

# ANALYTICAL SUMMARY

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### **Presentation. Historical shaping of vocational education and training. An international view**

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The research to historiography synthesis research which we offer in the presentation of the case number 33 of the *Historia de la Educación. Revista Interuniversitaria* collects the discourse analysis from four categories: terminology and interpretative versatility training; their relationships and dependencies in lifelong learning; a possible outline of methodological work of the research process-based on the contents of the progress researchers; and finally, the synthesis of the contributions included in this monograph. All this screening from two coordinates: the historical and comparative (or international).

*Key words:* vocational training, work, lifelong learning, comparative-historical, construction, professions, labor education.

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### **Vocational training in contemporary Spain: Policies, Agents and Institutions**

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The vocational training in Spain has reached a late formalization in the educational system. This situation is explained by the economical contexts that evolve from the agricultural sector to the industrial development of certain zones, which are those who have a better network of vocational schools. In this article three levels of analysis are addressed: the first one, related to the politics and educational legislation, in order to notice the process of formalization; the second one, focused on the relevance of the Church on this sector and, the third one is the role played by the Union Organization during the Franco's regime. In this way, the intervention of the different agents who have contributed to the development of the vocational training in Spain remains clear up to the General Law of Education of 1970.

*Key words:* Vocational Training, Educational Legislation, Vocational Training Centres, Spain.

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## Science, technology and education. Determinants factors of the genesis and evolution of the system of vocational training in Germany

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The relationships of dependency between the development of science, economic structure and models of vocational training are the subject of this study. We make use of the ideas that over science and technology have developed the economic theory and the humanistic disciplines. From them it is investigated the European context in which the German system of vocational training emerges and the historical facts more determinants that contributed to its creation. We account for the legal bases and the normative evolution of the Federal State model. We study their educational systems and the institutions and modalities where evolution and professional training is located from their legislation. We also account for the role that different institutions –political, social and economic– they play in their development and regulation. The objective is to assess the place of science and the involvement of enterprises in training and in contact with the reality of the technology through its commitment and responsible participation in the educational system to keep updated, on mutual interest, the content and its structure.

*Key words:* relationships, science, technology, enterprises, vocational training, Germany.

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## Vocational training in Italy: its academic history and cultural prospects

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The essay reconstructs the history of education (theoretical) and training (practice) with regard to labor market (lower-skilled occupations) in Italy from taking into account the legislation in that field, tracing briefly the main steps of a process from 1859 to the present day. The phenomenon, characterized by a wide range of founding reasons and ideal grounds (philanthropics and mutualistics, seculars and religiouses, publics and privates, humanitarians and productivists...) according to an ancient and glorious tradition, has always been –at least until the latest reforms–, ambiguously alternative to the traditional school and just recently they were understood as initial rather than complementary to work. The gap between the two courses was proposed again in 1970 with the raise of the Regions with ordinary statute, which established the dualism between State and regional expertise in the field of professional education and training, confirmed in 2001. Since then, the discussion has been based not only on the role of both the State and local governments, but also on the creation or not of a system empowered by equal dignity between the high school and professional choice.

*Key words:* Professional education and training, Italian school system, School legislation in Italy.

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## The Danish Vocational Education and Training System in the 19th and 20th Century

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This article analyzes the development of Vocational Education and Training (VET) in Denmark. It traces the characteristics of the Danish VET system of today back to the late 19<sup>th</sup> century. It was during this period that the control of the guilds over apprentices was replaced by a free market model and later by legislative regulations.

Parallel to this development, the masters began to engage in the liberal education of their apprentices. Later, this involvement was institutionalized by giving the social partners a central role, alongside the Ministry of Education, in the management of the VET system. With the introduction of new VET legislation in 1956, the dual system was introduced, combining workplace training with practical and theoretical school-based training. Although workplace training today comprises 2/3 of vocational education and training, the introduction of daytime school-based training signaled the beginning of a process in which the VET system became more and more integrated in the general educational policy of the country. The article illustrates how this has forced the VET system to adapt to changing political strategies in ways which do not necessarily reflect problems inherent to the VET system itself. The strategy of education for all is considered as an example.

*Key words:* VET (Vocational Education and Training), dual system, workplace training, general education.

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## The institutionalization of the technical and industrial education in France, 1919-1958

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The present article studies the institutional organization of the technical and industrial education in France from 1919 with the law Astier, until 1958, with the end of the Fourth Republic. It is an epoch in which the State organizes the industrial vocational training, though with the break of 1940 and the establishment of the regime of Vichy, which impact in the evolution of this education is considerable. In this period the politics, influenced by the economic requirements of qualified workers, presents the problem of if to favor the industrial learning of the worker, or of reorganizing the industrial education of technical personnel inside the structure of the secondary education. Finally, during the Fourth Republic, is observed that this ambiguity the only thing that it favors is to reinforce the distance between both levels of technical education.

*Key words:* France, 20<sup>th</sup> century, technical and industrial education, worker, technician, vocational training.

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## The teacher professionalization in Brazil: tensions and challenges

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This paper presents several aspects of educational policies and practices of teacher education in Brazil in the last decades. Emphasizes issues of academic and social debate from the paths opened by the Constitution of 1988 and reaffirmed as guidelines presented in the form of principles of the Education Act of 1996: universal primary education, quality, the progressive extension of average education, democratization of educational management and the enhancement of the teaching profession. Outlines the process and regulatory frameworks of teacher education in Brazil in recent decades, embracing the craft of teaching in the education professionalization.

*Key words:* teacher education, educational policy of professionalization, degress.

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## Pontifical College of la Sapiencia of Majorca during the seventeenth century: Constitutions and collegials

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This paper seeks to make known the Pontifical College of la Sapiencia of Majorca throughout their sources since its founding in 1633 until 1700. Some especial attention is deserved to the Constitutions of the Centre, compared with the Constitutions of Presentation College of Valencia. The article discusses particularly College life, Studies and Visits. The document is intended as a contribution to the academic and ecclesiastical history that provides a better understanding of Majorcan training institutions in the seventeenth century.

*Key words:* College of la Sapiencia, Majorca, Colleges, seventeenth century, Lullism.

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## Education, family and power in the college of Salamanca in the Old Regime

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Unable to understand the relationships between power and education in the university without reference to the ancient colleges. These institutions stood as a privileged caste and nobility were instituted as a letter. The aim of this paper is to reflect the network of relations established between the colleges, education, power, and families. The exercise of power and ostentation of learning mostly accompanied, or whatever it is, no power may be exercised without knowledge, that knowledge is impossible not to cause power, thinking that the college and quickly learned it was shown in practice for over two centuries.

*Key words:* Education, Family, Power, Colleges, University, Salamanca.

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## The magazine *Feminal*: photography and visualization of the feminine contribution to the educational reform in Catalonia 1907-1917

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In Barcelona, between 1907 and 1917, a monthly feminine supplement called *Feminal* run by Carme Karr i Alfonsetti was published in the magazine *Il·lustració Catalana*. *Feminal* systematically resorted to photographs to round off its reports on current affairs. The orientation Karr sets the publication responds to the ideas of conservative feminism that advocate for a greater public presence of women, without ceasing to be a wife and a mother, by modernizing their education. These aims are framed in and committed to the broad Regenerationist programme promoted by the Catalan industrial bourgeoisie at the time, with education as one of its main axes. In this article we analyse the role of photographs in reinforcing the modernizing discourse of education.

*Key words:* *Feminal*, Carme Karr, photograph, *Noucentisme*, education.

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## **The fascistization of the Italian schools abroad. The case of Barcelona (1922-1931)**

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The Italian schools abroad suffered their progressive fascistization from 1922. This opened a new channel of propaganda of totalitarian ideology within vital centers for the training of youth. This article makes a case study about these processes abroad, which haven't yet received enough attention by the historiography, focused on the city of Barcelona. We've used archivist documents to know the steps taken in the following aspects: situate the schools in the fascist orbit, exercise an iron surveillance of teachers, establish a new educational program and introduce the students in the fascist youth organization.

*Key words:* education, Italian schools abroad, Spain, Italy, Fascism, Barcelona.

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## **Tutelary Court of Seville, an alternative for juvenile offenders in the early 20<sup>th</sup> century**

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The study of delinquent child care and all institutions responsible for their education and care is a subject barely analyzed in Andalusia and specifically Seville. Until the introduction of the courts for children in Spain, the treatment of child offenders took the path of the hospice or adult prison. There were very few centers where they could live and be educated. Until the time between the two last centuries there was no real concern about the issue.

In Spain, the child protection as a public issue, organized and regulated by the state, appears in the early 20th Century. It arises in the context of a social reform movement

from 1900, driven strongly from the Government by way of social legislation. This would transform the bourgeois-liberal state in a social state of law. There was a growing awareness on the issue being reflected in conferences, publications of books and articles. The concern resulted in the Courts Act of 1918 for Juvenile courts with special jurisdiction which prevented their imprisonment. Auxiliary institutions were necessary: the houses of observation and the guardianship or reformatories. The delay in the expansion was due to lack of budget to create the entire infrastructure in each province.

In Seville there was a strong movement for its establishment through the press in line with what was happening nationwide. And despite of the political interest of judicial, educational and municipal institutions, they were not implemented until 1930. The press was the boost that the city needed to encourage its creation.

*Key words:* child welfare, social education, protection, juvenile courts, reformatories, 20<sup>th</sup> Century, press, Spain, Seville.

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## Homage to José Pedro Varela: from *La Educación del Pueblo* (1874) to universal, public, secular and free education to the contemporary working class

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Tribute to spread in this Atlantic coast to advanced pedagogical action of Uruguayan José Pedro Varela (1845-1879). Renowned Latin American intellectual, but entirely unknown in Europe. Varela, visionary democratic education, promoted the foundation of the modern school, for his educational principles: for all social class, popular, democratic, free, public, universal, secular, active, rational and scientific. In a social economic, religious, political and historical rather exclusive and hostile, facing the Catholic church and the emerging sectors of the national bourgeoisie. In our confusing this, an analysis of this type also receives recognition tasks done for the sake of development of democratizing educational ideals.

*Key words:* José Pedro Varela, Society of Friends of Popular Education, social class, public education, secularism.



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## The new historiography and formative proposal pedagogy of reiteration

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This article presents, in a first part, a reading of the new historiographical context of the early twenty-first century. Beyond traditional history and social history, we discuss the influence of hermeneutic and linguistic turns in general historiography and in history of education, and how these turns made possible the cultural history and the recent postsocial history. In a second part, and as a result of the exposed philosophical context, a pedagogical proposal with a specific formative relationship with the past is presented: the pedagogy of reiteration. After explaining its theoretical basis, the third part of the article illustrates how to implement the reiteration pedagogy through concrete experience. The example exposed is also a brief explanation of a teaching innovation activity carried out in the last five years in studies of education at the University of Barcelona and the University of Girona.

*Key words:* historiography, history of education, hermeneutics, linguistic turn, cultural history, postmodernism, reiteration pedagogy, educational methods.

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## Theatre Education: New Trends in History of Education

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As in other fields of theoretical and practical knowledge, theatre has also developed its own educational processes, some oriented to a total care education and some oriented to the training of the professionals of theatrical art. In both cases, the histories of those educational activities are still to be written in depth. It is a daunting task, which requires, for proper execution, of a systematization of the field, in order

to determine its range and scope. This paper poses some preliminary considerations, which are necessary to develop a systematic view of the field of theatre education in its historical dimension; it proposes the development of a new field of research, the History of Theatre Education, and it shows some key areas that require prior research.

*Key words:* theatre education, theatre pedagogy, history of theatre education, theory of theatre education, theatre research.