

ANALITICAL SUMMARY

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Girls' education from a global perspective. Contexts, reflections and experiences

ABSTRACT: The concise attention, which is being given to girls' education, is marked by a strong sense of need, as well as complexity. Circumstances and contexts in relation to gender, at a family, social, political and religious level, are decisive in the design and development of pedagogical proposals. More progress has been made in the study and analysis of the girl in the framework of educational systems, so we choose, in this paper, to focus our attention on non-formal education. Thus, we reflect on the causes to be considered a vulnerable group and, therefore, a priority in the future of educational strategies, while offering various experiences that, based on precepts, data and logic offered by supranational organizations (UNESCO, UNICEF...), intend to break the invisibility that, today, continues to show the collective in many contexts.

KEY WORDS: girls' education; gender education; inequality; non-formal education.

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The school located in rural territories: a different school, a pedagogical challenge

ABSTRACT: The school located in rural territories is a different school model since the diversity of ages, abilities and interests is its primary characteristic that makes it an educational space in which innovation is a pedagogical challenge that should allow a structural transformation aimed at promote inclusion and social justice. Based on this premise, the article addresses the meaning of innovation within the framework of the rural school so that the way we face innovative processes makes them pedagogical challenges in creating an open and connected school with the territory, a school that value

the local within the framework of the digital village and an inclusive school that teaches to learn and included in the territory in which it is located.

In this way, the elements that characterize the school located in rural territories as a different school lead us to a critical reflection on the contexts, pedagogical practices and the relationship between the two based on the idea that diversity is the reference to transform the socieducative reality of the 21st century.

KEY WORDS: school located in rural territories; diversity; innovation; inclusion.

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Indigenous schools. Intercultural contexts, perceptions and challenges

ABSTRACT: The article deals with the indigenous school in Brazil, its principles, objectives, organization and contemporary challenges. Reflect critically on aspects related to the conditions and possibilities of cultural and technical training of indigenous students, as well as the epistemic-methodological dimension that underpins intercultural indigenous school education. It is a qualitative reflection, whose adopted methodology is bibliographic and documentary. By analyzing the few advances that have been made in recent decades and the many challenges that remain, it can be concluded that indigenous school education lacks greater autonomy and state investment, so that indigenous communities themselves can gradually manage their school units. Even in the face of numerous difficulties, the experiences of intercultural indigenous school education have provided greater recognition, appreciation and respect for thought, life forms and sciences produced within indigenous communities, even though they are on the margins of hegemonic cultural, economic and political systems.

KEY WORDS: education; indigenous schools; interculturality.

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Chiri Wayrita: The voice of the voiceless. A transformative education experience for the children of Cerro Rico (Bolivia)

ABSTRACT: For a decade, the University of Burgos, through the Vice-Rectorate for Internationalization and Cooperation and the Center for Cooperation and Solidarity Action, is committed to a series of educational and health projects in Bolivia, specifically in the Department of Potosí. Throughout these years, students and teachers of different degrees have participated in an experience that has changed our worldview by approaching cultures that survive individualism, reification and depersonalization, pillars of wild neoliberal capitalism, empowering and strengthening the feeling of community. Living with the Andean, Quechua and Aymara peoples, participating in their own education models in schools as complex and beautiful as Robertito, built in the heart of one of the most terrible mines on the planet, the Sumaq Orcko, has made us acquire a new and enriching vision of the world from a worldview revealing to us by the principles of solidarity and reciprocity upon which it has been built (Fernández Malanda, D. in Cifuentes García and Gómez Campelo, 2016: 121).

KEY WORDS: working children and adolescents; child exploitation; mine; Robertito School; child protagonism.

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Educate in the context of territorial segregation. The case of Bajos de Mena

ABSTRACT: Explaining the Chilean educational system and education in contexts of exclusion and inequality requires an analysis that goes beyond educational conditions and goes deeper into segregation. This article explores the relationship between housing and educational policies implemented by the neoliberal system from the 1980s to the present in Chile, particularly in the town of Bajos de Mena, Santiago. Considering these policies and their relationship in the definition of inequality, the complexity of educating in these contexts is analyzed, based on the analysis of content from the story of a school teacher in this sector, where the labor and educational relationship is conditioned for the violence and the symbolic distance between students and teachers.

KEY WORDS: inequality; segregation; exclusion; marginality.

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***Low cost* schools, without teachers. The privatization of education “by default” in low-income countries**

ABSTRACT: This research work tries to perform a critical and socio-historical analysis of the formation and expansion of private education models, as well as the logic of the privatization of education in some countries with low income. It is these contexts that are being used by new forms of education to experiment, establish and spread of low-cost and, therefore, affordable educational models for low-income families in contexts of economic and social vulnerability. The work focuses on the analysis of two countries and two educational projects. This is Kenya, the epicenter country of experimentation and spread of the BIA model (*Bridge International Academies*), and Peru, in which the *Innova Schools* (IS) are proliferating like daisies in the hands of the most important industrial and commercial corporation in the country. These projects, supported even by public institutions, are the result of the absence of the public network due to structural limitations and the high cost of the school. The private option is more economically profitable and of a higher level of quality of the official education offered. In the end, these projects are neither as integrated, nor as social, nor as excellent, nor as pedagogical as they are presented.

KEY WORDS: the privatization of education; default education; pedagogical capitalism; low income.

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The Movement of the Portuguese Modern School in today classroom. A case study

ABSTRACT: On this article we expose a current practice according to the Movement of the Portuguese Modern School. The philosophy behind the Movement and its education culture can be lived in the daily routine of this particular learning context, where the teacher organizes her work according to it. It has been carried out an ethnographic observation, an interview with the main teacher and a teacher in practice, on top of informal conversations and an analysis of the work documents in the classroom. As

main results, the principles of the Movement are presented as still current and why it is relevant in the classroom.

KEY WORDS: MEM; democracy; educational practice; participation; autonomy; school organization.

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Comic strips in classroom

ABSTRACT: Comic strips can help this huge problem of our national education. They can become the object of teaching practice in an attempt to introduce the habit of reading and knowledge in students. This research provides education through other media, the importance of comics, its pedagogical aspects, especially regarding reading habits and the formation of moral conscience of children and adolescents and the construction of his life. The fascination that characters play, make the reader get caught reading this literary genre, thus initiating the habit of reading.

KEY WORDS: comics; reading; culture and media in education.

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Difficulties and contradictions in the educational response for students with specific need for educational support (ACNEAES)

ABSTRACT: The educational response that is being offered to students with a specific need for educational support in secondary schools or centers is considered insufficient and clearly improvable. After showing that, in these centers, the principle of attention to diversity that must permeate all basic education is violated, as well as the right to full participation, learning and success of all that the inclusive school model proclaims, in this document reflects on how the current regulations classify students who require different educational attention than ordinary ones, establishing a marked conceptual barrier between students with special educational needs (ACNEES) and the rest of the groups of students with specific need for educational support (ACNEAES) that may also present a significant gap of two or more courses at the level of curricular competence; while significant curricular adaptations (ACS) are reserved exclusively for the former, the educational response that is foreseen for the latter (ACNEAES that are not ACNEES), remains in the absolute absence of definition, also falling into serious inconsistencies when designing and develop an appropriate educational proposal and, above all, when addressing one of the essential parts of the teaching / learning

process: evaluation. In this sense, without renouncing for this reason to demand a more profound and structural transformation of the Educational System, a change in the regulations is proposed so that in the subjects in which this student receives specific support, normally Language and Mathematics, the evaluation takes as reference the proposed elements in the individual curricular proposals that are designed based on their level of curricular competence.

KEY WORDS: educational response; student with specific need for educational support; special educational needs; meaningful curricular adaptation.

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The teacher-student interaction in the university stage: the influence in the classroom atmosphere

ABSTRACT: In this study, we analyze the interaction that occurs in some university classrooms between teacher and student in the various branches of knowledge. They involved 15 teachers and 560 students. The analyzes allow us to say that there are very significant differences between categories of Distance and Closeness, showing the first of a total of 359 evidence against the 532 of the second, indicating a clear inclination towards positive interaction between teachers and students.

KEY WORDS: teacher-student interaction's; university classroom; distance and closeness.

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Young people of the public school: dialogues and reflections about the possibilities and limits of their entry in the Brazilian Universities

ABSTRACT: This study aims to reflect on the limits and possibilities of access of the public high school student to the university. Therefore, through the interactive, dialogical and reflective methodologies applied in the development of an extension project developed at the State University of Ceará (UECE), it was possible to identify, in the speech of the two hundred participants, comprising high school students and teachers, important elements to understand the entrance of high school youth during the whole process of the referred research. Thus, we take as a theoretical-methodological reference, critical theories that sought to awaken in young people, attitudes of political formation, autonomy and emancipation. We note that there is still a gap between the university and the school and that the student policies of access and permanence of the student graduating from high school to enter and remain at the university are not widely known by students of the public high school in Ceará / Brazil, locus of this research.

KEY WORDS: young people; school; university; student policy.

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African education over the centuries: a navigation between various educational systems

ABSTRACT: Neither is Africa a uniform continent (we could speak of several Africans), nor can we speak of a single African education, so we have to speak in plural. Even more so if we refer to the enormous diversity of peoples, languages and cultures that populate the continent from north to south and from east to west. It also seems obvious to speak of diversity and plural when we refer to the current educational systems of the different African nations, which build their own educational models from their respective independence at the heart of the twentieth century, but taking into consideration many of the ancestral African traditions of the original peoples. In this confluence of situations is contained the interpretative key of the educational being of the present African continent, which possesses very rich and ancestral traditions, even with written cultures synchronous to the Greek, Judeo-Christian primitives and Arabs, and not just oral, thus breaking some of the prevailing clichés about the absence of written culture among Africans. A comparative analysis of several samples and examples leads to a less linear and traditional interpretation of the African educational models of our time.

KEY WORDS: Africa; education; education systems; native African cultures.

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Ethics and practical deliberation. The social educator's narratives

ABSTRACT: This text presents the results of a study part carried out with a group of Portuguese social educators following understand how these technicians of socio-educational action deal with the emerging ethical issues of your daily professional life. To that end, we tried a strategy of research based on the collection of narratives produced by the unique actors in alignment with an ethical practice of eminently dialogical and relational content. As will be underlined, the results collected and analyzed specific ethical-deontological training needs, with emphasis on deliberative skills in context.

KEY WORDS: social educators; socio-educational ethics; knowledge professional; practical deliberation.

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Education and training of pedal harpists in Colombia and Spain in the twenty-first century

ABSTRACT: This paper provides an approach to pedal harpist (teachers, interpreters and students) in Colombia and Spain, and offers a point of view of the harpist training in the twenty-first century. A qualitative approach is made to the harpist nowadays with the design, development, analysis and evaluation of interviews, and participation in important musical, cultural and pedagogical events around the pedal harp in the respective countries. Significant reflections on music education are offered, specially, different points of view on the harpist training and the professional and educational development, becoming a pioneering study. The research shows the applications that critical history of the harp can be derived for education of harpist and the recognition of their value.

KEY WORDS: musical formation; education; pedal harpist; cultural development.