



Journal of the International
Coalition of YMCA Universities



Presentation

The International Coalition of the YMCA Universities is a partnership of universities, colleges and professional training institutes that belong to or are related to several national YMCA movements. They are university-level educational institutions that promote training to prepare professionals in the several areas of relevant services offered by the YMCA movement. The idea of the partnership was initiated in the year 2000. The present coordinator is Maurício Massari, of FEFISO, SP/BRAZIL.

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Argentina - Instituto Universitario YMCA de la Asociación Cristiana De Jóvenes

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Editorial

It's a pleasure for me to introduce our sixth Journal of the Coalition.

I'm feeling how difficult it is for the members of the Coalition to get together, but I'm very happy when we can see another journal to be published with efforts of our team. I can't forget to thank, one more time, our editorial team: George Jennings (Universidad YMCA, Mexico) and Gisele de Oliveira (FEFISO, Brazil). Thank you very much for the job!

In this edition we have two articles, two "sharing experiences", one essay, one interview and one book review.

The two articles are from FEFISO (Physical Education College - Sorocaba - Brazil) and both can demonstrate the strengths of YMCA. The first one was written by Fernando Ataíde (Physical Education teacher and responsible for the youths in YMCA Sorocaba). The article is about the work with youth leadership and its impact on the life of teenagers. The second is about a program offered by the Physical Education College for the students and is about their study habits.

The Physical Education College in Sorocaba (FEFISO) has an agreement with Windesheim University/Netherlands to promote students exchange. This year (February to May) two students from Netherlands were in Brazil (FEFISO) to study. Both are sharing their experiences with us in this edition of the journal.

As we announced in our last Journal, the Coalition received a new member: Instituto Universitario YMCA de la Asociación Cristiana De Jóvenes from Buenos Aires (Argentina).

EDITORIAL

Its General Secretary, Norberto Rodrigues, wrote us an essay about "University for new paradigms". It was very good to receive scientific production from Argentina as the college has recently joined the Coalition.

We have an interview with an Olympic athlete: Frandiel Gómez Vargas. He is a diver from the Dominican Republic.

And to finish this edition of the journal, but not less important, from Mexico, Elda Teresa Cortés Escareño, wrote the book review ¡CREAR O MORIR! by Andrés Oppenheimer.

The seventh edition (to be published in December 2016) is about "Education and leadership". I think that our colleges can contribute significantly with the Coalition in this edition because working with leadership and education is our mission. We hope the articles, essays, sharing experiences and interviews are sent to our journal. It's a moment to demonstrate our strengths.

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Articles

WE NEED TO RECOVER...

WE NEED TO RECOVER THE PAST

Sandra Lembo Fernandes Marinez

Teacher – FEFISO – Sorocaba – Brazil

WE NEED TO RECOVER...**Abstract**

This article presents the author's reflection on developing study habits as well as the result of a research carried out with Physical Education freshmen in order to find out how often they read and study for tests. Motivation from parents and schools is important in helping students build the necessary skills to improve their study habits. Unfortunately, the reality we live in Brazil shows us problems in motivating students to develop this habit, in teacher preparation courses, in content selection among others. The result is students getting to higher education showing difficulties in reading and demonstrating lack of organization to study. FEFISO has been offering a psychopedagogical program in which students can get support and overcome their difficulties in reading and develop study habits. The result of the research shows that most of the students who took part in the program consider it important and most of them study only for the tests what can reveal they miss having study habits. It is essential to consider the demands of higher education and help students find ways to meet them.

Keywords: Study habits; Higher education; Reading

WE NEED TO RECOVER...

1. The study habits should start early!

Having the powerful habit of studying and reading makes us know worlds and brings us ideas. However, the justification in the days of contemporaneity, it is often the same: lack of time! Unfortunately, reading only ends up happening with scientific texts, textbooks, when requested by the school and / or at work.

We know that when there is incentive from the parents as well as from school for the student to read, the child has benefits: he/she learns more easily, pronounces and writes the words correctly, develops creativity and broadens his/her culture, giving him/her more preparation for studies, that is to say, the contact with the books can bring him/her a richer future.

According to Freire (2006), reading is not walking on the letters, but interpreting the world and being able to launch your words on it. By reading it is possible to get a better understanding of the world.¹

I refer to the reading of the world always preceding the reading the word and reading this implies the continuity of reading that. In the proposal I mentioned above, this movement of the world to the word and the word to the world is always present (Freire, 2006).

Research compiled by Neri (2012) and his colleagues show that Brazilians are reading less and less. Often because of the little influence of the family, the lack of incentives from teachers / schools and also due to the advancement and technological differences (TV, CD,

¹ All the citations originally written in Portuguese were translated into English by the author of this paper.

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personal computer, mobile phones, etc.). Part of the academic success of a child is a reflection of the study habit, often linked to reading. The formation of these habits should happen gradually, from early on, through healthy situations and the systematic repetition, just as part of the routine of the student. This could happen with encouragement and organization from both the school and the family, as we have other habits: bathing, brushing the teeth, feeding. People used to daily study thus have a better result.

Unfortunately, part of the educational system does not offer this tool to students. Many, besides the lack of incentive to reading, do not have the opportunity of contact with books and often not even the "Homework", a very important tool in which teachers should propose daily meaningful tasks that could contribute to the student development.

It is also necessary that the teacher, in addition to guiding the activities that take place outside the school environment, develop verification mechanisms ensuring the correction. Students who have this habit learn the contents better, can bring doubts to be solved next class, learn to plan their studies, and thus could have better results.

According to a study conducted at the Department of Economics at PUC-RJ, students who do homework have better school performance. The conclusion came after an analysis of SARESP notes (System of School Performance Assessment of the State of São Paulo) 2007 and 2009 and the responses of the questionnaires of the exam (Education Magazine, 2014).

The parents participate in this process by giving the children a time and adequate space to the concentration, making sure that the dedicated time is or was sufficient for the tasks and making themselves available in cases of doubt, but never perform tasks for them. Children should know that the "Homework" is their obligation as students and parents should value this action always in better tune with the school. When each party fulfills their roles, the student

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will be the major beneficiary, being able to count on a better future and more appropriate education.

According to Cláudio Moura e Castro (2011), learning is just light and fun, after taking a taste of dealing with understood issues. Before that, it is sweat. The parents' role is to collaborate in this process, however hard that can be.

So how good it would be to be able to count on schools that would encourage and provide students with early orientation, show teachers and parents the importance of providing the habit of reading and the daily study in a pleasurable way, showing the benefits it brings, being able to count on a policy that sees this student as a transforming agent in society, being critical, participative and more reflective. Brazil (1997) considers that the school must offer a quality education, that forms students / citizens capable of changing reality, but we do not always have teachers and a system that contribute to this situation.

2. What Brazil is this? Education scrapped!

According to Rodrigues (2012), in the 60s, Brazil had students and teachers, who were considered one of the noblest parts of the academic society. It was a period marked by structural changes in the Brazilian system.

In the 60s of the twentieth century the Brazilian public school was no place for the lowliest. Actually it prepared the middle class to an intermediate position between the poorest and the national elite. Those who concluded the elementary school could be placed in an office, have a position of commissioner or supervisor in a factory, or even run a small

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business. High School guaranteed a position of higher quality. Certainly public office position in the Bank of Brazil, a leading position in a division of a ministry whatsoever, petty officer in the military, or aim for entry into a college. The teaching was strict and there was quality (Rodrigues, 2012, online)

The students, who could count on quality public schools, from this period on, started facing the education getting more precarious, teachers having no real raise and little appreciation of teaching.

One of the great problems of our country is that we are always looking for the culprit. Now, it would be time not seek for someone/something to blame, but how we should proceed to improve this situation. And here comes the biggest problem: how and what to improve? Knowledge? Concepts? Value? Formation? What did they do with education in our country?

The correct use of the Portuguese language becomes something elitist. Mathematics being related to the social reality of the student, in which important contents are no longer worked as a justification for that that this type of customer will not use them! And worst of all, we have the image of the teacher, a person who was prepared (formed), which interacts with this situation and that, often, ends up asking for educational improvements.

2.1 Who are these teachers?

Gatti (2009) states that between the years 1960 and 1970 Brazil had a huge illiterate or partly literate part of the population. Access to education was limited and often only the most economically favored ended up going to school.

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With the development of the population and the offer of employment in the industry, there was a growth in public schools and hence the increased demand for teachers. But the teacher training courses are not concerned with the quality of training of these teachers, but with the amount, often giving them specific knowledge, not showing them the importance and the responsibility of working with children in development.

Today, this concern has been growing due to more problems: poor working conditions, lack of recognition by society, poor remuneration, which leads to decreased demand for this career. We know that we need to improve this teaching, and will not have improvements if we do not provide teacher training with more quality.

We must be aware that this training is just the starting point. The members of this the profession must be constantly updated to provide a better quality teaching to their students. However, this continuing education has often become increasingly distant due to the work hours to have a reasonable income, the few opportunities offered by systems, or also by the teacher's own self-indulgence, who may not get committed to the profession, not performing his/her chore that would be to *teach*, thus becoming authoritarian caregivers who just collaborate to training young people who seek for consumption and pleasure, who believe in a society where education does not favor anything.

This is unfortunate! We need to change! We have to rely on teachers who are aware of their true role. Demand attitudes from the government agencies, however, first of all, we must get to work with ours, making these young people have in fact training to become increasingly more critical, knowing how to act in this social and political context.

With technological advancement and social change, students are not the same, so schools and teachers must relate teaching X learning in the classroom, providing a healthy living. We

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want a school that invests in the training of teachers that see their students differently, according to Freire (2000), as one who:

Does not allow doubt about the rights, on one hand, the boys and girls of the people have to learn the same math, the same physics, the same biology that boys and girls from the "happy zones" of the city learn, but on the other, never accepts that teaching no matter what content can be given oblivious of the critical analysis of how society works (p. 44).

We need a school where each part recognizes and plays their role: teachers and students. But we also know that the school is not solely responsible for the changes in society, so we need a government that should also act providing structure and resources to do so, not preventing their own transformation. According to Freire (1998, p. 84), "the transformation of education can not anticipate the transformation of society, but this transformation needs education".

3. The reflection of it!

Research conducted by Carrasco and Lenharo (2012) show that in recent decades many Brazilians can get to higher education, conclude it and enter postgraduate courses. However, about 38% of students coming to higher education are considered functionally illiterate.

Costas (2013) also comments that:

In the last decade, enrollment in higher education in Brazil has doubled, though it still falls well short of levels in developed and some emerging countries. Only between 2011 and

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2012, for example, 867,000 Brazilians received a diploma, according to the latest National Household Survey (PNAD) of IBGE.

It is possible to consider this a consequence of education (Basic Education) which a large proportion of these students attended. A school that trains young with paltry knowledge, victims often of teachers with inadequate training and / or without higher education diploma, no degree, who end up being employed in public schools to teach in elementary or high school.

More than half of high school teachers (51.7 %) of all educational networks in Brazil has no degree in the discipline they teach. The information is part of the survey made by the movement for All for Education for the Observatory PNE (read more below) with School Census of Basic Education in 2013, held annually by the National Institute of Educational Studies Teixeira (INEP). In the final years of primary school, the rate rises to 67.2 % (Todos Pela Educação, 2014).

According to Cristiane Capuchinho (2014),

In 2013, 21.5 % of Brazilian teachers gave lessons in the final years of elementary school (6th to 9th grades) did not take higher education. From professionals in the classroom in this educational phase, 35.4 % are not qualified to teach, or did not get the teaching degree.

In fact this situation ends up causing the student not to be attracted to the school, because on one side we have a student who often has no awareness on the usefulness of the training for

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his/her life, just wishing for more practical activities, believing that the certificate already ensures chances in the labor market and, on the other hand, we have many educational systems that do not show interest in reversing this situation by offering a physical space without upkeep, without equipment, without adequate laboratories, with untrained and unqualified teachers. We need more professional that are present! We need professionals to prepare better and work with their students for them to actually have proper training, both in elementary school and high school. We need an education policy that acts more, both in theory and practice. Only then will we have students prepared to face a higher education and therefore a labor market, being real professionals.

3.1 What to do with this student?

We know that the reality is not that one! We do not have an educational policy that provides the school with this professional. Today, our student who comes to graduation is one that has rarely been encouraged to read! The ones who rarely received the encouragement and guidance that daily study at home makes a difference! Also the ones who often cannot interpret texts, and often did not study for exams! We need to work on it! We need to solve this by proposing targeted experiences for learning.

As a result, FEFISO (Physical Education College – Sorocaba - Brazil) implemented a Psychopedagogical Service, as individual monitoring to the full development of the student as the psychopedagogical work aims to study the relation between the person in the learning process and the difficulties presented by him/her, recovering the desire to learn. To this end, teachers do the routing of their students, or the person himself/herself can look for the service.

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This program is evaluated by students, and the results can be seen in the charts below:

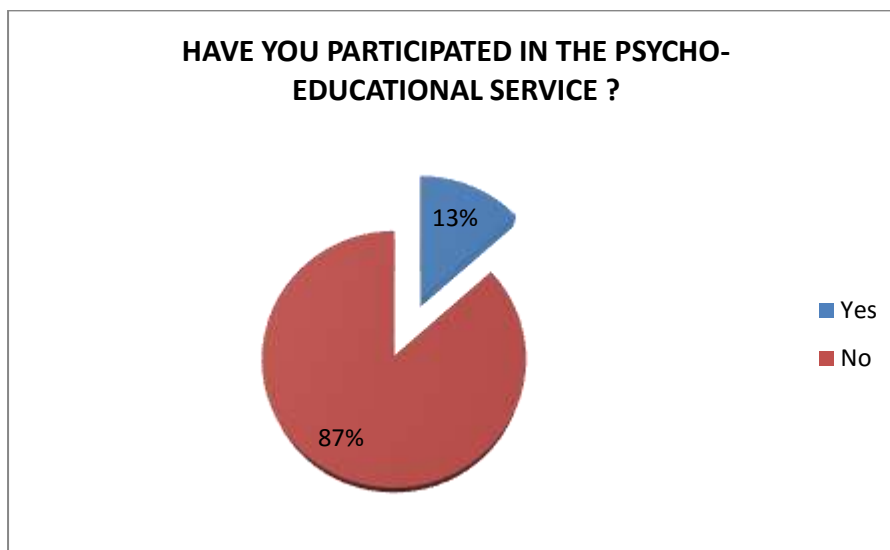


Chart 1. Participation in the Psychopedagogical program.

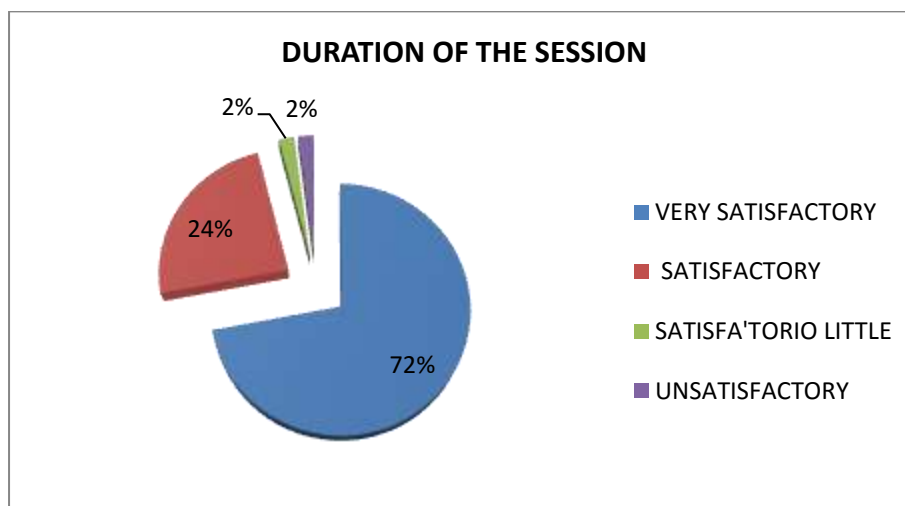


Chart 2. Duration of the session.

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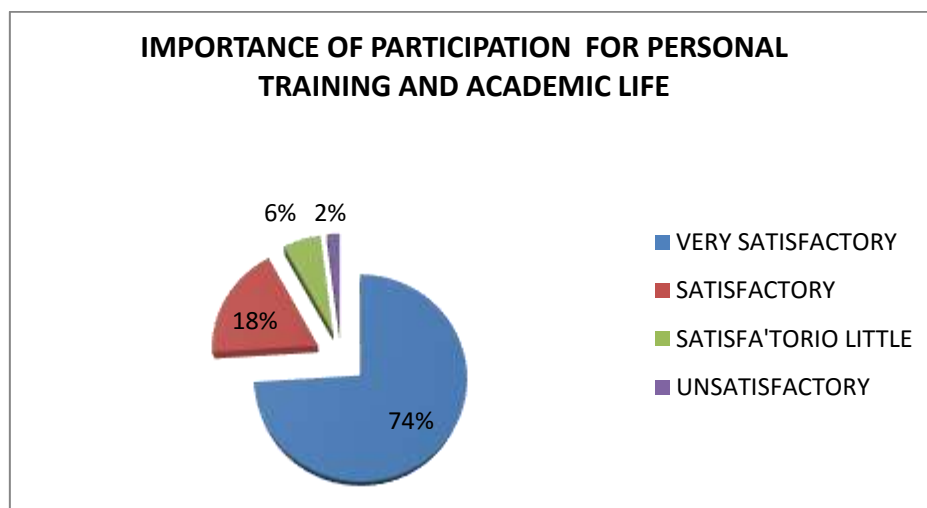


Chart 3. Importance of students' participation for their personal training and academic life.

The Educational Laboratory was also created, which is, above all, a space to work better training of these students, which will support their theoretical and practical activities, becoming teachers with the domain and knowledge of various resources, knowing how to use various tools (educational and technological resources) to attract the attention of their future students.

Throughout this work, investigative analyzes are made:

- in relation to the reading habits of these students;
- probing how their study routine out of the school was and is nowadays.

With regard to the study habits and reading, a few semesters, the activities of the laboratory include a survey on freshmen that aims to obtain more concrete data. The results for the first semester of 2016 are presented in the following charts:

As there is a group in the morning and another one in the evening, the results are shown separately.

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a) When do you study?

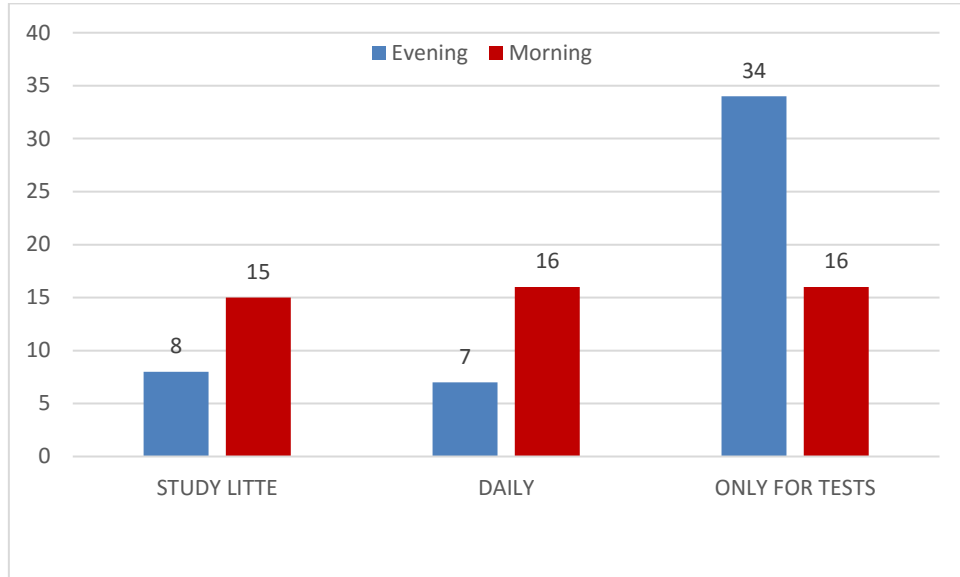
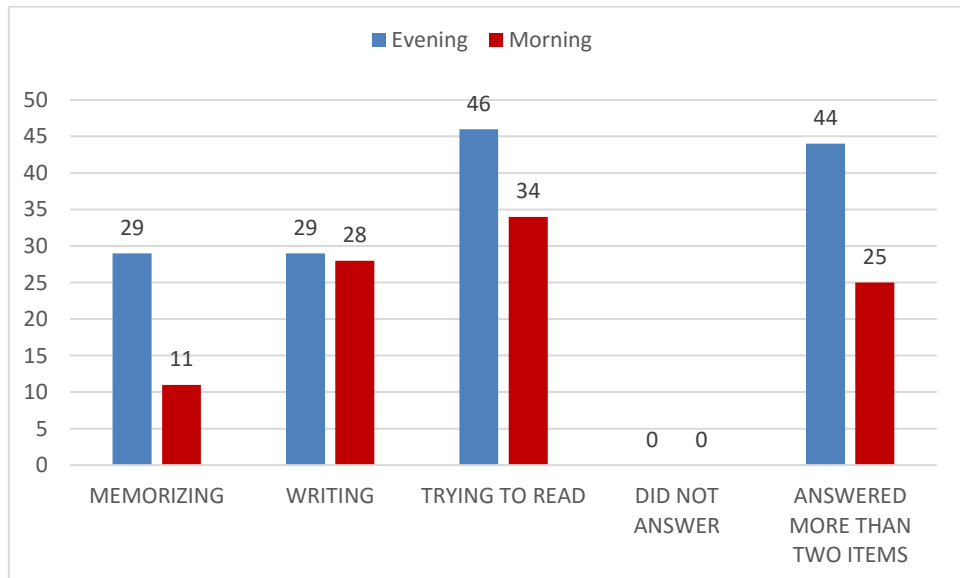


Chart 4. Time participants study.

b) How do you study?



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Chart 5. How participants study.

c) If you only study for exams, answer when you do it:

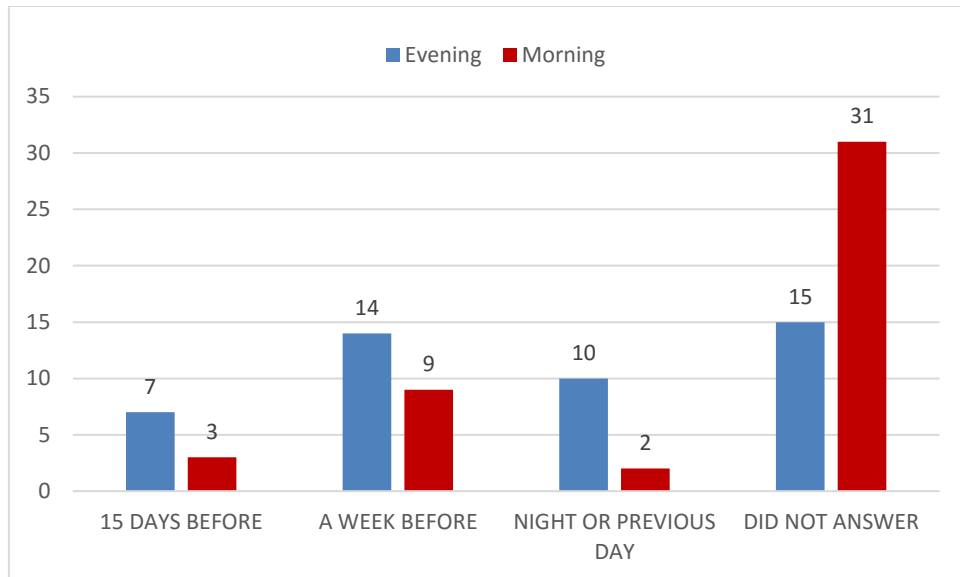


Chart 6. Participants who only study for the tests.

d) What is your availability to study out of college?

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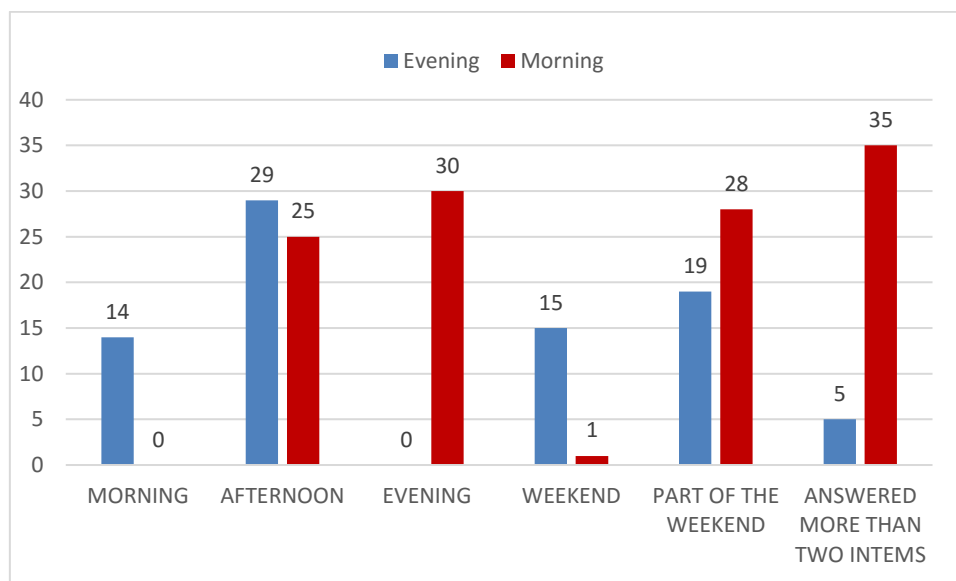


Chart 7. Participants' availability to study out of college time.

e) Do you often look for other resources apart from the courseware? Which one(s)?

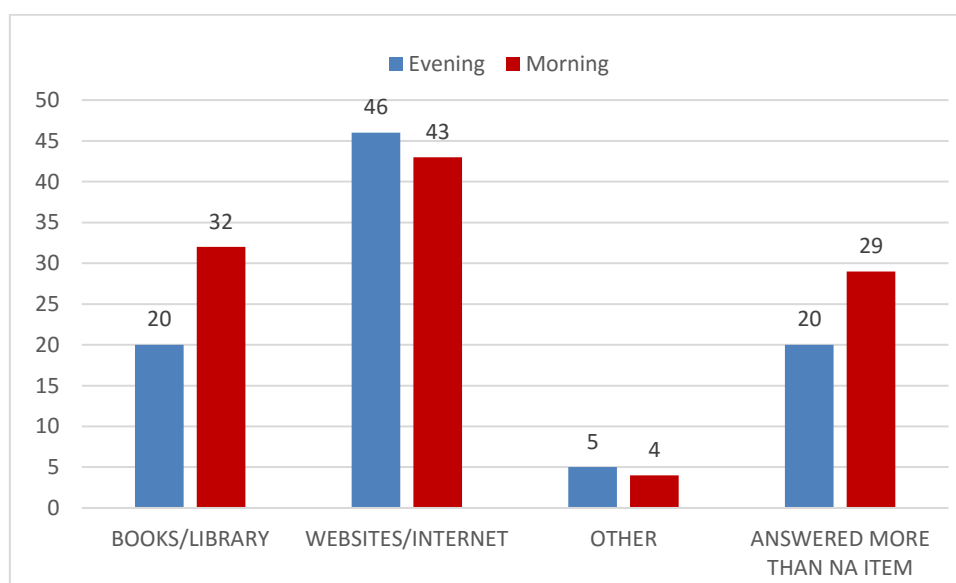


Chart 8. Resources used by participants to study.

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f) Do you have the habit of reading academic texts?

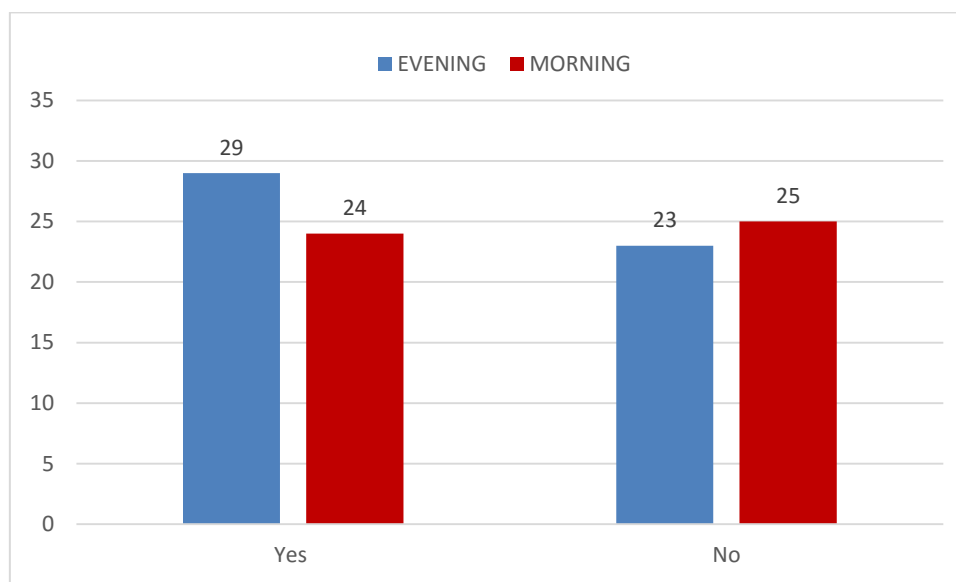


Chart 9. Reading academic texts.

Furthermore, a questionnaire was applied to assist students in identifying their learning preferences profile, making students to better process information during learning. The procedure for this was the VARK theory that divides styles into four categories: V - visual, A - the auditory, R – reading, and K - kinesthetic. Each individual can combine two or more styles even having a predominant one being able to further explore the one they prefer.

Another procedure taken by the College is to offer freshmen students weekly situations in the classroom that, in addition to working these difficulties, review some important contents in the reading comprehension process, so that they have a better understanding throughout the course, when faced with more scientific texts and more demands than the ones they had in Basic Education, plus tips to have a more effective study, such as:

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- Posture in class: pay attention to follow the teacher's reasoning;
- Organization and choice of material to study;
- Looking for a suitable place to study;
- Study without memorizing, but interpreting the content;
- Preparation of schedules according to the individual characteristics of each student;
- Creation of the habit of daily study;
- Review of the lesson given.

4. Conclusion:

Unfortunately, we cannot recover the past. According Guiomar (2001),

It is necessary to demand from pedagogical studies that they do not restrict their research object to the activity of the student and the teacher, without a solid theoretical framework that takes into account what is and what should be the content of teaching and thus the content of teacher education and student learning.

But it is clear that change must happen! We need critical-reflective teachers who have professional development that meet the differentiated specificities with theoretical and methodological framework, taking into account the study of their own practice. For this, we would have to rely on public policy that:

- would offer better opportunities for teachers (initial and continuing training);

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- invested and valued teachers and their actions, and not "ridicule" them with the financial projects and investments made for education;
- encouraged both teachers and learners (funding research, providing scholarships...), making them more reflective and critical;
- made teachers aware of their potential as collaborative and transforming agents of the educational reality.

Perrenoud (1993) states that teachers need new skills to motivate their actions, and that the goals of a corporate education are improved because the expertise is built in the formation of everyday school life.

It does not cost anything! It will only reflect on good training. Surely these teachers will know how to work better with their students in the classroom.

Unfortunately we do not have the cooperation of the government, so that students get to graduation with appropriate training that should be offered in Basic Education. And it is with this partnership that the results could be the best, giving us the chance to see the progress and improvement of formal education, making this student of today have a better future and life!

A serious institution has to take action, as this one made by FEFISO, so that we have more qualified professionals in the labor market in the future, not being part of this "diploma generation". We do not just offer the degree, but offer the labor market skilled professionals. Teaching in higher education cannot be a mere service provider. Our students should be seen as people who take decisive spaces the transformation of society.

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THE IMPACT OF THE PROGRAM...

**THE IMPACT OF THE PROGRAM “YMCA LEADERS” ON THE LIFE OF
TEENAGERS AND ITS BENEFITS TO YMCA/ACM SOROCABA**

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THE IMPACT OF THE PROGRAM...

Abstract

YMCA Leaders is a youth education course that aims to develop several social skills. This present study aimed to investigate the impact of the current YMCA Leaders course in the lives of teenagers and what the benefits to YMCA Sorocaba are. The survey sample consisted of 47 participants of both sexes who have graduated the course. For the data collection, a questionnaire with open and closed questions was used and aimed at obtaining information on the impact the course had on these teenagers' lives, as well as gathering information that reveals its benefits for the institution. The main results showed an improvement in the lives of the participants, in their professional as well as personal lives. The course also provided changes in some features such as: taking more responsibility; improving self-confidence; self-awareness, and voluntary work. The benefits to the institution were the loyalty of members and volunteer work. Thus, it is possible to conclude that the course changed in some way the adolescent's lives, provided the formation of leadership characteristics and brought benefits to the institution.

Keywords: Leadership; YMCA leaders; History of ACM; Adolescence.

THE IMPACT OF THE PROGRAM...

Introduction

Currently, young people have the need to work at an earlier age or even take on some responsibilities as an adult. During this stage, the teenagers go through major changes and a series of conflicts, which are decisive in defining their identity, trying to understand who they really are.

Being a leader nowadays is a major dilemma in organizations. There are several roles and profiles played by a leader. In the past, to be a leader it was enough to be chief; today, leaders must be partners and lead not only by their power but by knowledge, vision and especially by their the attitudes. Given this current situation, the importance and concern to prepare young people for the labor market becomes increasingly important, especially as it relates to leadership.

Considering this reality, in 2008, the course in leadership training called YMCA Leaders was created, which is aimed to prepare young leaders, create social skills and improve some leadership characteristics. The course has some assessments that can measure not only the satisfaction of young people, but also the performance of professionals who are involved in the course management and teaching.

By analyzing some changes in young people who have graduated from the course, I realized that the course is very important for them, but a deeper study was necessary in order to see what impact the course of YMCA leaders can play in the life of these young people and which benefits the course can bring to the institution considering its mission.

By raising this data, we can better manage the YMCA Leaders Course, by improving the program disclosure, increasingly enhancing the themes, retaining our youth at the YMCA,

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making positive changes in the lives of young people, promoting voluntary work and offering a more credible leadership training course.

Considering this context, the objective of this study is to know the impact of the current YMCA Leaders Course on the lives of adolescents and its benefits to YMCA/ACM Sorocaba.

Leadership

Many studies have been conducted on leadership. The concept of leadership is not a new thing, because since the last century, some authors (such as Garret, 2003; Saba, 2006) have dedicated themselves to define leadership and its implications. Personality traits were identified by some studies and through them personality traits were revealed that distinguished people of the great mass. History shows great examples such as Jesus Christ, Moses, Napoleon, Getulio Vargas, etc., who were great leaders who became different from the others because they had some qualities such as intelligence, assertiveness, courage, astuteness or something like that (Chiavenato, 2005).

According to Garrett (2003), knowing how to work with people is fundamental to the exercise of leadership. The leader needs to understand and like people, because human behavior varies, thus making it a great challenge to be overcome. The reward comes from involvement, positive changes of the place where he/she works and knowing how to challenge their team constantly. The best exercise in the new leadership is knowing how to share ideas and learn to divide your tasks with people. This daily exercise has positive and significant results.

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According to Chiavenato (2005), 400 interviews with managers were conducted and the result of this study shows ten skills that were identified in the interviewees. The first one is knowing how to communicate verbally, as well as to listen to people. Manage your time and stress is the second ability. The third one is how to manage their individual decisions. To recognize, define and solve problems is the fourth one. Motivate and influence people are the fifth skill. Knowing how to delegate the sixth, and seventh is how to set goals and an articulated vision. Being self-preventive, know how to build teams and manage conflicts are the three remaining skills.

According to Saba (2006), great leaders have eight characteristics that are fundamental, such as enthusiasm, integrity, firmness, impartiality, diligence, humility, confidence and knowledge. All these features serve as a prerequisite for becoming a great leader. Leadership can promote significant results in any situation by increasing production because people are more motivated and feel part of all decisions and are more committed when they believe, know and like what they are doing, because the leader has the ability to generate this commitment.

YMCA Leaders Course

The information presented below was obtained from: Unified Curriculum, Forming Young Leaders and Educational Component (Blasco, 2009).

The course prepares young people through Christian teaching, expanding the Kingdom of God through Christian values. The Mission of the Institution is always present conceiving young people a way to share their values and ideals in the school of life. The volunteer

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leadership is also present in the formation of these leaders, exercising responsible and transforming citizenship, linked to the mission of the movement. The performance of this educational role and animation is based on Christian discipleship, the commitment to the YMCA Movement and the people and social groups who are linked through the YMCA.

The YMCA Leaders course is organized in four methodological areas of education.

The first area of education is *self-knowledge*, in which the young person comes to a profound reflection of himself/herself by creating a life project, controlling his/her emotions and learning more about sexuality. The young person also develops how to take the starring role of skills for transforming initiatives by creating projects, studies on citizenship and understanding more about the community. To complete the first area, the youngster also recognizes and values his/her cultural identity through knowledge of culture.

The *Christian and Ecumenical Identity* is the second teaching area. Through it, the youngster discovers God's plan for the construction of the Kingdom (heaven), understands and experiences ecumenism in the YMCA style, and shows the service features that Jesus taught. The youngster also understands the importance of the Christian message to the extension of the Kingdom as advocates the Paris Basis.

The *YMCA Movement* is the third area, which includes the knowledge of the YMCA of identity as a world ecumenical movement and as an organization serving the youth. The youngster, through this area, comprises the whole historical process of the YMCA, the identity of the movement, experiences the regional and global organizational structure and understands the role of the young volunteer within the YMCA.

The *Socio-educational area* forms the young leader as a sociocultural animator using play and recreational strategies to stimulate the development of skills to contribute to the acting as

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agents of change. Through this area, the young person knows concepts of games, develops skills to conduct socio-educational activities with groups of people.

In Sorocaba, the course began in an experimental way in 2008, with three professionals involved. In 2011, the YMCA Leaders was applied in Sorocaba following the structure mentioned above. It takes place on Saturdays and starts in March. The duration of classes is two hours and a different theme addressed every Saturday. There are 14 themes proposed by the YMCA Leaders course and every movement can include two themes to complete the workload.

Of the 16 themes of the course, interactivity and time management are two ones created by YMCA Sorocaba. The standard course topics are: Personal Identity; Sexuality; Culture; Socio Economic Reality; Entrepreneurship; History of the YMCA; YMCA Structure; YMCA Characteristics; Christianity; YMCA Christian Identity; Games; Games & Recreation; Sociocultural Recreation; Camping; Interactivity, and Time Management.

Young people who can participate in the course are aged between 14 to 18, members of YMCA Sorocaba and among the 30 places offered, two can be filled with non-members.

The course is taught by professionals and young volunteers of YMCA Sorocaba, who have undergone training. In total, there are ten people involved and able to apply the course in YMCA Sorocaba nowadays.

Materials and methods

In order to investigate what impact the YMCA Leaders course had in the lives of teenagers and in YMCA Sorocaba, this study was conducted by applying a questionnaire with open and

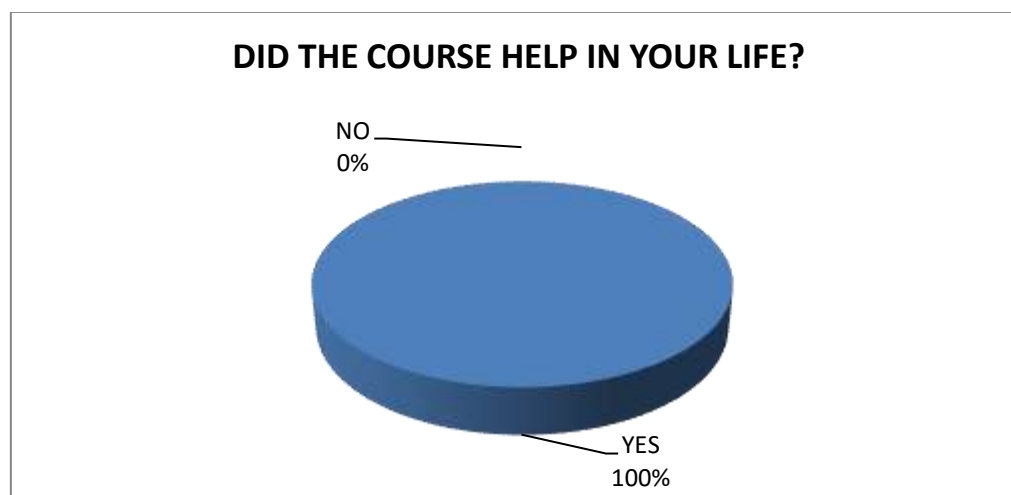
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closed questions (attached), which aims to identify the degree of loyalty of adolescents in YMCA Sorocaba, the main change after the completion of the course, which leadership characteristics have been enhanced or acquired by these adolescents, if the experience has changed their personal, work or school lives in some way, if the issues addressed in course were used to positively change the environment they live in, if the teenagers worked as volunteers inside and outside the institution and how they learned about the YMCA Leaders course.

The sample consisted of 47 participants, 33 female and 14 male, aged between 14 and 24 years, who completed the YMCA Leaders course between the years 2008 and 2015.

Results: presentation and discussion

One of the questions was whether the course helped somehow the life of the youngster. 100% of them said yes, showing that the course was really important.



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Chart 1: The course helped the participant's life.

The questionnaire also included a question in which this impact could be understood. We sought to identify in which area the participants felt that the course brought aid: school, professional or personal areas.

Although the results indicate a greater impact on personal life, it is possible to observe a balance between these areas, as shown below:

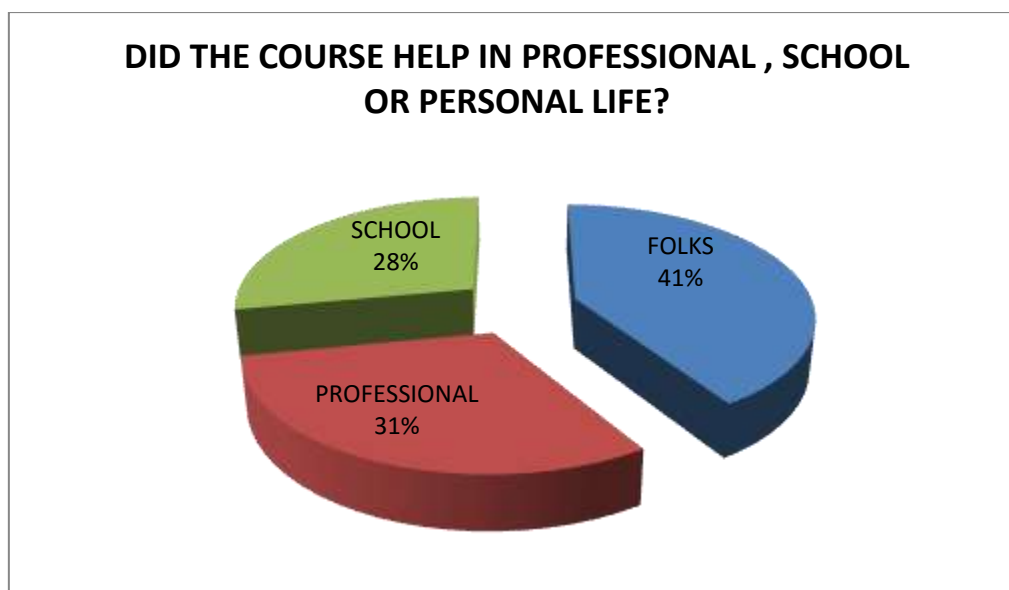


Chart 2: Experiences in the course helped the participants in the professional, personal or school life.

Within the question of what area the course helped in his/her experiences, participants were asked to mention an example of how the course helped in their professional, school or personal life. The most frequent examples were the improvement in group actions, to better

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deal with people, being more self-confident, teamwork, communication, ability to listen and skills desired in the labor market.

In one of the open questions, participants were asked what the main change the teenager had after completing the course. The main changes were to be more responsible, self-confident, and to improve their communication and self-knowledge.

The results about working as a volunteer at YMCA are shown below:

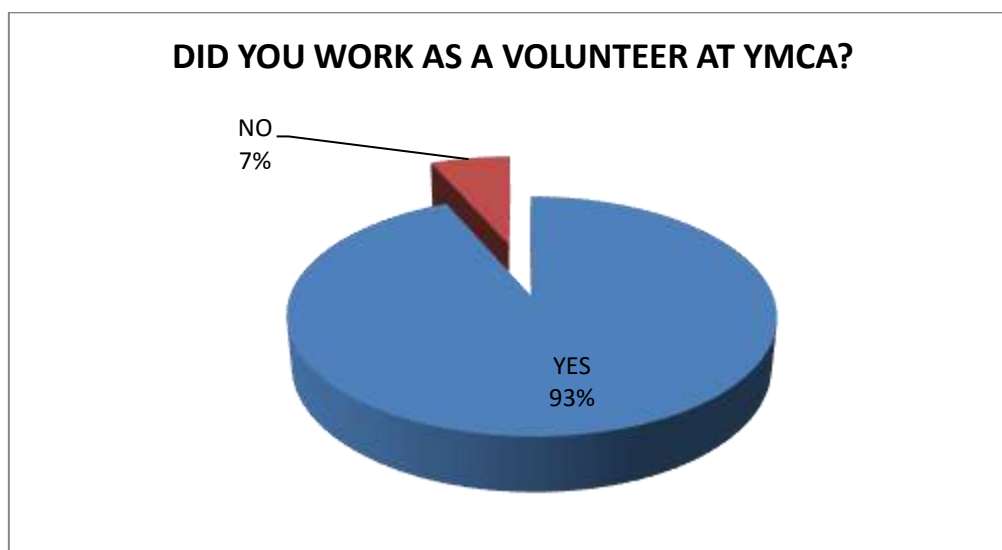


Chart 3: If the participant has worked as a volunteer at the YMCA.

Through volunteer work, we can highlight the importance it has to YMCA Sorocaba, both in the mission balancing soul, body and mind, as in the benefit for the institution to have voluntary work to serve at special events. Besides that, the essence of the YMCA Movement is being managed by volunteers, indicating the concern to prepare volunteer leaders.

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The mission of YMCA Sorocaba is to extend the Kingdom of God to the people of Sorocaba and region, not distinguishing social class, race, creed or gender, using tools like the sport to teach respect, exercise to take care of the Temple of God and formal and non-formal aspects to exercise intelligentsia balancing Soul, Body and Mind (ACM Sorocaba, 2013).

An important finding on the satisfaction of participants is whether they would indicate the course to others. We emphasize that 100% of the participants would do it. It was asked why the teenager would indicate the course to other young people, the most cited responses were: for the course promotes the knowledge of yourself, helps in personal and professional life and contributes to the formation of the youngsters.

Final considerations

In constant conversation between teachers who teach the course, we note improvements in adolescents that have concluded the YMCA Leaders Course, something we could only notice in the attitudes of the adolescents. Importantly, I participated as a teacher of six groups that were formed in the course and got a considerable number of questionnaires and at least five participants from each class. So far, we have about 100 young people trained in this new leadership development format.

An important result that the research shows us is that we can notice the change in the lives of adolescents who completed the course, in the professional, personal and school life. This change has meant that young people were more self-confident, dealing better with people, strengthening teamwork. Another important factor was that the course has helped them build the skills desired in the job market.

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The research also shows us the importance of the formation of leaders, we can highlight some characteristics that adolescents mentioned: teamwork, responsibility, listening, self-awareness and self-confidence. All these features were acquired or improved during the course. Volunteer work is another characteristic cited among young people as being acquired and improved. Volunteering among the teens surveyed was one of the activities that will bring positive changes in their lives, because they could put into practice what they have learned in the course of leadership, bringing positive changes to help others.

Volunteer work is at the core of YMCA, and the course does not fail to encourage this work that is striking in the YMCA Movement. The survey confirms that most teens have worked as a volunteer at the YMCA and also outside it.

The survey also reveals that the course is beneficial to the institution. One factor is the loyalty of the members, since most of them still attend YMCA activities, others are attending or have graduated from the Faculty of Physical Education of Sorocaba/YMCA and others work or have worked at the YMCA. Another important benefit is the voluntary work of adolescents in YMCA special activities; we can mobilize fewer teachers in special activities and can rely on them in regular activities. Another factor is that the course is fully within the mission of YMCA, especially YMCA Sorocaba, as it is working the formal and non-formal education to balance the triangle, Soul, Body and Mind.

This research enhanced the YMCA Leaders course and highlighted the progress made, still performs positive changes in the lives of adolescents, and bring benefits to YMCA/ACM Sorocaba. It is our duty as educators to prepare our young people, with the help of this course, to face an increasingly difficult world to live, thus forming young people to be agents of change both at the YMCA and in society.

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THE IMPACT OF THE PROGRAM...**Attachment - questionnaire**

Name: _____ Age: _____

What is your education level?

() Elementary School () High school () Higher education

Which course? _____

Are you working at the moment?

() Yes Where? _____

() No If you are not working, list the jobs you've had. _____

Are you still living in Sorocaba?

() Yes

() No – Why? _____

In that year did you graduate from YMCA Leaders Course? _____

Do you continue participating in YMCA activities?

() Yes What activities? _____

() No

Do you believe that your experiences at YMCA leaders course helped you in some way in your professional, personal or school life? Give an example.

() Yes – Professional ()

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Personal ()

educational ()

Example:

() No

Of the topics below, which ones were the most important to your life? Check no more than 3 topics. () Personal identity

() Sexuality

() Culture

() Socioeconomic reality

() Entrepreneurship

() YMCA History

() Christianity

() Games and recreation

() Camp

() Time management

() Interactivity

Did you use one of the topics above to make some positive changes in the environment you live?

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Yes No

Why? _____

What is the main change you had after completing the YMCA Leaders course? _____

Which of the features listed below best describe you? Check no more than 3 topics.

Christian teaching

Volunteer

Change agent

Self-knowledge

Being responsible

Knowing to communicate

Entertainer

Working Group

Influencing people

Have Initiative

Taking responsibility

Generate results

Good communication

Coherent

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- Sharing tasks
- Self-confidence
- Being a good listener
- Managing your time
- Solving problems
- Humility
- Confidence

From the above characteristics, which one (s) did you acquire or improve during the YMCA Leaders course?

Would you recommend other young people to participate in the YMCA Leaders course?

- Yes No

Why? _____

Have you ever worked as a volunteer at the YMCA?

- Yes No

Have you ever worked as a volunteer outside the ACM?

- Yes - Where? _____

- No

How did you get to know about the YMCA Leaders course?

Essay

UNIVERSIDAD PARA NUEVOS PARADIGMAS**Norberto Rodríguez**

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'Donde hay educación no hay distinción de clases'

Confucio (551-478 AC) - Filósofo chino

SÍNTESIS

El mundo asiste a una realidad incontestable: el fracaso de la política en lo esencial, es decir, en generar condiciones de igualdad y libertad para todos los ciudadanos. Hay una desigualdad notoria y se ha empobrecido el poder de la ciudadanía. Esto tiene consecuencias en la democracia. Se impone la creatividad de generar nuevos paradigmas que tomen en cuenta la importancia de las relaciones humanas.

"Si en otros tiempos el factor decisivo de la producción era la tierra y luego lo fue el capital entendido como un conjunto masivo de maquinarias y bienes instrumentales, hoy día el factor decisivo es cada vez más el hombre mismo, es decir, su capacidad de conocimiento, que se pone de manifiesto mediante el saber científico, y su capacidad de organización solidaria, así como la de intuir y satisfacer las necesidades de los demás", señalaba Juan Pablo II en su encíclica *Centesimus Annus* (1991).

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¿Cuáles son los componentes básicos que caracterizan la crisis económica que atraviesa la geografía mundial? Podrían identificarse, con claridad, tres: éticos, culturales y antropológicos. Como expresa Stefano Zamagni, esta crisis sistémica se manifiesta por una triple fractura: 1) *la separación entre las esferas económica y la social ("business is*

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business"), que consagra a la eficiencia (lucro) como parámetro y sin límites éticos; 2) *separación entre trabajo y creación de riqueza*, que sustituye las relaciones intersubjetivas por transacciones anónimas e impersonales, desconociendo, a la vez, el valor del trabajo; 3) *separación entre mercado y democracia*, sabiendo que el mercado funciona con su propia lógica y en las sociedades conviven múltiples idiomas, a lo que se suma la dificultad candente de compatibilizar los caminos de los principios democráticos y capitalistas, muchas veces contradictorios y enfrentados.

Decía Pascal: "es cosa deplorable ver a los hombres no deliberar más que de los medios y no del fin" (Wittgenworld, noviembre 2015). Esta época de la humanidad nos enfrenta con una peligrosa tendencia que podríamos titular, si se nos permite esta licencia, "la cultura de la relativización". Si la orientación extendida es relativizar todo, resulta casi imposible poder discernir y afirmar los valores fundamentales que hacen a nuestra propia esencia humana y a la construcción de una genuina comunidad. Observamos cómo el valor de la palabra y de genuina amistad van siendo arrumbadas en el rincón de los olvidos. La palabra va mutando según convenga, así como las amistades pocas veces imperecederas. Es una derivación cruel del modelo que parece irse imponiendo en el mundo. Desapego a la humildad y a la entrega y voluminoso consumo de egoísmo, individualismo y pragmatismo exacerbado.

El 24 de febrero, en la audiencia general en el Vaticano, el Papa Francisco, continuando su catequesis sobre la misericordia, decía: "la riqueza y el poder son realidades que pueden ser buenas y útiles al bien común, si son puestos al servicio de los pobres y de todos, con justicia y caridad. Pero, como muchas veces sucede, si son vividas como privilegio, con egoísmo y prepotencia, se transforman en instrumentos de corrupción y de muerte. Es lo que sucede en el

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episodio de la viña de Nabot, descrito en el Primer Libro de los Reyes, capítulo 21, sobre el cual hoy nos detenemos."

"Si en otros tiempos el factor decisivo de la producción era la tierra y luego lo fue el capital entendido como un conjunto masivo de maquinarias y bienes instrumentales, hoy día el factor decisivo es cada vez más el hombre mismo, es decir, su capacidad de conocimiento, que se pone de manifiesto mediante el saber científico, y su capacidad de organización solidaria, así como la de intuir y satisfacer las necesidades de los demás", señalaba Juan Pablo II en su encíclica *Centesimus Annus*. A la vez, Malcolm Cillis, presidente de Rice University, señalaba hace más de una década: "hoy en día, más que nunca en la historia de la humanidad, la riqueza o la pobreza de las naciones dependen de la calidad de la enseñanza universitaria".

Tratándose de universidades e institutos universitarios de la YMCA, no es posible obviar un análisis crítico del mundo, atravesado, como dejamos expresado en varios tramos de este mismo artículo, por una desigualdad que torna un infortunio la vida de una enorme mayoría de la población. Leíamos en marzo 2016 a Leonardo Boff, teólogo brasileño y exponente de las corrientes progresistas de la Iglesia Católica latinoamericana: "El capitalismo ha ocupado todos los espacios y alineado casi todos los países a sus intereses globales. Desde que la sociedad pasó a ser de mercado y todo se volvió oportunidad de ganancia, hasta las cosas más sagradas como los órganos humanos, el agua y la capacidad de polinización de las flores, los estados, en su mayoría, se ven obligados a gestionar la macroeconomía globalmente integrada y mucho menos a servir al bien común de su pueblo". Agregaba: "La furia de la acumulación capitalista ha alcanzado los niveles más altos de su historia. Prácticamente el 1% de la población rica mundial controla cerca del 90% de toda la riqueza. 85 opulentos, según la ONG Oxfam Intermón, tenían en 2014 el mismo dinero que 3,5 mil millones de pobres en el mundo.

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El grado de irracionalidad y también de inhumanidad hablan por sí mismos. Vivimos tiempos de barbarie explícita". Asegura Boff que el estado de la Tierra empeora. La vida, abunda, se tornará imposible por la falta de agua y el calentamiento global creciente, entre otros riesgos que están a la vuelta de cualquier esquina. Concluye su dramático escrito diciendo que "la consecuencia sería que la Tierra derrotaría definitivamente al sistema del capital, incapaz de reproducirse con su cultura materialista de consumo ilimitado e individualista. Lo que no hemos conseguido históricamente por procesos alternativos (era el propósito del socialismo), lo conseguirán la naturaleza y la Tierra. Esta, en realidad, se libraría de una célula cancerígena que amenaza con metástasis en todo el organismo de Gaia*".

En la encíclica "Caritas in Veritate" (2009) de Benedicto XVI se destaca como relevante, tanto para la teoría cuanto para la práctica económica contemporáneas, la afirmación de que la reciprocidad y la gratuidad son principios esenciales para orientar la economía y el mercado.

El don o la gratuidad, que Benedicto XVI asimila como sinónimos, no son meramente actitudes altruistas. Es una forma de actuar, de "darse" a los otros y a la comunidad. Es un donarse de la persona. Es decir, se sustenta en el ser y luego en el actuar.

Los bienes de gratuidad emergen del reconocimiento profundo de que todos estamos vinculados, unidos a los "otros" y que, en alguna medida, son parte constitutivas de ese nosotros a construir. Veamos el ejemplo de "*Sumak Kawsay*", expresión quechua que nos conmueve desde Ecuador. Está asociada a la vida en comunidad y no se concibe al individuo en soledad. Se es persona con otros, en familia y en colectivos más amplios. Es el principio del "Bien Vivir" que hace referencia a vivir en armonía. ¿Es una utopía? Ojala lo fuese por cuanto, parafraseando a Paulo VI, las utopías de hoy serán las realidades del mañana.

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"La educación es la puerta de entrada a la libertad y de salida de las oportunidades perdidas", es uno de los apotegmas de la Asociación Cristiana de Jóvenes (YMCA) en la Argentina. En esta convicción, los cambios de paradigma encontrarán en la educación una herramienta vital. Es fundamental pasar con velocidad de la reflexión y el diagnóstico a la acción, comprendiendo las nuevas y cambiantes realidades. Es imprescindible abandonar determinados dogmas y prejuicios que paralizan la comprensión del proceso educativo en su justa dimensión y en el contexto de los momentos que se viven. Tratar problemas nuevos, y la vez complejos por la relación de los componentes, con metodologías antiguas o desactualizadas, es pavimentar el camino al fracaso y a la frustración.

La educación puede no ser todo; sin embargo, lo que es seguro es que sin educación de calidad lo que nos espera al final del camino es el desierto de la nada. En el ámbito universitario es fundamental agregarle valor, desde las experiencias de la YMCA a los contenidos curriculares. Todo ello bajo la presión de que la única certeza que nos depara la vida es la incertidumbre.

El proceso educativo moderno excede las tradicionales aulas, las clases magistrales y las metodologías fósiles. Hay una interacción notable entre lo formal y lo informal, en este último caso uno de los carismas de la YMCA.

Desafortunadamente, que en la actualidad el desconocimiento de muchos docentes acerca de las culturas juveniles es sustituido por prejuicios. Juzgar a los alumnos de hoy con los parámetros del pasado, al que naturalmente pertenecen los docentes, constituye un severo error que conspira contra el proceso educativo.

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Es extremadamente difícil abandonar las opiniones propias y, a la vez, aceptar convencidos otras voces. Tampoco es sencillo asumir que es mejor escuchar consejos que darlos. Por lo general, nos tienta lo contrario.

La universidad debe alentar el espíritu crítico, el mismo que confronta conceptualmente al poder y obliga a hacer de la democracia una herramienta para la inclusión. La excelencia en la educación, parámetro ineludible si se aspira a que los estudiantes gocen de un futuro con oportunidades y esperanza, demanda esfuerzo y debe generar muchos más interrogantes que respuestas certeras. El exceso de respuestas conlleva la duda de la fragilidad de las mismas. Hay que entender que no siempre hay respuestas inmediatas para todo.

La YMCA tiene la responsabilidad de ser más influyente y protagonista en los temas centrales que hacen a la agenda internacional. No podemos permanecer ausentes ni timoratos. Las universidades e institutos universitarios tienen que actuar como "*think tanks*" en esa dirección. La construcción de ciudadanía, responsable, autónoma e independiente es una contribución vital a la democracia que permanentemente hay que fortalecer a través de organizaciones de la sociedad civil como la nuestra. Tenemos, además que articular con otros actores, sin temores y preservando nuestra identidad.

Deberíamos ser promotores centrales en el diálogo interreligioso desde nuestra naturaleza laica, abierta, plural y no vinculada a ninguna estructura eclesial. El mundo requiere de muchos diálogos, también del religioso.

En la globalización, con sus luces y muchas sombras, que se funda en veloces y constantes cambios científicos y tecnológicos, los países no tienen posibilidades de progresar económica y socialmente sin prestarle especial atención y recursos al sistema educativo universitario. En el mundo se comprueba un crecimiento porcentual importante del número de universitarios

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comparando la población total. Lo propio se confirma en América Latina. La sociedad del conocimiento es primordial para mejorar las condiciones de vida de la sociedad.

Sin embargo, en el caso argentino, que no debe diferir mucho de lo que acontece en el conjunto de América Latina, es preocupante. De cada cien niños que comienzan en el nivel primario, menos de catorce obtendrán graduación universitaria. Una sangría impresionante y riesgosa para cualquier país. Incomparable con lo que acontece en países desarrollados.

Un dato importante que registran las investigaciones es que, en general, las mujeres tienen mejor rendimiento académico que los varones en el ciclo universitario. Otro, los estudiantes que además trabajan superan en resultados a aquellos que no lo hacen.

Un aspecto a tener en especial consideración para alentar los estudios universitarios es mejorar la calidad formativa en el nivel secundario de la educación. Estudiantes con deficiencias de base por una escuela secundaria deficiente están irremediabilmente condenados al fracaso y a la frustración en la universidad.

El Libro Blanco de la Comisión de las Comunidades Europeas (1996) destaca tres factores a los que se enfrenta el mundo:

- La sociedad de la información.
- La mundialización de la economía y el acelerado desarrollo de conocimientos científicos.
- La producción de objetos técnicos así como su difusión.

Citamos una reflexión profunda de Gloria Pérez Serrano (2001), catedrática de la Universidad de Huelva: "La Educación Permanente se ha convertido no sólo en exigencia sino en necesidad ineludible para vivir en una sociedad dinámica que se abre al nuevo milenio con desafíos insospechados. Se multiplican los argumentos que ponen de relieve la necesidad de aprender a lo largo de la vida.

UNIVERSIDAD PARA NUEVOS PARADIGMAS...

"1. La explosión del conocimiento y los avances científicos de los últimos tiempos presentan un reto a la educación. Los conocimientos adquiridos en la escuela no bastan para colmar la exigencia de una vida entera, cuando el desarrollo tecnológico va cambiando nuestros hábitos, gustos y necesidades.

"2. Los conocimientos cada vez más profundos de una materia y sus manifestaciones nos llevan a una concepción más *unificadora del conocimiento*, al romperse las fronteras que separan las diversas ciencias particulares. La aplicación del método científico, en sentido amplio, identifica cada vez más las ciencias con las humanidades, acercándonos de este modo, a un humanismo científico-técnico. Hoy la polémica de las dos culturas, la científica y la humanística, propiciada por Snow (Charles) va perdiendo sentido a favor de una visión más unificadora del conocimiento. Esta forma de acercarse al mismo nos invita a la búsqueda incesante de la verdad.

"3. Los cambios científicos y tecnológicos no han sido solamente de tipo cuantitativo sino también cualitativo. Se cuenta con un mayor número de conocimientos y de técnicas que aportan una visión nueva del ser humano. El desarrollo de las nuevas tecnologías en la sociedad del conocimiento y de la información demanda una preparación específica.

"4. Se están produciendo transformaciones profundas bajo el horizonte de la *mundialización*. Asistimos al nacimiento de un mundo que llamamos «único», con dimensiones planetarias en el que emergen profundas transformaciones en todos los órdenes. El capital tiende a integrar los mercados nacionales en un único mercado global, que lo abarca todo desde la lógica del dominio neoliberal. Los problemas y la solución a los mismos nos afectan a todos.

UNIVERSIDAD PARA NUEVOS PARADIGMAS...

"5. El mundo del trabajo presenta cada vez nuevas exigencias. El desempeño eficaz de una profesión exige la resolución de tareas en un nivel cada vez más elevado y la vinculación entre la educación y la profesión a desempeñar se hace cada día más urgente. Para la economía es muy importante aprovechar la experiencia de personas ya incorporadas al mundo del trabajo, permitiéndoles mediante la Educación Permanente, elevar su nivel cultural y técnico. Por otra parte, la esperanza de vida se ha alargado debido a las conquistas de la sociedad del bienestar. Las actividades de ocio cada día más extendidas, en una sociedad industrializada, propician el desarrollo de diversas dimensiones del ser humano: sentido de la participación en la vida cívica, social y familiar, de acción sobre el entorno, etc. De ahí que la Educación Permanente constituya un medio de promoción colectiva. La necesidad de cultivarse expresa lo que cada uno lleva consigo, es consecuencia lógica de la necesidad de saber. La Educación Permanente también desempeña el papel de promoción social y ofrece la posibilidad de adaptarse a los cambios. Esta adaptación a lo nuevo a veces se afronta con temor.

"6. La democratización de la educación está propiciando que se la considere cada vez más como una actividad al alcance de todos. Somos cada vez más conscientes de que la equidad social exige una compensación a favor de aquellos que no han podido prolongar sus estudios al nivel deseable.

"Se están generando nuevas formas de exclusión y violencia en el tejido social, se producen flujos migratorios constantes. Las sociedades son cada vez más multiculturales, multiétnicas y multirreligiosas.

"Los cambios sociales, políticos, económicos y culturales inciden también en el campo de la educación. El Consejo de Europa, consciente del contexto que hemos dibujado, pone en entredicho las actitudes y las estructuras existentes en el terreno de la educación y la

UNIVERSIDAD PARA NUEVOS PARADIGMAS...

formación: la necesidad de fomentar una mayor responsabilidad personal en la adquisición de nuevos conocimientos y destrezas, el desarrollo personal de los individuos, de la sociedad de la información; la evolución de los conocimientos y aptitudes, especialmente las cualificaciones necesarias para el futuro, la necesidad de responder a la diversidad de la demanda en educación y formación tanto iniciales como permanentes, los cambios operados en el mundo del trabajo y en la sociedad en general con la aparición también de nuevos tipos de trabajo, la reorganización de la jornada laboral y los nuevos esquemas de aprendizaje del trabajo, la integración de los individuos en la sociedad, una participación activa en el proceso democrático de toma de decisiones y el principio de desarrollo sostenible.

"Los rasgos mencionados ponen de relieve como estamos insertos en una sociedad cambiante, en la que el capital intangible desempeña un papel relevante; por todo ello, aprender a lo largo de la vida se convierte en necesidad ineludible."

* La hipótesis Gaia considera al planeta como un ser vivo, creador de su propio hábitat. Los océanos, los bosques, las praderas, la atmósfera, los vegetales y animales, somos parte de un sistema viviente gigantesco. Si bien la hipótesis científica es nueva, el concepto es ancestral y conocido con distintos nombres por todos los pueblos primordiales. Gaia es el nombre que los antiguos griegos, en su cosmovisión más holística que la nuestra, dieron a la diosa de la Tierra.

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Espacio

Sharing Experiences

ACADEMIC EXCHANGE...**Academic Exchange – FEFISO, Brazil - Windesheim University, Netherlands****Wouter Plegt****Windesheim University, the Netherlands**

My name is Wouter Plegt. I'm a physical education student from The Netherlands. For almost four months I studied at "Faculdade de Educacao Fisica em Sorocaba", better known as FEFISO. There, I followed lessons in futsal, volleyball, handball, basketball, swimming and fitness. During these lessons, I tried to share my vision and knowledge about physical education. Besides that, I tried to introduce some of our didactical tools from Holland.

For me, this period was a whole new experience. I have never travelled a lot, and had never been a long time from home. I wanted to know what it's like to be a long time from home, in another country with a different language and culture. Brazil sounded perfect, especially with their love for football. Now I'm home I can look back on an incredible experience in a lovely country with possibly the friendliest people in the world.

Those people had a lot of impact on me. It is inspirational to see how happy people are when they are with family and friends. And that is in my opinion what Brazil is all about: Family and friends. That is also what FEFISO is all about. The connection between students and teachers is absolutely out of this world. Here in Holland we learn how to create a safe environment for students. A safe place where every single individual can be himself and is

ACADEMIC EXCHANGE...

respected. I can't think of a better example of such place than FEFISO. From the very first moment I walked through the doors of FEFISO, I felt home.

The people, the students and teachers, welcomed me like I was one of them. They were always prepared to help me whenever I needed help. They were interested in me as a person and my way of life. The way they treated me made it easy for me to adapt to the Brazilian culture. This culture is warm and family is everything. I saw this. I felt this. I remembered how important my friends and family are to me, thanks to my time at FEFISO.

I really liked the atmosphere at FEFISO. There is this connection between students that is hard to explain. It felt like every student is a great friend of the other. Almost family. FEFISO is trying to educate physical education professionals the values of the ACM and is doing an excellent job in that. I have never experienced such nice atmosphere during my different educations in Holland. It is really inspirational for me as a student and I want to create such atmosphere in my lessons in the future.

I lived in the university building in the centre of Sorocaba. Besides my friend from Holland I had different neighbours from all over the world. There was a guy from Mexico, a Brazilian guy, two girls from Mexico and one from Peru. In the beginning it was hard to interact because of the different languages, but in the end this wasn't a problem anymore. Because of all the different cultures in one place I really learned a lot. About physical education, but more important, also things about myself as a person.

I'm really grateful for the opportunity that FEFISO gave me. I had lots of opportunities for developing my vision and knowledge in physical education. I also had lots of opportunities to develop my point of view in life. They made me appreciate my family and friends, even more than I already did. That last thing is the most important thing that I learned during my time at

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FEFISO. I'll carry this experience with me during my whole life. I can't express in words how thankful I am for this opportunity. FEFISO is great. FEFISO is warm. FEFISO is family: my family.

YMCA – FEFISO – Sorocaba - Brazil**Gerben Andriessen****Windesheim University, Netherlands**

Hi there, let me first introduce myself. I am Gerben Andriessen; I am 25 years old and I am from the Netherlands. I am in my last year of the Physical Education Degree and decided that I wanted to go abroad for my last semester. I wished to engulf myself in a completely different culture and see how education and physical education differ from the way we teach in the Netherlands. I had many possibilities of countries to go to, but South America, and especially Brazil, always intrigued me. Not just because of carnival, endless beaches and beautiful women, but also the hospitality of the Brazilians, the rhythmic culture and the good atmosphere made Brazil an easy choice for me.

Nothing could prepare me for my arrival in Brazil. The moment I first stepped into the ACM Sorocaba I was overwhelmed with many helping hands and friendly faces, and it never stopped. I remember the second day, I wanted to go to the supermarket and started chatting with a guy in front of the ACM. After 5 minutes, I was invited to his BBQ with friends and family, and had the best day ever. The difference in relation with people, family, friends and strangers is huge. I have had so many conversations with random people on the street, randomly getting invited to parties and so much help has been offered, where in the

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Netherlands there would be none. I think it might have to do something with the easiness Brazilians live with. In the Netherlands, people are always in a hurry, running from one place or the other. This is something I will try to change when I'm back. Stop hastening and start having more time for the people around me. Have conversations with random people, try to help someone who looks lost or in need of some help. Kindness repays, I'm sure of that.

In contradiction to the normal way of life I have seen in Brazil, with football, it changes everything. Friends turn in shouting angry men and the players of the losing team need some time to cool down before a nice conversation could happen again. In other sports however, I saw so much respect for each other were I would expect there was less. Jiu Jitsu, for example, and kickboxing. On a regular training everyone was focused with learning new skills, but there was an informal, comfortable atmosphere around. And then there was dancing what I've also tried. That was an absolutely new experience for me. I love how people around me are dancing with each other and having fun, but for me, dancing, sober, not my thing.

I think the cultural differences also have a lot effect on the physical education differences. A huge difference, for example, is the efficiency. In a one hour lesson, we try to have every students actually moving for at least 60% of that time, running, jumping, throwing and other stuff. With the heat here in Brazil, the difference is understandable. The pro side of education at FEFISO though is the vibe in the classes and throughout the faculty. While teaching children and students I always try to create an informal learning environment where everyone feels safe. It is something you can't create in one lesson: it is a goal you have to accomplish with every class or group. At FEFISO this is a natural thing, and it is beautiful to see with how much ease this seems to be accomplished. I think this has multiple causes. The door of the director is always open, hugs and kisses are shared between teachers and students, everyone

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has mutual respect for each other. In the Netherlands I hear a lot of teachers say that they create a gap between students and themselves because they are teachers, students should respect them and there should not be friendship. We are being warned at our faculty as well to watch out for too close contact because students can use that. I highly prefer the kind of contact which is used at FEFISO and I think students will learn a lot more from a teacher they get mutual respect from than a teacher that is positioning him/herself above the students.

Another great and much used tool at FEFISO to create a good environment is humor. To break the ice, silence a loud student or just to make people smile it, humor is great in a classroom.

Besides from a lot of cool new games I can take back to the Netherlands, I have a deeper understanding of how and why we choose the didactical tools and considerations in a physical education lesson. It is good to have a critical point of view to your methods of teaching, else you will never improve. Seeing other people's methods is a good way to compare the two and to overthink why those decisions are being made.

It was a great experience being in Sorocaba and doing the exchange. When you are at home, doing the things you always do, everything gets so normal. We forget how different our part of the world is compared to another and that our way of living is far from perfect, although it feels pretty good. I've learned so much here, the Brazilian way of life, how to be a better teacher and connecting in a different way with people. I am going to take all this back to the Netherlands and try combine everything I have learned to be a better person and be a little bit Brazilian.

Interview

INTERVIEW...

Santo Domingo, Dominican Republic

Interview with Frandiel Gómez

Gabriela Macal Rojas



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INTERVIEW...

Brief biography

With God in each step I take...

Since I was five years old, diving has been my passion.

My name is Frandiel Gómez Vargas. I was born in Puerto Plata, Dominican Republic on October 19, 1995. I start diving school of the Swimming Dominican Federation, in the Olympic Center at Juan Pablo Duarte. Since then, I started building my dreams, day-by-day, training from 6:00 a.m. to 12:00 p.m. and from 2:00 p.m. to 6:00 p.m. - everyday, apart from Saturday and Sunday, which I focus to study and enjoy with my family. My dreams started to grow even more when I was selected to represent my country in 2008, when I was 13 years old, in the Medellin, Colombia Inter-Clubs. I started growing from competition to competition, which helped me get through very important competitions like CCAN in Venezuela in 2009, where I received two bronze medals. Also, in the Cuban Olympic Sport Games in Havana, Cuba in the year 2010, where I get two silver medals in synchronized platform with the athlete Argenis Álvarez. The next year, in 2011, I participated in CCAN at Mayagüez, Puerto Rico, where I get four silver medals. In 2013, the Dominican Republic was invited for the first time to Bolivarian Games at Trujillo, Peru; there, I got silver medal in synchronized platform with Argenis Álvarez. In that same year (2013), I participated in the swimming international competition in Barcelona, Spain, and I obtained the 16th position in synchronized platform with Argenis Álvarez in global ranking.

Following these achievements, in 2013, I was recognized as the best outstanding athlete in the Dominican Swimming Federation in the country. For the year after that, 2014, I decided to prepare myself to a better level; and I lived in Mexico City for two years. Being in Mexico

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City, I traveled to Veracruz, to the 2014 Central American Games, where I reached every final position of the competition, and with just 10 points from getting a bronze medal. I then traveled to the Pan American Games, in Toronto, Canada, where I just missed 11 points to get to finals of the competition. In Mexico City, I was once again part of the Swimming International, which takes part in Kazan, Russia 2015, I reached position 30 individual of 61 participating countries.

After those goals, I decided to train in Medellin, Colombia because the weather and conditions are similar to the Olympic city Río de Janeiro, where I went to participate to get the Olympic pass to take part in the Olympic Games at Río de Janeiro 2016, where it will take place in the same pool and facilities.

Since 2013, all my trips and competitions were made possible thanks to the collaboration and help of CRESO (Creating Olympic Games).

Being a high performance athlete is not so easy. It is a path with challenges and obstacles that I can overcome, thanks to God's help and discipline. Diving is a blessing in my life, because through it, I become an example to youth: that we can get dreams with hard work and discipline; they are built by working every day. I have a motto: "Work hard in silence...and let success make all the noise for you."

Nowadays, I am waiting for the Olympic pass; results will be shown by June this year.



INTERVIEW...

Franiel Gomez Vargas at the competition at Rio de Janeiro, Brazil

Specific Questions

1. What you want to become?

My biggest dream is to participate in the Olympic Games.

2. What you like to do in your free time?

I like to cook, also desserts, cakes, different types of food. I like psychology; I am very social, and I love to exchange words with others. Also reading and playing with my pets.

3. How can you describe yourself?

I am a young athlete with a lot of discipline, very proud to represent my country's flag through the sport I practice. I am a very social person, built with a family values. First and foremost, I consider myself humble and simple.

4. In what you spend your time out of sport?

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Now I am waiting for news about universities, where I have shown my curriculum, so I can pick the best to study a profession. Also, share with my family and friends when I am not training.



Frandiel in Toronto, Canada, Pan American Games 2015

“If you want to become a diving champion, go and train”

Frandiel Gómez Vargas

SALMAN KHAN Y LAS “ESCUELAS AL REVÉS”, del libro**¡CREAR O MORIR!., de Andrés Oppenheimer**Elda Teresa Cortés Escareño²

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Referencia: Oppenheimer, A. (2014). *Crear o Morir. ¡La esperanza de América Latina y las cinco claves de la INNOVACIÓN!* Nueva York: Penguin Random House. Grupo Editorial, S. A. de C.V.

Nada más apropiado que el término “escuelas al revés” para ilustrar lo que hoy en día se aprecia en el campo de la educación.

Y es que Salman Khan, entrevistado por Andrés Oppenheimer, así la percibe desde su óptica y experiencia en el “imperio educativo” creado por él en internet.

Khan, quien comenzó dando clases de matemáticas por teléfono a su prima Nadia, cuando ésta tenía 12 años de edad, extendió sus clases a familiares y amigos en forma gratuita. Su aceptación fue tal que para poner a disposición de muchos a la vez sus clases, fue convirtiéndolas en videos y luego los subió a *You Tube*. La audiencia en poco tiempo se amplió mucho más allá de sus familiares y amigos.

Más adelante obtuvo donativos de diversas personas y fundaciones entre las que menciona a Ann Doerr (esposa de John Doerr, multimillonario de Silicon Valley), la Fundación Gates, la Fundación Slim y Google, entre otros, para formar la que actualmente es una organización educativa sin ánimo de lucro que ofrece en línea ejercicios de práctica, videos instructivos y un panel de aprendizaje personalizado para que el alumno aprenda a su propio ritmo, dentro y fuera del salón de clases.

En esta entrevista el fundador de la Khan Academy hace un análisis de lo que actualmente significa la enseñanza.

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Tal vez no descubra más de lo que varios estudiosos del tema, principalmente de la metodología de la enseñanza, o del tema de educación en general han sostenido en lo que ahora se conoce como paradigmas de la educación.

Pero lo valioso de este artículo es que Andrés Oppenheimer presenta el resultado de la entrevista con una sencillez tal que la hacen fácilmente comprensible e interesan al lector.

Para esta reseña se ha decidido destacar algunos puntos que se contienen en la entrevista y que se muestran a continuación, en algunos casos respetando el mismo título con que el autor clasificó los puntos y en otros conjuntando varios temas para facilitar la lectura.

Las llamadas *flipped schools* o escuelas al revés

Bajo este modelo pedagógico el alumno debe ver en casa un video recomendado y/o elaborado por el maestro, para luego utilizar el tiempo y espacio de clase a la resolución de problemas y ejecución de ejercicios sobre lo visto en casa.

Se permite así al alumno aprender a su propio ritmo en casa (viendo y regresando cuantas veces quiera el video) y lo que debía hacer él solo en casa como tarea, ahora, bajo esta modalidad, lo hace interactuando con los demás alumnos y con el maestro.

“Lagunas de clase”

Aquí Khan hace referencia al sistema educativo tradicional, en el que el tiempo designado para aprender una materia es fijo, mientras que el aprendizaje de los alumnos es variable.

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Esto quiere decir que si un alumno falta por cualquier causa a clase uno o varios días, ésta no se detiene, porque el maestro debe cumplir con los plazos señalados por la institución para la impartición de su materia, de modo tal que las ausencias de los alumnos seguramente generarán una laguna en el conocimiento de cada una de ellos.

Estas lagunas no se producen en la Khan Academy, ya que aquí ningún alumno avanza a la próxima clase mientras no haya comprendido al cien por ciento la clase anterior. La idea es conocida como *mastery learning* y ya había sido popularizada por Benjamín Bloom en 1968 pero no había logrado imponerse en Estados Unidos, a consecuencia de las exigencias de las instituciones sobre la terminación de planes de estudio de sus maestros.

En la actualidad ese obstáculo ha sido superado con la educación en línea, que permite por un lado al alumno regresar cuantas veces quiera el video para comprender el tema y por otra facilita al maestro monitorear en pantalla el avance de cada alumno y sus dificultades, para enfocarse en ellos.

Concluye este punto el autor destacando lo que sostiene Khan: “A diferencia del pizarrón, la computadora no se borra”. De ahí que las clases estén disponibles siempre en línea. Es por ello que por primera vez en la historia se logra que los alumnos no tengan más “lagunas” en sus estudios.

El futuro de los docentes, es decir de los maestros “de carne y hueso”

A este respecto Khan sostiene que la Khan Academy es una herramienta para potenciar a la escuela física y de ningún modo para reemplazar al docente. El reconoce que los maestros constituyen el elemento más importante del aprendizaje del alumno.

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Reafirma esto señalando que la tecnología permite una interacción humana de manera tal que el docente, al detectar dificultades en un alumno, puede centrar su atención en él y llegar a lo que se conoce como “educación personalizada” (misma que en la antigüedad solo correspondía a los nobles o a los príncipes, que contaban con uno varios tutores para su educación y hoy en día se hace posible con este modelo educativo).

Modelo educativo prusiano

En este punto se hace referencia al modelo instaurado por el Rey de Prusia en el siglo XVIII, quien dio origen a la educación primaria gratuita y obligatoria con el propósito de crear una clase trabajadora y respetuosa de la autoridad.

Este modelo fue y ha sido utilizado por años en diversas sociedades. En sus inicios era utilizado por el rey, para transmitir el pensamiento político mediante programas de estudio elaborados por el propio gobierno.

Hoy se le da el mismo uso por los gobernantes en turno de diferentes países y sistemas, ya que, a fin de cuentas, es un mecanismo de control político.

Señala también que este modelo educativo sirvió a los propósitos del rey y a formar una clase media de trabajadores manuales que se emplearan en las fábricas durante la Revolución Industrial, pero hoy en día, en la llamada economía de la innovación del siglo XXI, lo que se requiere precisamente es lo contrario: hace falta incentivar la creatividad y la facultad de resolver problemas en los alumnos.

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Para reforzar este punto de vista, Khan hace referencia a un estudio de Cathy N. Davidson³, en el que se expresa que el 65% de los niños que comienzan la escuela terminarán trabajando en empleos que aún no han sido inventados.

Hoy en día existen millones de personas trabajando en la industria de las computadoras, empresas de internet o drones comerciales, por señalar algunos, todo lo cual no existía ni cuando nacieron ni cuando comenzaron sus estudios.

Lo que importa no es la enseñanza, sino el aprendizaje

Khan refiere al respecto que las escuelas tradicionales concentran demasiadas energías en el aprendizaje, siendo que lo que debe privilegiarse es el aprendizaje del alumno.

Las clases en el aula y los videos son la parte menos importante del proceso de aprendizaje; lo realmente importante es hacer cosas, resolver problemas en conjunto con el maestro y los compañeros.

De esta manera el avance tecnológico permite el uso de tableros con que los maestros pueden seguir el avance de los alumnos y enfocarse más al aprendizaje de cada uno de ellos.

Continúa explicando que en las aulas donde se utilizan videos de la Khan Academy la importancia no la tiene el video en sí y lo que el alumno vea, sino que lo realmente trascendente es el aprendizaje activo, ya que los alumnos están resolviendo ejercicios o problemas.

³ Profesora de la Universidad de Duke y Codirectora de la Fundación McArthur de Medios Digitales y Competencias de Aprendizaje

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Así, el uso de los tableros constituye una herramienta de gran utilidad para el proceso de aprendizaje del alumno.

Títulos y certificados

No se dan certificados y títulos en la Khan Academy. El entrevistado refiere que cuando el estudiante ingresa a ésta por internet, recibe un breve test. Una vez resuelto y de acuerdo al puntaje obtenido, el sistema le recomienda ejercicios y videos específicos para ayudarle a comprender aquello que aún no entiende.

Conforme va avanzando en su aprendizaje, el sistema, que es un sistema proactivo, hace crecer el puntaje del alumno como si se tratara de un juego.

Esto es una manera de incentivar al alumno, que en varias ocasiones se ha visto premiado por ese puntaje, como en el caso del distrito escolar de Los Altos, en Silicon Valley, que adoptó el método de Khan y otorgó recompensas con premios electrónicos a sus alumnos, quienes mejoraron su entendimiento conceptual de las matemáticas y otras asignaturas.

¿Una fórmula para países ricos?

Como se observa, el sistema de la Khan Academy parece estar diseñado por para países ricos.

Ante tal cuestionamiento Khan explica que si bien hoy en día resulta inaplicable en aquellos lugares donde aún no se tiene acceso a internet, él considera que existen tendencias esperanzadoras, toda vez que en un plazo no mayor de diez años (él precisa entre cinco y diez

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años) hasta los alumnos que habitan en zonas rurales de la India o de Honduras, por poner un ejemplo, tendrán acceso a las computadoras.

Se basa en tal afirmación porque los costos tanto por el uso de internet como de las propias computadoras, han bajado sensiblemente y seguirán bajando, afirma, lo que ya ha pasado con las otras tecnologías, tales como el teléfono, el microondas, los automóviles, etc.

Tareas en el hogar, vacaciones de verano y escuelas multigrados

Khan señala que las tareas en el hogar como se vienen contemplando en las escuelas tradicionales, promueven una inequidad social.

Esto lo explica haciendo alusión a los estudiantes dependiendo a la clase social que pertenezcan. Los de clase media o alta generalmente tienen en casa alguien que les oriente o apoye en las mismas, ya se trate de un padre, una madre, hermano o incluso un tutor.

Sin embargo, señala, pasa lo contrario en aquellos estudiantes pertenecientes a una familia pobre, cuyos padres no han recibido educación formal y en consecuencia carecen de medios para orientar a sus hijos en las tareas, además de que en muchos casos deben trabajar para apoyar en la economía del hogar a sus padres y llegan a su casa cansados y disponen de menos tiempo para realizar tareas de escuela en casa.

Lo anterior hace evidente una situación de desventaja de estos últimos frente a los primeros, que el sistema Khan trata de combatir, al considerar que todos los alumnos deben hacer sus tareas en la escuela, con el apoyo de los maestros.

Vacaciones de verano una idea tonta

En el mismo sentido del punto desarrollado anteriormente, ahora Khan se pronuncia sobre este tema, al considerar que los alumnos de clase media o alta pueden aprovechar las vacaciones para tomar algún curso o realizar una actividad intelectualmente estimulante, mientras que los alumnos pertenecientes a familias pobres, quedan atrás de ellos por no tener los recursos para pagar una escuela de verano o algún curso vacacional.

Escuelas multiedades

Señala Khan que el hecho de que en la actualidad los alumnos se agrupen por edades es una idea que data de hace doscientos años y la considera una herencia tonta del pasado.

Sugiere la creación de “escuelas multiedades” en las que los grandes adquieran dotes de liderazgo y sean parte de la educación de los más pequeños.

Considera dentro de este tema, tanto a las personas de la tercera edad, que pudieran ser parte importante en la educación, como a los adolescentes, quienes tendrían una gran oportunidad de apoyo a los menores, a la vez que les generaría un sentido fuerte de responsabilidad.

Se refiere en los dos casos, esto es a los adultos mayores y a los adolescentes, como capital subutilizado.

Las escuelas en 2015

En un escenario imaginativo del sistema escolar entre 2020 y 2025, Khan advierte un aula física como eje del aprendizaje. Se trata de un espacio de trabajo común y silencioso que constituya el ámbito escolar interactivo.

En este espacio los alumnos de corta edad podrán tener como mentores a alumnos de más edad y habrá maestros formales que guiarán a los alumnos, quienes serán evaluados tomando en consideración dos aspectos: lo que piensan sus pares de ellos (cómo lo ven los demás) y su creatividad, es decir la aplicación del conocimiento adquirido.

El boom de la educación en línea

Entre los años de 2007 y 2008 Khan comenzó a subir a *You Tube* los primeros videos educativos para sus primos.

A partir de ahí, sostiene Andrés Oppenheimer, la educación en línea se disparó en Estados Unidos. Aunque ya existían sitios en línea con fines de lucro, como K!2, la revolución educativa de Khan contribuyó considerablemente a su expansión.

En el año de 2012 las universidades contemplan una gran oferta educativa de cursos en línea a través de diversos sitios de internet.

Destacan entre otros *coursera.org*, que a la fecha del artículo que se comenta ofrecía más de 400 cursos con videos y exámenes interactivos que habían sido ya aprovechados por 5.5 millones de personas.

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También en Latinoamérica han crecido portales como *educabilia.com*, *educatina.com* y *kuepa.com*, con conceptos similares.

Por ello, concluye, la revolución educativa ya era un hecho.

Silicon Valley

En la parte final del artículo, Andrés Oppenheimer pregunta a Khan sobre Silicon Valley, el lugar de su residencia actual y luego de explicar que llegó ahí, no por elección propia, sino porque ahí se había mudado la empresa donde trabajaba, comentó que en este lugar la gente está acostumbrada a tomar riesgos. Tienen esa cultura en la que están acostumbrados a considerar constantemente nuevas ideas y darles una oportunidad. En esta cultura la gente se pregunta cómo usar su capital para hacer su próxima innovación.

La gente ahí no alardea de su casa o de su auto, sino de su próximo proyecto y todos tienen respeto por aquellos que intentan y fracasan una y otra vez.

Khan señala textualmente en referencia al lugar: “Silicon Valley es un lugar donde gente con educación de calidad, gente con gran capacidad y conocimiento, está dispuesta a tomar riesgos y está dispuesta a aceptar el fracaso.”

Finaliza comentando que en cualquier lugar del mundo que tenga acceso al capital y al talento se puede dar paso a esta cultura.

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