Policy and Practice: Discrepancies between the Law and Implementation of Intercultural Bilingual Education in Jujuy, Argentina

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This investigation examines the discrepancies between policy and practice of intercultural indigenous education in the province of Jujuy, Argentina. The right of indigenous peoples to an education in their own language with respect to their own culture and worldview is protected by law nationally, however it appears that the implementation of this Intercultural Bilingual Education (IBE) is often full of challenges and not prioritized by the government. Using multiple interviews, academic works, and official laws, this investigation shows that the lack of IBE programs in the province of Jujuy is the result of a lack of resources, qualified teachers, and governmental initiative. As a result, indigenous groups in Jujuy have begun their own initiatives to create a school of intercultural education: la Escuela Superior de Educación Intercultural de Jujuy. My conclusion is that, realistically due to the lack of funding and governmental concern for IBE programs, the best ways to increase access to intercultural education or provide IBE schools in Argentina is to increase political participation and representation of indigenous groups, or to create more schools like ESEI de Jujuy that start independently, although without government support and sufficient funds this is difficult to fully execute.