

## ***Función de investigación en Institutos de Formación Docente. Orientaciones, formación y desafíos en la provincia de Salta***

*Research function in Teacher Training Institutes. Guidelines, training and challenges in the province of Salta*

**Lorena Elizabet Sanchez**

loraelizabet22@gmail.com

<https://orcid.org/0000-0002-9795-6257>

**Universidad Nacional de Salta, Salta, Argentina**

**Jorge Navarro Marcelo Gastón**

marcelojorgenavarro@gmail.com

<https://orcid.org/0000-0003-0453-4053>

**Universidad Nacional de Salta, Salta, Argentina**

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### **Abstract**

This article comprises the study of research on diversity and rural areas, particularly observing education and teacher training. In this framework we present the results of a documentary analysis study about the research function in teacher training institutes in the Province of Salta, Argentina.

We seek to contextualize the emergence of the research function in tertiary teacher training institutes by pointing out which research marked the interest of these institutions in the period 2007-2020 to recognize the emerging meanings from the own words of the teacher-researchers

**Keywords:** Training; Research; Institutes; Teachers; Argentina

### **Resumen**

Este artículo se enmarca en el estudio de investigaciones sobre diversidad y ruralidad observando particularmente la educación y la formación docente. En este marco exponemos los resultados de un estudio de análisis documental acerca de la función de investigación en Institutos de formación docente de la Provincia de Salta- Argentina.

Buscamos contextualizar el surgimiento de la función de investigación en institutos terciarios de formación docente puntualizando que investigaciones marcaron el interés de estas instituciones en el periodo 2007-2020 para reconocer los sentidos emergentes desde la propia palabra de los docentes- investigadores.

**Palabras clave:** Formación; Investigación; Institutos; Docentes; Argentina

## **INTRODUCTION**

In Argentina, teacher training has been characterized by the teaching function since its beginning in 1870, but it took over a century for debates about educational research to impact the field of teacher training. Gradually, this debate established in universities and alongside the neoliberal aggression of the 1990s, teacher training institutes incorporated other functions complementary to teaching, notably research and outreach, which had historically been developed within universities.

From 1870 until the mid-20th century, the teacher training system expanded and consolidated, a process that, according to Davini (2005), was supported by the formation of a "legion of patriotic teachers" prepared to teach at the compulsory education level, following the initial model of normal schools. However, in specific times, different aspects were considered for the training of rural teachers, aimed at strengthening the national project rather than pedagogical concerns.

Model normal schools replicated successful projects from European reference centers, which were then applied in provincial normal schools, leaving research and outreach relegated to universities. It wasn't until the 1990s, one hundred twenty years after the establishment of normal schools, that the function of research was incorporated into teacher training institutes.

This incorporation presented a series of problems and challenges that were previously nonexistent in their training and professional development tradition, particularly related to the research function, which became an indicator of quality and accreditation for keeping these institutions.

More than 20 years have passed since the formal institutionalization of the research function in teacher training began. It was expected that its development would contribute to solving practical problems, enhance understanding of issues in associated schools, and build knowledge for the improvement of the educational system in general. It is worth noting that the development of this function has been irregular among institutions and regions in Argentina.

The present article aims to provide a status report on research developments carried out during

the period 2007-2020 in teacher training institutes in the province of Salta<sup>[1]</sup>, seeking to acknowledge the incorporation of this function into the training system and its perception within the subjectivity of the teachers in these institutions.

### **Historical perspective of the research function in teacher training systems**

In 1991, the National Ministry of Culture and Education applied a Teacher Training Transformation Program (PTFD), involving the majority of the country's institutions. Implemented from 1991 to 1995, this program introduced changes to the structure of teacher training institutes aimed at improving the overall quality of training. This marked the beginning of the transformation process of institutions for teacher training, with significant tensions surrounding financing, administration, and accreditation requirements.

The PTFD was developed in the context of educational decentralization formalized by the enactment of Law 24.049 in December 1991. This law provided for the transfer of national jurisdictional services for secondary and non-university higher education to the local governments where they were located, concluding a process that had already begun in the 1960s. The regulation accounts for the transfer of economic obligations that provinces were to adopt in light of the national government's withdrawal without technical-pedagogical specifications, maintaining hierarchical and control centrality for the national government.

Two years later, the enactment of the Federal Education Law 24.195 in 1993 modified compulsory education and advanced the elimination of secondary school in favor of a so-called "Polimodal" system. This transformed the structure, modalities, professional profiles, and funding sources. Educational inequality deepened, and professional development was incorporated alongside the implementation of labor flexibility policies characteristic of the 90s. While it is beyond the scope of this article treating the specifics of this law, it is important to indicate that it is within this context of transformations toward a neoliberal education model that teacher training institutes inherited the research function.

On the other hand, higher education in Argentina is ruled by Law No. 24.521 - Higher

Education Law (LES) - enacted by Congress in 1995, according to the powers of Article 75, sections 18 and 19 of the National Constitution. This law is the first regulation that legislates the higher educational level in the history of Argentine education, putting under a common denominator the different institutions of higher education— university and non-university, national and provincial, public and private.

After the implementation of the Higher Educational Law, research was transformed into one of the key measures for the accreditation process of institutions at this level. Universities and Higher Institutes must fulfill three functions: teaching, research, and outreach. The current regulations also refer to the necessary relationships between universities and non-university higher educational institutions since the latter are required to integrate into the accreditation system, updates, graduate programs, and specializations historically fixed in universities.

As analyzed by Ruiz (2011:23), the incorporation of new functions for training institutions was regulated differentially, while nationally, research and outreach were normatively introduced as activities to be developed within tertiary institutes, the erratic educational decentralization policy that framed the structural reform of the system left jurisdictions with unequal capacities to implement these functions. The asymmetry and asynchronicity between what is mandated and what is executed will remain significant points of continuity to the present.

Until now, we have discussed the normative coordinates, and it is worth pausing to observe another dimension that will shape the landscape of teacher training, which refers to the specific logics of the field of educational research knowledge.

In this sense, in Argentina, these logics have not had a homogeneous correlation but have shown differences in their progress and development, which are more complex in higher educational institutions in the interior of the country compared to large urban centers. These differences are also very noticeable between teacher training institutes and universities.

Despite this, educational research has seen increasingly continuous development over the last three decades and has diversified its themes through

multidisciplinary approaches with various theoretical and methodological perspectives. This advancement in the field of study has been amplified by the encouragement from international organizations and educational policies that have focused on research as a key element of professional development in teacher training. However, this process has experienced political fluctuations that are not always analyzed or resolved within the realm of non-university higher educational institutes.

The development of educational research in Latin America, and particularly in Argentina, has focused on didactic issues, historical aspects, and institutional dynamics, generally referring to urban contexts, leaving rural educational spaces and/or intercultural areas marginal, at least in terms of quantity, compared to studies focused on urban environments.

In recent years, with the recognition of rural and intercultural modalities in Law 26.206, a diagnostic approach has begun, especially from national universities in collaboration with organizations such as CLACSO, UNESCO, non-governmental organizations, indigenous peoples' movements, and environmentalists. It is also important to highlight that CONICET<sup>[2]</sup> has considered these urban and rural spaces as areas of vacancy for knowledge production, as a way to “redirect” studies towards these contexts as well.

Nevertheless, research in teacher training related to these modalities continues to show absences and gaps that prevent it from being thought of and debated as part of comprehensive educational policies. In the research conducted by teacher training institutes, there are statements regarding education in rural contexts and contexts of cultural and bilingual diversity, focusing mainly on pedagogical aspects, didactics, and/or institutional management, concentrating more on obligations than on the possibilities of a unique way of working that is characteristic of complex contexts.

The development of research in the educational field has progressed with ups and downs, particularly concerning the potential to guide educational policies based on results. This complex relationship can be observed, among other possible dimensions, in the absence of research from teacher training institutes relating to rural and bilingual intercultural education, understanding that these

have been relegated compared to studies in urban spaces, and even in rural and culturally diverse contexts, studies often adopt a problematization from normalized standards.

It is important to keep in mind that the dynamics of tension between the political-economic logic and the logics of educational research as a disciplinary field involve the National Institute of Teacher Training (INFoD), which was the figure responsible for setting the direction of themes to be researched. Based on these orientations, the provinces generate their own incentive systems. In present study in Salta province, economic incentives for research have not been sufficient. The budgets allocated for research through public calls only cover operational expenses for proposed studies, meaning that research teachers cannot afford to hire specialized consultancy. Additionally, the provincial government lacks the budget or strategies for monitoring research results that would recognize the impact for improvement and the qualities of replicability.

It is important to note that the incorporation of research into teacher training institutes, as outlined in the Higher Education Law and organized by the National Institute of Teacher Training up to the present, does not imply structural changes in the organization and allocation of teaching hours for teacher trainers; it remains an optional task. However, it is a requirement for training institutions to accredit the research function.

Educational research, while it has grown in recent decades, and is currently seen as a necessary tool in knowledge production in universities and higher teacher training institutes, still exhibits gaps due to the omission of state educational policies inherited from a context characterized by neoliberal decentralization, and the absence of structures that ensure continuity and institutionalization, particularly in non-university higher education.

## **METHOD**

The educational sphere is characterized by its changing and complex nature, like any social phenomenon. It is distinguished by the networks that give particular characteristics to a system that encompasses macro and micro levels and structures, with strong political and formative connotations in contemporary societies.

Addressing educational research is to challenge a complex system of power networks and social control, with a legislative structure formed by national, provincial, and municipal policies, involving subjects that encompass a broad section of the total population of a country, including children, adolescents, young people, and older adults.

The qualitative perspective is a way of approaching the empirical world; this research is inductive as it seeks to develop concepts and understandings based on the data while following a flexible research design that does not involve evaluating models, hypotheses, or preconceived theories. The fieldwork involved approaching the scenario, groups, and individuals as a whole, rather than as variables, aiming to contextualize their past and current situations.

These premises guided the work with teacher training institutes located in different areas of the province in order to approach the diversity of contexts and institutional cultures. The selection criteria considered: trajectory, urban and rural location, teacher training programs for primary and secondary education, coverage and attendance, and the average number of graduates per year. The study involved institutions that do and do not engage in research or have conducted research in the past.

The inquiry process utilized multiple methods that allowed us to compare, contrast, complement, and deepen the studied topic. An initial survey was conducted using attitude scales to position the participants regarding the central theme of the research, initially investigating their position on the issue. A simultaneous and anonymous application was made to the largest number of participants without distinction of discipline or experience in the research area. This was a primary survey to design a qualitative and strong approach.

The information from the initial survey was expanded through open questionnaires about knowledge of the regulations and opinions regarding them. This also aimed to identify the strengths and weaknesses that this function involves for active teachers. The choice of this modality is linked to the need to recognize the type of written argumentation on the topic formulated by teachers, so that in a later exercise it could be contrasted, enriched, and deepened with their oral accounts of



their research experiences.

With these techniques, both quantity and volume of data were considered, which allowed for the recognition of initial meanings to design the second stage of the study. The second stage of the inquiry work prioritized interaction with the research subjects through interviews, discussion groups, and teacher narratives. In the process of identifying and recognizing emerging meanings, the teachers were co-interpreters of their own expressions and statements regarding the central theme of the research.

### **Data approach to the research scenario**

According to the available information in the map<sup>[3]</sup> from the General Directorate of Higher Education of Salta, the province has a total of 81 Higher Education Institutes, 19 of which are privately managed. In the group, 61 public management institutions are annexed and classroom extensions are included. Among these institutions, 17 fulfilled the research function at some point during the period from 2006 to 2013, which was the period of greatest support and funding for it.

During the national and provincial calls for research project submissions, the largest number of submissions came from institutions located in the provincial capital, with few submissions from institutes in the interior of the province. About 70% of the projects correspond to the capital, with the remaining 30% distributed across ten locations in the interior of the province.

According to data from the General Directorate of Higher Education of Salta, from the 75 registered research projects during the period 2007 to 2013<sup>[4]</sup>, 36% can be identified within the curricular didactic field, addressing topics related to the teaching of specific areas, teacher training devices, articulation and problem-solving, curricular analysis, and production and use of materials and strategies. Secondly, 23% focused on practices related to competencies and teacher professionalization, writing practices and training assessment, and area-specific training. In third place, 19% of the projects addressed technology-related topics, studying representations, conceptions, uses, and incidents of information and communication technologies, as well as aspects related to computer literacy. The study of student trajectories accounted for 14%, referring to the study of student profiles, conditions

and contexts, the formation of teacher profiles, and the participation of parents and the community in academic pathways. A small number of projects, reaching 8%, grouped topics that approached epistemological issues, educational legislation, and cultural diversity.

This data reflects an unequal participation of institutions and professors in the research function; however, institutions and professors with and without experience in educational research participated in this inquiry. As previously noted, an attempt was made to approach the different contexts and realities of teacher training institutes regarding the research function.

## **RESULTS**

### **Regarding the actors and their relationship with the research function: The subjectivity of teachers and the impact on institutional practices**

In this article, we share the most relevant meanings raised by teachers during part of the second stage of the inquiry, specifically sharing the voices of participants from their perspectives on the possibilities of developing or participating in educational research processes.

We build on categories proposed by Souto (in Ruiz, 2011: 8 and 9) in relation to the most prominent dimensions from the teachers' perspective. Firstly, the political-institutional character as a structuring axis of the problem regarding the inclusion of the research functions. The tensions between the aspirations of educational policy and the real conditions of professionals at teacher training institutes stop from the disarticulation that has impacted differential possibilities across regions, provinces, and institutions. Considering these coordinates, we will present the realities as seen by the participants.

In this category, there are three tensions that characterize the reality of teacher training institutes: their training to face the task, the absence of structural policies for the inclusion of this function, and the work situation as a limitation for participation and research production, despite recognizing the importance of this task:

"...I don't know any colleagues who conduct research, nor am I involved in any activities. I know it is something important, but I don't have the time or sufficient knowledge, it's difficult to get involved. When I was studying for my degree, we

covered some basic things, but it was very far removed from the reality of the classrooms, let alone the secondary school classrooms...” (Prof. No. 6, 5 years of experience, urban area)

“...I participated once; it was hours paid by the province, very little money and many demands at first. They paid you in two installments, there was no support or oversight [...] gradually, you start to relax with the work because it’s very difficult to get people to attend, everyone has their own obligations; students only participate if they are taking a course together with the teachers who do the work [...] the truth is that fundamentally, there is a lot of doubt, so no one wants to waste their time.” (Prof. No. 13, 8 years of experience, urban area)

And one tries to emphasize the importance of conducting research, but it’s hard for teachers to get involved; everyone works in many establishments, they are like what we call taxis<sup>[5]</sup>, and that’s not good for this type of task. Over the last ten years, it has declined; the truth is that people were more receptive in the 90s, maybe because of the urgency to accredit and maintain their jobs. Now, we have fine programs, and teachers are much burdened; they do a lot of activities, and more than half of the staff is teaching in secondary school in the morning and afternoon, so there’s no room to include more tasks in their agendas.” (Director No. 3, 20 years of experience, urban area)

“Our institute does not have active research projects; I have only been here a short time, so I don’t know if it ever had any, but I can tell you that the stable staff work a lot to understand the reality of the students and adapt everything for a good outcome; here things are very different. But formally, we do not do research; occasionally, people from the university come and gather data and conduct workshops; that always helps.” (Director No. 1, 13 years of experience, rural area)

Returning to Souto’s reflections and questions, at the political-institutional level, we ask whether it is possible to mandate the research function, especially in institutions that have historically not engaged in it. All actors participating in the study acknowledge knowing that it is a function that teacher training institutions should develop; however, they raise the lack of conditions and training for the task. The working conditions for

higher education teachers are unstable; there is no defined position, only an allocation of teaching hours in subjects for the duration of the program, which constrains performance and professional development possibilities in various ways. What conditions are necessary for that purpose? What advantages, disadvantages, and risks could this involve for the institutes in their real contexts, considering them collectively and within each particular case?

The last testimony shared highlights the need for inter-institutional relationships, an issue contemplated by the Higher Education Law but not reflected in intra-institutional relationships. Additionally, the relationship between research and teaching is raised, as understanding the learning processes could indeed be the key to seeking a path toward the institutionalization of this function, at least from an academic and pedagogical standpoint.

A second emerging axis is related to the conceptions that teachers have regarding educational research as part of professionalization. Recovering analytical axes proposed by Souto in Ruiz (2011), we approach theoretical, epistemological, and methodological questions, namely how teachers conceive their relationship with knowledge production. In this regard, the questions posed by Souto are complex: What is thought of when discussing research in the institutes? What is understood by research in this context? What scope is given to the term? What character can research assume in the institutes? What type of research is being referred to? Some of these questions took on meanings in the experiences shared by teachers who carried out research work, by those currently managing a project, and also by those who did not participate in this function:

“From my experience, there are two ways to conduct research. Research from one’s own practice, being responsible for the didactic proposal and studying how to impact your students in day-to-day interactions, exchanging ideas with other teachers who are in the same mind set; but this comes from individual interest, so each one solves it on their own. Another type of research is what it is requested by the ministry, well-structured and demanding times and forms that in our reality are impossible; I say it’s impossible because in the end, it moves far away from what is real, and by

adjusting to requirements, you ultimately lose sight of what's important, or at least that's my experience. In both ways, you build new knowledge, but since they provide to different interests, they go down very different paths. I don't know if I'm explaining myself. It's not that I think one is worth more than the other; it's just that I've done both and I prefer the first one because it's more useful for students." (Prof. No. 15, 10 years of experience, urban and rural areas)

"I have been teaching psychology for 20 years in different teacher training programs, and honestly, I have only integrated research teams on two occasions. We worked on the educational trajectories of students, and it was very interesting to get to know more about them; it made the relationship closer, but structurally, it didn't change our teaching practices."

We should be able to develop work on how to teach, rather than studying particular groups so much. In higher education, groups are very changeable and dynamic; what we need to focus on is our ways of teaching, the overall curriculum plan. At least that is my perspective; there are no recipes, but we need to review the foundations of what we are doing. (Prof. 3, 20 years of experience, urban and rural area)

I studied at a rural tertiary institution, although I now work in the city. I have been active for seven years, but I graduated ten years ago. I only participated once while studying by answering interviews for a research project conducted by university people; that was my only connection to research and taking a course in my program. I believe it is not possible to combine teaching work with research; they are, in my understanding, separate things. You cannot research your own reality; I don't say this because of research rules, but because of institutional issues, supervision, internal problems even in distributing those hours and defining who can do it. In short, in my experience, they are not compatible. (Prof. 8, 7 years of experience, urban area)

It is interesting to pause at the core meanings of these representative testimonies. The omnipresence of concern for teaching practices as the central axis of each exposition: in the testimony of Prof. 15, explicit differences are expressed regarding the construction of meanings from the logic of practice

and the logics outlined by educational policies. The tension is solved without problematizing the production of knowledge from the professional field of education.

In the testimony of Prof. 3, the need to improve teaching practices is raised again. The interest in developing didactic knowledge emerges as a dimension that distinguishes the teacher's work beyond the contingencies and singularities of the context. The last testimony in this block expresses the classical tradition of knowing and doing regarding the impossibilities of researching and teaching. By incorporating the problem of the institutional dimension, the complexity of conducting research in teacher training institutes is highlighted, revealing in the knowledge/power framework the presence of the dynamics of educational policies at the institutional and provincial levels, which lack resolution to update the research function.

Teachers have primarily been objects of research and not subjects of the production and validation of scientific knowledge until now. We believe that a change in their subjectivity would not only result in better training but also in a concert of voices, perspectives, and representations that enrich research. (Ruiz, 2011: 234)

Alongside the conceptions of research and the relationship with knowledge, recurrent issues in research projects and the expectations generated around them were articulated.

In my institute, two consecutive projects were carried out, one on practices and another on trajectories. I participated by responding and offering my hours for the students to participate. It seemed important to me; we, as teachers, are all different, each with our own approach, and the students come from difficult contexts, many from rural backgrounds who arrive in the city and work. But the truth is that it came to nothing; it would have been good at least to share the results. More or less to know how we are working on practices and to have a general overview of the students. (Prof. 9, 12 years of experience, urban area)

Generating systematic spaces to question one's own professional practice is not always a demand from teaching teams, as performance in various institutions and levels hinders the creation of networks or communities for professional work and

reflection. In this sense, the absence of institutionalization of research is clear, along with other aspects like objective conditions such as time and space for task development and support from funding and guidance.

Three years ago, we worked as a team of four teachers to investigate the use of technology. It was a difficult decision in a tertiary institution where we have no connectivity and the computers are outdated; it's a contradiction. You need to conduct research, but you have a greater need to improve teaching. In our context, the issue of languages is added; the primary schools where our students do their residency often have indigenous populations and native languages... and we are worried about managing technology and cannot advance in bilingual literacy... in short... it was an experience that at least brought us closer to the problem, and we made some progress in learning about technology. (Prof. 1, 10 years of experience, rural/intercultural area)

In scenarios where problems overlap in complexity and importance, research is a possible but not sufficient tool. In this sense, it is necessary to remember that it is not an obligatory task for teachers but elective, and it may or may not be approved by the Level Directorate or the National Institute of Teacher Training. We can observe that this uniqueness deepens the differences and possibilities of the institutes. Likewise, the need for joint work with other institutions, in this case, primary schools that serve as residency spaces, becomes evident.

Understanding the dynamics and needs of the contexts where teacher training institutions are located is a necessary exercise from central decision-making levels. As we stated at the beginning of this work, educational research is research that seeks to understand singular logics of overlapping power networks that are not always in dialogue with the same horizons. National policies, provincial policies, and institutional realities crystallize in the attention or lack of attention to the demands and projections of the communities in which they are embedded. The following explanation expresses the key points of this proposal:

"This tertiary institution has been around since the time of teacher training; we have gone through

everything, and here we are, doing the best we can. We haven't managed to win any projects, but we systematize everything possible. We conduct interviews to get to know our students, and during our meetings, we review our work. It's not the same, but it's what we can do, just like the certification and guidance we offer. For four cohorts now, we have been trying to get authorized for primary or initial education. In this area (rural), secondary education is itinerant or remote, but we have graduated secondary education teachers in biology for four cohorts now. Everything is political, but there are always opportunities to do and improve." (Director 6, 20 years of experience, rural/intercultural area)

The incompatibility with current regulations concerning rural and intercultural education is symptomatic, a matter that also runs through the preceding accounts. Since 2006, rural education and intercultural education have been recognized as modalities in Argentina, which puts pressure on teacher training traditions that tend towards cultural homogenization. Considering compulsory education from these modalities implies progressing toward recognizing different types of knowledge and ways of knowing, incorporating them into the teacher training curricula. This signifies a transformation from a political-epistemological standpoint. These dimensions are omnipresent in the narratives, expressed in the same register, context, and difficulty, referring to the precarious living conditions in rural life and the cultural distance between indigenous communities and educational institutions.

Following Ruiz (2011, pp:109), to understand the function and possibilities of conducting educational research in the studied scenarios, it is necessary to recognize its situational character within teacher training and teacher development, understanding that the situational character refers to its recent incorporation and the delineation that policies suggest in terms of directives on the themes to be researched, a function not inscribed in the traditions of teacher training nor included as distinctive marks of the professional development of teacher educators.



## DISCUSSION

### About the topics researched and the absent topics in research at teacher training institutes

Research in educational pedagogy has grown in recent years and gained greater relevance in Latin America and specifically in Argentina. However, both rural education and bilingual intercultural education remain complementary in these productions.

The majority of educational research in our country is focused on urban contexts, while rural areas have not managed to position themselves as places of interest for scientific production in pedagogy, history, or psychology.

Countries like Brazil and Mexico have recorded more production in rural and bilingual intercultural education, with significant advances in research and a wide trajectory in these studies. Other countries with substantial development include Ecuador, Peru, and Bolivia, particularly concerning themes related to indigenous peoples: languages, teaching processes, historical evolution, structural situations, etc.

In our country, there are various studies on rural education (especially in its agrarian modality) and intercultural education that focus on general aspects of the country, particularly in the Pampas region and the national northeast. However, there is a need to advance the systematization and analysis of the development of rural education in the northwest and south of the country, which are notably the areas with the highest number of rural schools and indigenous populations. Systematizing experiences and the corresponding development of situated knowledge is essential in addressing the needs of these realities to guide and, if necessary, redefine teacher training.

Without pretending to be exhaustive in a possible state of the art on research in our country, we can mention some notable productions. Regarding studies on rural education in our country, we can highlight the work of Beatriz Fainholc (1990) with "La educación rural argentina" and Carlos Hurtado (1992) with "La educación popular en zonas rurales." Talía Gutiérrez has conducted different studies on agriculture, emphasizing secondary agricultural education, the family, and rural women, particularly her works "Educación, agro y sociedad. Políticas educativas agrarias en la

región pampeana, 1897-1955" (2007) and "Familia y educación en la Argentina 1946-1955. Instrumentos para la acción del Estado Peronista" (2003). Osvaldo Barsky (2009) provides insights in "Educación y desarrollo rural. La experiencia de los Centros Educativos para la producción total (CEPT)." María Cristina Plencovich has produced works like "Educación, ruralidad y territorio" (2011) and "La Educación Agropecuaria en la Argentina. Génesis y Estructura" (2008). Adrián Ascolani has also contributed with works such as "La escuela primaria rural en Argentina" (2012), among others.

Regarding productions on interculturality or directly linked themes such as cultural diversity, the work of Neufeld and Thisted (2001) on the uses of socio-cultural diversity in schools stands out, as do the contributions of María Sagastizabal (2000, 2003, 2004, 2007) on cultural diversity and school failure. Productions on the various discourses and educational practices regarding diversity are included, like Gimeno Sacristán in the book coordinated by Emilio Tenti Fanfani "Diversidad cultural, desigualdad social y estrategias de políticas educativas," published by Unesco in 2009, or the studies of Silvia Duschatzky (1996), Sylvia Schmelkes (2004), and Alejandro Grimson (2007), which highlight comparisons and linkages between cultural diversity and educational inequality, along with contributions on cultural differences.

Specifically, regarding studies on interculturality, Daniel Mato's extensive work (2011) on cultural diversity in higher education in Argentina is very important.

As it can be appreciated, the context for the production of these investigations originates in specialized groups linked to the university, highlighting the absence of contributions from the field of teacher training research.

The presence of teacher training programs throughout the country, and within them the conducive scenarios for the meeting of multiple cultures, raises questions for the field of research regarding the possibilities for investigations and the production of knowledge linking teacher training with rural education and bilingual intercultural education, which remain notably absent or, at the very least, rendered invisible in relation to other productions.

## CONCLUSIONS

According to the survey conducted as part of our research, the research projects developed by Teacher Training Institutes focus on students, institutions, and policies addressing diversity, but do not delve into the issues of teacher training related to the axes of rurality and interculturality.

This observation is inevitable for the studied scenario, particularly for teacher training institutes in the province of Salta, which is characterized by cultural diversity and vast rural expanses that distinguish formal educational processes. Nevertheless, the thematic choices are marked by national and provincial orientations, centered on the issues at the level.

In our region, to understand educational phenomena and potentially contribute to the improvement of educational practices, it is fundamentally important to recognize the interdependence present in the educational field regarding the ways in which teachers circulate across different levels and areas of teaching. The presence of the same actors at various levels is symptomatic, and this permeability is not being utilized as a space for the strategic production of educational research.

Contributing to the field of educational policy is one of the pending strategies in shaping the logic of the educational research field, particularly for coordinating levels and addressing interdependent issues. This is an ambitious role that challenges research fields to work from interdisciplinary developments and dialogues between groups and research institutions.

One of the issues we have observed in field studies across the mentioned levels and modalities—teacher training, rural education, and bilingual intercultural education—concerns the recognition of diversity as a dimension that characterizes the processes of teaching and learning. There is a strong tendency toward the homogenization of educational proposals that develop from a situational perspective but are treated as static. The recognition of the other, of the individual in their particularity and richness, is a dimension that is absent, replaced by the subject of obligation and the less-than-ideal desired subject to be educated.

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[2] The National Commission of Scientific and Technical Research is an organization dedicated to promoting science and technology in Argentina.

[3] <https://mapa.infed.edu.ar/>

[4] At the time of data collection for our research, the databases for the 2014 - 2020 period had not yet been updated.

[5] Teachers who work in multiple institutions and levels during the day, attending more than three or four institutions, are referred to as "taxi." They adapt to their class schedules without the opportunity to participate in other institutional activities or establish strong bonds of belonging.

[6] In some institutes located in rural areas, teachers can concentrate their working hours in a single institution for the duration of the program. This is due to the difficulties that arise in covering teaching positions because of the distances separating them from urban centers.