations analyzed and their knowledge of institutional procedures. The available record did not specify the total number of participants or their distribution by group.

The research also included a documentary component related to the administrative and certification processes carried out at the institution. Personal files, records of the Educational Information System, grade consolidation records, certification records, and other administrative

documents linked to the identified cases were examined. The available evidence allowed the analysis of records corresponding mainly to the period 2015-2021. There was no one consolidated registry of the total number of files or documents examined.

Information production was carried out through interviews, community dialogue, participant observation, and documentary review. The interviews allowed recovering the experiences and perceptions of actors directly related to administrative processes. For their development, a guide was used organized around aspects linked to administrative service, document management, certification, compliance with responsibilities, and institutional relations. Community dialogue was developed through meetings, conversation circles, and exchange spaces among members of the educational community.

Participant observation was used to record practices, interactions, and situations occurring in the daily dynamics of the institution. An observation guide and a field diary were employed to document events, relationships, and conditions relevant to the research problem. In parallel, documentary review allowed the experiences expressed by the participants to be contrasted with institutionally recorded information.

The procedure was organized into interconnected phases of research and action. In the first phase, the community-based identification and prioritization of problematic situations related to administrative management was carried out. The second phase involved the production of information through interviews, community dialogues, participant observation, and documentary review. In the third phase, the information obtained was cross-referenced against the available institutional records, particularly files, records of the Sistema de Información Educativa, consolidated grade records, and certification records.

The fourth phase corresponded to the qualitative analysis of the information. A reflexive thematic analysis was employed, following a process of familiarization with the data, initial coding, grouping of codes, construction and review of categories, and development of interpretations [18,19]. The analysis combined categories emerging from the empirical evidence with interpretive categories linked to the research problem. From this process, thematic axes were organized related to subalternization, administrative negligence, discrimination, abuse of power, exclusion, normalization of asymmetric practices, loss of institutional trust, and community transformation.

The consistency of interpretations was strengthened through triangulation of techniques and sources. Testimonies obtained through interviews and community dialogues were contrasted with recorded observations and available institutional documentation. In cases related to promotion and certification, the information was cross-checked against personal files, records from the Educational Information System, grade centralizers, and certification minutes.

Methodological rigor was supported by criteria of credibility, confirmability, dependability, and transferability applicable to qualitative research [20]. Credibility was strengthened through triangulation of techniques and sources; confirmability, through comparison of interpretations with documentary records; dependability, through description of the procedure followed during data production and analysis; and transferability, through characterization of the institutional context in which the experience was developed.

Reflexivity was considered a cross-cutting aspect of the research process because of the researcher's direct participation in the studied context. Her position and experience were recognized as part of the situated production of knowledge, in an attempt to contrast the interpretations that emerged during the process with the perspectives of the other actors and with the available documentary evidence [17].

In a later phase, the findings obtained through diagnosis, analysis, and community reflection served as the basis for the formulation of the Administrative Management Transformation Plan. This plan incorporated actions related to training and collective reflection, community participation, administrative transparency, review of procedures, and reorganization of certain institutional practices. Thus, the intervention was part of the action-research cycle, articulating diagnosis, reflection, action, and evaluation of the transformation process [16].

During information processing, efforts were made to protect the identity of the actors involved and to handle the administrative documentation examined with discretion. The available information does not record approval by an ethics committee, formal informed consent, or an institutional authorization number; therefore, these elements should be incorporated into the version submitted for publication only if they can be confirmed documentarily.

RESULTS

Triangulation among documentary review, interviews, community dialogues, and participant observation allowed the identification of specific problems in the promotion, certification, document management, and institutional administration processes of the Centro de Educación Alternativa (CEA) "Americano A". The findings were analyzed by differentiating documentary evidence from that derived from testimonies.

The review of institutional records corresponding to the period 2015-2021 identified 185 promotion records without subsequent certification in the seven areas examined. The highest frequency was observed in 2019, with 33 records (17.8%), followed by 2015, with 31 (16.8%), and 2018, with 29 (15.7%). The lowest values corresponded to 2020 and 2021, with 21 records in each year (11.4%).

Table 1. Promotion records without subsequent certification by area and management

Area or major	2015	2016	2017	2018	2019	2020	2021	Total
Specialized areas	8	4	3	5	6	3	4	33
Comprehensive beauty	6	5	6	3	4	5	3	32
General accounting	4	4	3	4	6	3	3	27
Electronics	3	2	2	3	3	2	3	18
Gastronomy	4	6	4	6	6	3	3	32
Dental prosthesis	2	3	2	4	3	2	2	18
Textile and clothing	4	2	4	4	5	3	3	25
Total	31	26	24	29	33	21	21	185

Note: The values correspond to administrative promotion records without subsequent certification; the available information does not allow determining whether each record represents one unique person.

By area, Specialized Areas accounted for 33 records (17.8%); Comprehensive Beauty and Gastronomy, 32 each (17.3%); General Accounting, 27 (14.6%); Textile and Apparel, 25 (13.5%); and Electronics and Dental Prosthetics, 18 each (9.7%). The presence of records in all areas and across the seven years analyzed indicates that the inconsistencies were not concentrated in a single program or administrative period. However, since the total number of students promoted by area and year is not available, it is not possible to calculate impact rates.

Cross-referencing grade centralizers, records from the Educational Information System, and certification records allowed verification of cases in which academic promotion was recorded, but the completion of the certification procedure was not recorded. This finding revealed a discontinuity between academic achievement and the administrative closure of the educational process.

The testimonials complemented this evidence. Some participants reported having repeatedly gone to the CEA to check on the status of their procedures, in several cases more than 4 times. Situations were also recorded in which personal documentation or photographs previously submitted were requested again. These experiences evidenced difficulties in document traceability, although the available data do not allow establishing their frequency across the entire set of files.

Likewise, participants, facilitators, and management staff reported cases in which certain documentation and institutional equipment remained outside the CEA facilities. Subsequently, one document receipt log signed by participants was implemented, with the purpose of recording the delivered requirements and reducing repeated requests or loss of information.

The documentary review also identified one case in which the official promotion record did not match the formative trajectory reconstructed through documents and teacher testimonies. Since this was one specific case, it cannot be considered an institutional pattern; however, it revealed the existence of administrative inconsistencies in a different direction from certification omissions.

In relation to economic management, testimonies and documents showed limitations in fully reconstructing income and the destination of certain institutional contributions. In 2022, an Economic Commission was formed, composed of faculty members, incorporating a collective monitoring mechanism. However, the study does not have indicators that allow quantifying the subsequent effect of this modification.

The thematic analysis allowed the findings to be organized into categories linked to the observed administrative relationships.

Table 2. Analytical categories and identified empirical evidence

Category	Empirical evidence
Subalternization	Dependence of the participant on administrative responses and repeated consultations to complete the certification
Administrative negligence	Registered promotion without subsequent completion of the certification process
Concentration of document control	External custody of certain institutional documents and equipment
Unequal treatment	Differences between cases with academic requirements fulfilled without certification and 1 case in which a promotion was questioned
Normalization	Participants who regarded delays as habitual or avoided filing complaints
Administrative exclusion	Temporary impossibility of formally accrediting completed training processes
Loss of confidence	Concerns regarding compliance with deadlines and the need to repeat queries
Institutional tension	Uncertainty and different positions regarding certain irregularities
Administrative transformation	Document receipt registration, review of pending certifications, and Economic Commission

Note: The categories emerged from triangulation between interviews, community dialogues, participant observation, and institutional documentation. Their identification corresponds to the analyzed cases and does not imply that all practices were carried out by all administrative personnel.

The subalternization was identified mainly in situations where participants who had satisfied the academic requirements depended on administrative actions over which they had limited capacity to intervene. The administrative negligence was based on the lack of correspondence between recorded promotion and completed certification in certain files.

Normalization was observed in testimonies from participants who interpreted delays as habitual events or avoided complaining for fear of hindering the resolution of their procedures. Loss of trust was manifested when some affected individuals began to doubt the communicated deadlines and repeatedly attended to verify the progress of their processes.

The directly documented consequences were the delay or absence of certification and the continuity of pending files. The testimonies added repetition of trips, replacement of documents, additional expenses, and interruption of work activities. These effects correspond to the consulted participants and do not allow estimating their frequency in the entire institutional population.

Finally, the action-research process produced concrete modifications: organization of pending documentation, review of cases of incomplete certification, implementation of the documentary reception registry, return of institutional teams, and formation of the Economic Commission. These actions evidence the beginning of an administrative transformation process; however, the absence of comparative before-after indicators still prevents establishing its effectiveness in the medium and long term.

DISCUSSION

The findings show a discontinuity between the academic compliance of certain participants and the completion of the administrative procedures necessary to formally accredit their training. The identification of 185 promotion records without subsequent certification between 2015 and 2021 constitutes the main documentary support for this problem. However, this figure should be interpreted with caution: it represents administrative records and not necessarily 185 unique individuals, and the absence of the total number of promoted students by year and area prevents estimating the prevalence of the problem.

In Youth and Adult Education, certification acquires a relevance that goes beyond the formal conclusion of an educational pathway. For those populations whose educational experience is usually associated with school reintegration, continuity of studies, and labor market insertion, the culmination of the academic process without the timely obtaining of the accrediting document can generate an additional form of vulnerability. According to Oviedo and Roitman, the analysis of adult education must move beyond the idea of formal access and incorporate the structures of power and inequality that condition students' effective participation and belonging [21]. From this perspective, the results of the present study indicate that the educational right is not exhausted by allowing entry and permanence in the institution, but also implies the possibility of obtaining effective recognition of completed training.

Such an approach takes on particular significance in the case of Bolivia, where the legal framework establishes a way of understanding education in close connection with interculturality, decolonization, and the guarantee of rights [1]. The current conception of the right to education

within the logic of Bolivian constitutionalism has emphasized, at the present time, precisely its connection with intercultural content, traditional knowledge, and conceptions aimed at living well [22]. In this framework, the delays and administrative omissions recorded in the CEA represent a point of friction between the legal principles of the Bolivian educational system and certain documented institutional practices. The finding does not allow us to assert that any administrative deficiency is in itself a colonial practice; rather, it is pertinent to analyze the moments in which these institutional practices harbor certain colonial-type relationships, such as dependence, subordination, or unequal possibilities for making educational rights effective.

The category of subalternization must be understood from this last consideration. The testimonies showed cases in which people who had fulfilled their academic obligations repeatedly depended on administrative decisions and actions to resolve situations over which they had little capacity to intervene. The successive visits, the repetition of document submission, and the uncertainty regarding deadlines configured, in the cases analyzed, a markedly asymmetric relationship. This interpretation coincides with decolonial approaches that question those forms of institutional rationality in which certain actors concentrate the capacity to define procedures and responses while others occupy subordinate positions [23]. However, the evidence of the study allows characterizing this relationship in the investigated cases and not generalizing it to all administrative staff nor to all participants.

An additional dimension is provided by the concentration of documentary control. The transfer of certain documentation and equipment outside institutional facilities generated a practical dependence on the person who had them, reducing the possibility of shared access by other responsible parties. From an organizational perspective, this result reveals weakness in the traceability and distribution of administrative control. From the decolonial approach adopted by the study, it becomes relevant when the concentration of information simultaneously becomes a concentration of the capacity to decide, respond, or postpone the needs of other actors. Contemporary studies on decolonial education have highlighted that questioning relations of domination implies rethinking not only educational contents but also the ways in which hierarchies, legitimacies, and possibilities of participation are produced [1,24].

One of the results that most requires interpretive caution is the coexistence of academic promotions without subsequent certification and a case in which the official promotion record was questioned when reconstructing the educational trajectory. The research does not provide sufficient data to estimate the frequency of this second phenomenon, therefore, it cannot be considered an institutional pattern. Its relevance lies in the fact that it shows how administrative mechanisms could fail in different directions: omitting the documentary culmination of verified academic trajectories and, in one specific case, recording a trajectory whose correspondence with the educational process was subsequently called into question. This asymmetry makes more evident the need for transparent, verifiable procedures that depend less on individual decisions.

The findings related to normalization are equally relevant. Some participants did not file formal complaints because they interpreted the difficulties as routine occurrences or because they feared that questioning the procedure could affect the subsequent resolution of the process. This behavior does not by itself demonstrate the existence of institutional coercion, but it shows that the absence of complaints cannot be used as an indicator of the absence of problems. In contexts of asymmetrical relationships, people may adapt their responses to the dependency they maintain with respect to those who control a procedure. Decolonial literature has pointed out that structures of domination can be reproduced through normalized practices that cease to be problematized precisely because they form part of everyday experience [6,12].

The lack of trust that appears in the testimonials is an institutional consequence distinct from the administrative irregularity itself. When some participants returned before the established deadline to follow up on their procedure or after the indicated date because they anticipated a new noncompliance, the problem was no longer merely the delay of a process: the expectation regarding the reliability of the institutional response had been altered. It has not been possible to measure the magnitude of this perception across the entire educational community, so it is not appropriate to assert a generalized loss of trust. However, the testimonials do allow it to be identified as a concrete consequence among the directly affected actors.

Community action is what transforms the study. One registry was implemented to receive documents, the return of equipment to institutional facilities was established, a review of pending certifications was carried out, and an Economic Commission was formed; these were modifications that addressed the problems detected in the diagnostic. Their importance lies in the fact that they involved a partial shift of control from individualized practices toward mechanisms with greater traceability and participation. Decolonizing research perspectives highlight that change

processes become more legitimate when community members participate in defining problems and constructing responses, rather than remaining only as recipients of external decisions [25].

This orientation also coincides with recent Latin American experiences of participatory action research. Work conducted with Quechua communities in Peru has shown that sustained collaboration among communities, educational actors, and institutional structures can incorporate local knowledge and priorities into educational transformation processes [26]. In the CEA studied, the actions implemented had a much smaller institutional scale, but they shared a relevant logic: the transformation was built on problems recognized within the community itself and through mechanisms of collective participation. In this sense, dialogue functioned not solely as a technique for obtaining information, but as part of the process through which action alternatives were identified, consistent with the Latin American critical tradition [7,24].

CONCLUSIONS

The administration of the CEA “Americano A” evidenced, during the period analyzed, verifiable inconsistencies in academic promotion and the completion of certification processes. The finding of promotion records without the corresponding subsequent certification for the various years and areas studied shows that the problem was not limited to a single event, although the available information does not make it possible to determine whether its prevalence relative to the total number of promoted participants was high.

Triangulation of testimonies and institutional documentation demonstrated that some administrative obstacles were associated with delays in certification, repetition of procedures, limited document traceability, and concentration of the management of certain procedures and information. From the adopted decolonial perspective, these practices become relevant when they produce asymmetric relationships in which participants depend on administrative decisions to fully exercise rights derived from training processes that have already been completed.

The findings allow the identification of processes of subalternization, normalization, and loss of trust in certain cases, but they do not justify attributing these characteristics to the entire administrative staff or affirming that any procedural deficiency by itself constitutes a manifestation of coloniality. The decolonial interpretation becomes more consistent when linked to repeated practices that generate dependence, unequal treatment, limited capacity for complaint, or restrictions on the effective exercise of the right to education.

Action research enabled the diagnosis to go beyond the mere identification of the problem and to be linked to concrete alterations in institutional governance, such as the implementation of documentary record mechanisms, the review of pending certifications, and the inclusion of collective forms of control and participation, among others. These measures constitute a beginning of administrative transformation oriented toward greater transparency and shared responsibility, although there are insufficient longitudinal indicators to affirm that they have sustained effectiveness.

The study demonstrates that educational decolonization should not be solely curricular, conceptual, or pedagogical. Administrative management, information distribution, document management, control and accountability, and the relationships through which participants' needs are addressed must also be reviewed. In this way, moving toward decolonizing education coincides with articulating pedagogical transformation and administrative transformation through participatory, transparent institutional practices that are open to the real exercise of the rights to educational recognition.

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