

artikulu nabarmenak
artículos destacados



maiatza/mayo



RODRÍGUEZ MARTÍNEZ, Carmen: Commodification of education domestication of society. In *Cuadernos de pedagogía*, March 2014, no. 445, pp. 54-57

Knowledge gained through education has become a commodity used to ensure that students adapt to the jobs that the markets generate, supported by European regulations and proposals. The rule of the economy over society means that schools, through the introduction of mercantile and utilitarian ideologies, become competitive agents and accomplices that create adaptable young people and adults without conscience or the capacity to be critical. One of the consequences, in a context of fear and crisis, is that people feel they are responsible for their situation and do not protest, they even lose their dignity.



LÓPEZ GARZÓN, Juan Carlos: If they want, they can: keys to supporting the more capable students. In *Aula de secundaria*, no. 7, pp. 11-15.

The goal of educational laws is the full development of the capabilities of the student body and, in the case of high-capability students, these can be achieved through determination and by applying seven keys aspects or measures in the classroom. They deserve special attention: students are allowed to choose different tasks and attractive methodologies are put forward. In the first case, students choose one or several and undertake to do them by signing a contract, and the second (flipped classroom) allows teachers to work actively in the classroom as students take their lessons outside school hours through multimedia resources



GONZÁLEZ GARCÍA, Segundo. Youth, unemployment and job insecurity. The net as a space where alternatives can be found. In: *Revista de Estudios de Juventud*, no. 103, December 2013, pp. 161-180

The shortage of employment leads young people to compete and to tolerate precarious forms of employment. The cause, among others, is neo-liberal globalization, which has imposed labour market flexibility, segmentation, and transformation. The trade unions have not protected young people appropriately, giving priority to workers in non-precarious jobs. For this reason, young people have begun to join and take part in experiences, such as EuroMayDay, Juventud sin futuro or Oficina Precaria (EuroMayDay, Youth without a Future or Precarious Office), that use web 2.0 to communicate and claim rights associated with unemployment or a universal basic income

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