

PRESENTATION ISSUE 6

Dear Readers,

A new issue of our magazine has come to light. On this occasion, its monographic section is dedicated to Teacher Training in Ibero-America: An International Perspective.

We have considered it appropriate to emphasize this issue because, as it has been reiterated over and over again, the teaching staff has been regarded by numerous international reports as a determining factor when it comes to improving the quality of an education system. Furthermore, in Latin America particularly, there are more than a few countries in which urgent reforms are required with relation to the initial training of their teachers, in order to equip them with the disciplinary and pedagogical tools that allow them to face with increased levels of effectiveness, the great challenges that are found in their daily work.

Not in vain, among the educational goals that the OEI has established to be achieved in the year 2021 by the different countries of that region, is General Goal 8, defined as "Strengthen the teaching profession." To achieve it, Specific Goal 20 is, precisely, "Improve the initial training of primary and secondary school teachers." One indicator, marked among others, is the percentage of initial teacher training degrees with official accreditation of their quality, aspiring to between 50% and 100% of these degrees being accredited in 2021. It remains clear that it continues to be an aspiration and there is still a way to go in that direction.

To help understand this path, this monograph has been devised. It is coordinated by Vlademir Marim, a Brazilian professor at the Federal University of Uberlândia, who has served as a visiting professor of various universities and, among others, of the Autonomous University of Madrid, within the Research Group on "Supranational Educational Policies." His line of research in recent years has been, specifically, the initial teacher training, demonstrating an enormous competence to address this monograph.

This edition contains articles in Spanish and Portuguese, in which we hope that this bilingualism, in keeping with the inscribed theme of the Ibero-American geopolitical sphere, will give it a high projection in all the countries that comprise it.

Professor Marim conducts a presentation of the monograph that outlines the inter- and supra-national frame, which drives this edition. Seven articles serve as the backbone of it. The first, by Solange Vera Nunes Lima D'Água and Rodrigo Ribeiro Paziani, understands teacher training as a public policy that must address diverse international challenges. Based on the case of a Brazilian university, it projects an international perspective that allows key interpretations of the issue that transcend the mere national casuistry. Next, Andrea Molinari defines some conceptual categories to investigate certain processes of international educational transfers that occur in the case of teacher training in three countries of the Southern Cone of Latin America. In the third article, Betânia de Oliveira Laterza Ribeiro, José Carlos Souza Araujo, and Carlos Henrique de Carvalho focus on the problems of initial teacher training, exemplifying them in the study of the Brazilian situation. The fourth of the articles shifts the focus of interest towards Argentina. In it, María Virginia García and María Laura Pico reflect on the experience of the reforms in this country and try to categorize their analysis in a series of areas that have been affected by said reforms, such as their administration and management, the responsible institutions, in addition to different academic aspects. Silvina Nanni continues the analysis of the Argentine case in her article, centering on the competences of government and on the accreditation criteria of the institutions responsible for the initial training of teachers. The sixth article, prepared by

Clarissa Bastos Craveiro and Adriano Vargas Freitas, establishes a comparison between the documents that address teacher training from the Ibero-American supranational level and the Brazilian national level. They attempt to make some comparisons between both areas to try to discover common threads and also clarify the most particular aspects of the Brazilian case. Finally, Humberto Perinelli Neto and Rafael Cardoso de Mello present a very original work in which they endeavor to connect the work of the filmmaker Eduardo Coutinho with the modernist critical tradition, as well as the reevaluation of various aspects of teacher education, such as autonomy teaching, the appreciation of aesthetics, the articulation between research and teaching, or respect for diversity.

With these seven articles, we only intend to open new ways to reflect on a question that is always under debate, which needs a constant reformulation in order to adapt to the complex needs that the education systems demand today: teacher training. We hope we have achieved it.

Javier M. Valle e Inmaculada Egado
Directors