

Table of contents

<i>Analytical summary / Sumario analítico</i>	5-20
---	------

MONOGRAPH

DIFFERENTS SCHOOLS

José Antonio CIEZA GARCÍA, <i>Presentation</i>	23-25
Eva GARCÍA REDONDO, <i>Girls' education from a global perspective. Contexts, reflections and experiences</i>	27-40
Pilar ABÓS OLIVARES, <i>The school located in rural territories: a different school, a pedagogical challenge</i>	41-52
Adecir POZZER and Elcio CECCHETTI, <i>Indigenous schools. Intercultural contexts, perceptions and challenges</i>	53-71
M.ª Dolores FERNÁNDEZ MALANDA and Mara GARCÍA RODRÍGUEZ, <i>Chiri Wayrita: The voice of the voiceless. A transformative education experience for the children of Cerro Rico (Bolivia)</i>	73-84
Daniela MATURANA CASTILLO and Paulina FERNÁNDEZ SÁNCHEZ, <i>Educate in the context of territorial segregation. The case of Bajos de Mena</i>	85-99
Leoncio VEGA GIL and Andrea MARTÍN GARCÍA, <i>Low cost schools, without teachers. The privatization of education «by default» in low-income countries..</i>	101-115

STUDIES

Ana Yara POSTIGO FUENTES and Pedro Francisco GONZÁLEZ ROA, <i>The Movement of the Portuguese Modern School in today classroom. A case study</i>	119-129
Gelson WESCHENFELDER, <i>Comic strips in classroom</i>	131-147
Roberto RUIZ ANDRÉS, <i>Difficulties and contradictions in the educational response for students with specific need for educational support (ACNEAES)</i>	149-168
Antonio PALOMINO MARTÍN and Eduardo RAMOS VERDE, <i>The teacher-student interaction in the university stage: the influence in the classroom atmosphere</i>	169-186
Antonia Solange Pinheiro XEREZ, Luís Távora Furtado RIBEIRO, Racquel VALÉRIO MARTINS and Karla Angélica Silva do NASCIMENTO, <i>Young people of the public school: dialogues and reflections about the possibilities and limits of their entry in the Brazilian universities</i>	187-198

Eugénie EYEANG, <i>African education over the centuries: a navigation between various educational systems</i>	199-215
Evangelina BONIFÁCIO and Isabel BAPTISTA, <i>Ethics and practical deliberation. The social educator's narratives</i>	217-224
Mónica GALLEGRO LÓPEZ, <i>Education and training of pedal harpists in Colombia and Spain in the twenty-first century</i>	225-243
REVIEWS	245-268
NEWS	269-275
ABOUT THE AUTHORS	277-284