

## **CULTURAL TRANSLATION BEYOND AN INTERDISCIPLINARY EXIT, A MEETING OF KNOWLEDGE**

**Ana Hernández Espino**

*Research group SIEP and PhD in education, Autonomous University of Madrid/ PhD candidate (Spain)  
PhD in social sciences, National University of Entre Ríos/PhD candidate (Argentina)  
Atlántida technical school, University of Labor of Uruguay/ Teacher (Uruguay)*

### **Abstract**

In a context of intercultural conflicts, of exclusive educational policies, it is necessary to create inclusive perspectives, enabling coexistence between different cultures. A Latin American educational framework rooted in neoliberal policies restricts creative gazes. Two doctoral researches carried out with a perspective of Popular Education, one in Mexico, Costa Rica, Argentina and Uruguay and another on a specific experience in Uruguay show the potential of the emancipatory component. His socio-historical analyzes link the educational proposals with the historical evolution of their problems in relation to their contexts. Cultural translation is presented as one of the potentialities, where weighted popular knowledge is rescued by groups. Some socio-community referents have skills to know, understand and translate the demands. A training obtained from the analysis of the experience and knowledge of the groups stimulates decolonization processes.

**Keywords:** *Cultural translation, popular education, Mesoamerica, southern cone.*

---

### **1. Introduction**

The main objective of this presentation is to present some approaches to cultural translation in Popular Education experiences in spaces in countries such as Mexico, Costa Rica, Argentina and Uruguay. Within the framework of two doctoral investigations with critical qualitative methodology and a gender approach, at the Autonomous University of Madrid and at the National University of Entre Ríos.

### **2. State of the art**

The cultural translation from different meanings presents scenarios with common points in a global perspective. From a significance of the translation in a synchronous analysis of a culture as a synonym of country culture, it is presented as a passage from one nation or country culture to another. From another place, the translation is investigated from documentary analysis, looking for common signs of a common culture. Literary translation behaves in a similar way, in a specific field it tries to translate translation without being linked to culture, something that is inevitable. The hybrid tries to take place in some of these investigations, but they do not support sociohistorical analysis. In a third place, we look at cultural translation from the contribution of De Sousa (2006, 2007) and Benjamin (1971), culture is a social construction and therefore, its translation is inseparable from its object.

### **3. Perspective**

The research works carry out an ethical translation of the meanings of the Popular Education experiences (Hernández, 2019a), considering the meanings of the participants. Benjamín (1971) and De Sousa (2006, 2007) present cultural translation and its professionalization. In a first analysis, translation is presented as the search for authenticity and for equality between the original and the translated code, viewed from various categories. The problematization between the original standardized code, the instituting product of the Popular Education perspective, and the translated product of research reflection tend to differ. It sets out the interests of each one of the issuing agents or translators. Through a qualitative methodology with a critical and participatory gaze, the stories of the participants are detected.

#### 4. Methodology

In a qualitative methodology with a gender perspective, the gazes of the participants in their space, time and territory, signify their world, offering their knowledge. The researcher with a previous academic coding tries to question these experiences, for this they must first recognize themselves in that coding. This first moment provides information on the official or reproduced accounts and their own accounts (Hernández, 2019b). In a second moment, the criticality and analysis of these stories based on the selected categories brings to the scene a differentiation.

#### 5. Approaches

Cultural translation presents encoding and decoding concretions linked to the voluntary or involuntary political intention of the translators (Hernández, 2020). The problematizations of the categories by the researcher, when bringing together the binding meanings, develops an overlap between the research-translating gaze and the participants' own original and the reproduced one.

The "computer codes" (Foucault, 1997, p. 6) are emulated by passing from their original codes to reproduced computers. The power exercised by the researcher or by the official account exercised in the experiences reinstitute what was instituted or decolonize the official account. This exercise requires training.

The cultural translation of the investigative gaze, the connivance of the popular and scientific world makes its borders (Duschatzky, 1999) indiscernible. By setting up a confrontational exercise between the researcher's gaze and the investigated field, she takes a distance to look again. By looking in if you, the cultural translation exercised in the investigation becomes manifest. The participant's story and the researcher's gaze mediated by the Popular Education perspective are exposed in the analysis.

#### References

- Benjamin, W. (1971). *The task of the translator*. Barcelona: Edhasa. Retrieved 1-4-2021 from <https://programadssrr.files.wordpress.com/2013/05/la-tarea-del-traductor-walter-benjamin.pdf>
- De Sousa Santos, B. (2006). *Knowing from the South: For an emancipatory political culture*. Lima: Editorial Fund of the Faculty of Social Sciences / Postgraduate Unit, Universidad Nacional Mayor de San Marcos. Retrieved 1-4-2021 from [http://www.boaventuradesousasantos.pt/media/Conocer%20desde%20el%20Sur\\_Lima\\_2006.pdf](http://www.boaventuradesousasantos.pt/media/Conocer%20desde%20el%20Sur_Lima_2006.pdf)
- De Sousa Santos, B. (2007). *Knowing from the South: For an emancipatory political culture*. 2nd ed. La Paz: CLACSO, CIDES - UMSA, Plural editores. Retrieved 1-4-2021 from [https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEwj45rP8m0PuAhWnIrkGHTCCwwQFjAAegQIAhAC&url=http%3A%2F%2Fwww.ceapedi.com.ar%2Fimagenes%2Fbiblioteca%2Flibreria%2F181.pdf&usq=AOvVaw3YbKnXRYrlarXN9\\_dUP9TF](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEwj45rP8m0PuAhWnIrkGHTCCwwQFjAAegQIAhAC&url=http%3A%2F%2Fwww.ceapedi.com.ar%2Fimagenes%2Fbiblioteca%2Flibreria%2F181.pdf&usq=AOvVaw3YbKnXRYrlarXN9_dUP9TF)
- Duschatzky, S. (1999). *The school as a frontier: reflections on the school experience of youth from popular sectors*. Buenos Aires: Paidós.
- Foucault, M. (1997). *Words and things: an archeology of the human sciences*. 26th ed. Mexico: XXI century.
- Hernández, A. (2019a). Ethical perspective of Popular Education and its concretion in the exercise of the human rights of the citizenship of the XXI century. Simpósio 41 Inclusões, Equidade E Reflexões Pedagógicas. Cenários Vulneráveis E Direitos Humanos - Perspetiva Interculturalidade E Análise G Gender. From October 16 to 18 Coimbra, Portugal. 2019. University of Coimbra. ISSN No. 2595-2773. Paper summary retrieved 1-4-2021 from [https://152fe815-3c89-4d82-ac2d-8d755e680c6d.filesusr.com/ugd/8f3de9\\_82b6e790f875492898ee44fb0f8e5504.pdf](https://152fe815-3c89-4d82-ac2d-8d755e680c6d.filesusr.com/ugd/8f3de9_82b6e790f875492898ee44fb0f8e5504.pdf)
- Hernández, A. (2019b). Education versus Emancipation: Is a liberating educational story possible?, 16, pp. 405-415, RIDECTEI 2019 - Education, science, technology and innovation, June 2019, ISBN: 978-1-945570-96-4. Retrieved 1-4-2021 from <https://redipe.org/editorial/ridectei-2019-educacion-ciencia-tecnologia-e-innovacion/>
- Hernández, A. (in press). Educations or trainings, similar looks of different conceptualizations of themselves and themselves. Involuntary reproduction or political intentionality? *Journal of Modern Education Review*. New York: Academic Star Publishing Company.
- Villasante, T. (2002). *Subjects in Motion: Networks and creative processes in social complexity. Building Citizenship / 4*. Montevideo: Nordan Community.