

## ANALYTIC SUMMARY

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### **School failure and youth unemployment in Spain. Analysis and proposals for educational policy**

**ABSTRACT:** This article deals with school failure in Spain and its consequences on youth unemployment. This type of unemployment is reduced as young people reach higher levels of education. Moreover, since the less educated receive less training during their professional career, the reduction of school failure is a key to the subsequent reduction of youth unemployment. Failure is defined and analysed (within an European framework) in three ways: lack of competences acquisition, not finishing compulsory education at the corresponding age, as well as the percentage of the population aged 18-24 with at most lower secondary education and not in further education or training. In the paper we review national and international studies on the causes of school failure (especially those at school or higher level) and, considering the financial situation of the Spanish public sector, we suggest the implementation of several educational policies to reduce school failure (and, therefore, youth unemployment).

**KEYWORDS:** school failure, drop-out, youth unemployment, education policies.

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### **Returns to education and wage premium in Spain. A critical survey**

**ABSTRACT:** The aim of this paper is to offer the most exhaustive possible survey of those studies that have addressed the estimation of returns to education in Spain. The work begins with a discussion of the methodology used to estimate the returns under the neo-classical analysis, making explicit the assumptions on which it is based,

the consequences of some of these assumptions, the major issues have been addressed in the literature, ending with the analysis of a number of issues that restrict the results achieved, most of them well known some time ago, but only rarely taken into account. It follows a list of studies that have analyzed the private returns to education and the wage premiums in Spain.

KEYWORDS: returns to education, wage premium for schooling.

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## **Education and family bias: an approach to the vulnerability of married women in Spain, 2005-2012**

ABSTRACT: The purpose of this paper is to analyze the role of education in labor inequality based on gender, age and marital status in Spain in the period 2005q1-2012q4 with individual data from the EPA. The axes of inquiry are twofold: 1<sup>st</sup>) cross-sectional approach to family bias expressed in the job profiles of cycle life, occupational segregation, concentration of employment in occupational groups and allocation of family responsibilities between spouses; and 2<sup>nd</sup>) longitudinal treatment with sliding panel of family interference in the market status of married women by age and educational level.

Cross-sectional analysis shows negative associations between marriage-education in both sexes and between education and participation in women by comparison with men, jointly with large gender segregation in married women suggests that they support a family specific bias which hinders its market presence. The individual perception of family interference confirms this fact as they are married women who suffer mainly from the problems of work-family conciliation, even younger than 44 years where they are more educated than their husbands and gender equality is a social value settled. The longitudinal analysis quantifies, with multinomial Logit estimates, the disadvantage of married women to participate into the market in terms of the entry barrier for inactive wives and the premature withdrawal for occupied ones due to problems of work-family reconciliation. In short, family responsibilities leave off the market to married women, regardless of age and education.

KEYWORDS: education, age, inequality, family role, exclusion from the labor market.

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Pedro José PÉREZ VÁZQUEZ and Luis Eduardo VILA LLADOSA  
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## Effects of practices and teaching methods on different measures of the educational output: the case of Spanish universities

**ABSTRACT:** This article analyses the relationships between the educational resources applied in higher education and two types of measures of educational output: average grade obtained by students and the contribution of studies to the development of diverse professional competencies. The relationships are modelled using multi-level production function equations, with the corresponding output measure as the dependent variable. The explanatory variables are the prevalence of various teaching/learning modes and a set of variables that control for the behaviour of students during their studies and for their personal attributes. Estimates, using data from European project Reflex, show significant relationships between the teaching and learning methods used and the alternative measures of educational output considered. The results show that attending lectures has the greatest impact on average grades; nonetheless, more proactive learning methods such as problem-based learning, internships and work provision, and practical knowledge are most influential for the development of professional competencies.

**KEYWORDS:** educational output, educational production function, methods of teaching & learning methods, professional competencies.

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## Strategic Planning in Spanish public universities: an analysis of their objectives

**ABSTRACT:** Higher Education Institutions are undergoing important changes involving the development of new roles and missions, which is having implications for their structure and administration. These institutions have responded differently based on their particular regulations and social circumstances. The goal of the paper is to explore how Spanish public universities define their objectives and strategies to adapt or to respond to the changing demands of society adopting a similar («desirable») university model or differentiating themselves. The analysis of the universities strategic plans show that the diversity of Spanish public universities is proving problematic for the use of international rankings and more homogeneous university performance evaluations, especially to determine funding levels.

**KEYWORDS:** strategic planning, content analysis, indicators, typology of universities, higher education.

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## Analysis of primary education in the province of Badajoz during the nineteenth century

**ABSTRACT:** The nineteenth century was a crucial moment for the development of primary education in the Spanish State. Public education becomes stable alongside the political and social vicissitudes of the country, establishing a solid foundation that is essential to understand the current organizational structures, as well as some of their burdens.

From the data collected in previous publications, this research develops information relating to the province of Badajoz from 1957 to 1900, as a particular case study to present an overview of what was the primary education in the XIX century. Starting on these data, we can draw some conclusions about the demographic and socio-political distribution of public elementary schools at this turning point for the Spanish education.

**KEYWORDS:** primary education, public school, Badajoz.

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## Celedonio Villa Tejederas (1874-1952): a regenerationist teacher of Andalusia

**ABSTRACT:** This article, dedicated to national teacher Celedonio Villa Tejederas, attempts to highlight the work done by many regeneration teachers «figure lower case» between the 19<sup>th</sup> and 20<sup>th</sup> centuries.

He was an educator concerned and convinced of the power of education. He would, throughout his works and speeches at the Normal School of Seville, a plea for it. Through his words are noted their desire for renewal to a new school.

He analyzes the educational system and highlights the poor care of the education authority with rural schools. Aware of his work, he puts up attractive methods for banishing school absenteeism.

**KEYWORDS:** teachers, primary education, educational innovation, regenerations.

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## **Secular schools in Zaragoza (1885-1917)**

**ABSTRACT:** This research has a very specific goal that is to know how many and which were secular schools that took place in Zaragoza city, in the period that goes from the first established at the end of the 19th century until the dictatorship of Miguel Primo de Rivera in 1923. Secular schools identified are described by the educational aspects most relevant to that appear in the scarce and scattered remains of them information, and mainly related to the urban location, organization and didactics, teachers and students. All these aspects allow us to glimpse something of how trying to implement his project of secular, rational, scientific education.

**KEYWORDS:** secularism, secular education, teaching rationalist, secular schools, rationalist schools.

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## **Vergílio Ferreira, education and future**

**ABSTRACT:** Vergílio Ferreira, one of the leading writers and thinkers of contemporary Portugal, writes about the responsibility of education in building a civilized country, speaking from a nation under very repressive political dictatorship on freedom of thought.

**KEYWORDS:** existentialism, Portugal, education, future.

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## **Interpretations of secondary schools students on masculinity: For a gender pedagogy in schools**

**ABSTRACT:** In the present essay the opinions and the estimations of fourth grade of Educación Secundaria Obligatoria (ESO) male-students on masculinity are researched. An analysis is carried out on the understanding of male gender identity considering bordering elements such as femininity and sexuality. Three secondary schools from the Principado de Asturias have participated in the research, thus examining this topic in diverse scholar cultures. A discursive analysis is undertaken through the use of interviews and the development of discussion groups on the mentioned issues. The most outstanding findings show that teenagers see masculinity from a gender-normative point of view that contributes to perpetuate the gender scheme, consolidates the heterosexual condition of masculinity, and its place in front of femininity. These results reinforce our conviction for working for gender pedagogy in schools. We finish our essay by emphasizing some pedagogical proposals in that respect.

**KEYWORDS:** male gender identity, social making of masculinity, coeducation, gender pedagogy.

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## **Influence of context on teaching interests of future teachers in Physical Education specialists**

**ABSTRACT:** The present study analyse the influence that has to deal the subject of Sports School Initiation, of third course of Teaching studies of the speciality of Physical Education in the interests of the pupils before and after the same one. For it, there have taken part in the study 46 pupils whom a questionnaire spends autocompleted, in that they must demonstrate their interest on 22 items related to this subject. The Factor Analysis realized, indicates that the interests of the student before and after passing for the subject gather in crowds in a different way. The data, allow to observe an evolution in the students factor scheme from the beginning until the end of their relation with this subject. The found results allow to identify the effect that has to deal a subject on the interests of the students and the most attractive subject matters according to their criterion.

**KEY WORDS:** interest of student, university education, sport.

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## Teachers and schools - The social image of teachers of the basic education in Portugal

**ABSTRACT:** The present work sought to highlight the factors that challenge the teaching profession and that influence the social image of the profession, taking into account the basic education teacher's situation in the Contemporary Portugal.

Above all, it aims to understand to what extent the social transformations have been reflected in the Portuguese school and in the paradigm of the teacher's performance. The question is: To which new roles, new responsibilities, and new social relations are they called? What type of changes can be verified in the design of the profession, its public image and professional practice conditions? These questions centred on the unblinding of the *ethos* of the profession and social image have motivated this work which has been developed around the main problems, dilemmas and ethical challenges of the profession, highlighting the phenomenons of recognition and social visibility and considering the own teacher's perceptions and the perception of the others belonging to the public sphere.

**KEYWORDS:** teachers, schools, social image, *ethos* of profession.

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## Citizenship and civility in the university, a rapprochement of reading to the voices of the students at La Salle University, Colombia

**ABSTRACT:** This article emerges from the Project «Higher education and civic education». In a rapprochement between conceptual topoi and affective citizenship exercises manifest in voices of students of Universidad de La Salle, interweave questions to the reading of citizenship and the civility. Voices reading dared to the epistemic; within qualitative collected concepts of citizenship and civility and analyzed by effective practices articulated with knowledge-own citizen and with the identification of relations with the state.

**KEYWORDS:** civility, reading epistemic, conceptual topoi, and citizenship practices.

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## **The linguistic and stylistic content in teaching Spanish in Gabon: attitudes and teaching practices**

ABSTRACT: Always it has made us perplex, the position thought by the majority of the professorship gabonés as for if we have to or not to be interested to the partial or complete study of the linguistic and semantic aspects during the explanation and comment of a document.

The education of the language and of the Spanish literature needs of the teacher the capture in account and the knowledge of the synergy that exists between the different genres, the aesthetic expression, the semantic content and the pragmatic use.

It is the reason by which there is expected from the teacher, the capture in account of the contributions of other such connected sciences as the linguistics, the aesthetics, the sociology, the psychology, etc. That do not stop suggesting to the pedagogy and to the didactics other tracks of treatment of the suitable contents in class of Spanish language.

The contribution of this investigation (research) places, especially, to level of the analysis of the educational practices and the contributions of these by means of the semantic and linguistic paths.

KEYWORDS: teaching, learning, literature, discourse, sentence structure semantics contents, reference, esthétique.

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