

artikulu nabarmenak  
artículos destacados



## martxoa/marzo

Cuadernos de Pedagogía



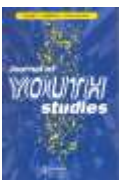
PÉREZ, Manuel. Raquetas y parkour para la convivencia (Raquettes and parkour for coexistence), In *Cuadernos pedagogía*, March 2014, nº 443, pp. 14-20

The faculty of the high school, Las Pedroñeras, with selfless commitment, has launched a teaching innovation project in order to improve coexistence at the school, to teach values and, finally, to try to improve academic outcomes. The project is based on offering a healthy leisure and sports activities (badminton, ping-pong, parkour) and workshops that promote the transmission of values: solidarity, commitment, dedication, joint effort and confidence. In addition, the teachers instil respect for one another, for the equipment and facilities. Introducing young people to activities in which they are interested and that stimulate them is an incentive that encourages them to go to school. This project has also led to an improvement in behaviour, academic results and has helped reduce truancy



AVILÉS MARTÍNEZ, José María. Bullying y Ciberbullying: apuntes para la elaboración de un Proyecto antibullying (Bullying and Cyberbullying: notes for an anti-bullying project.. In *Revista digital de la Asociación Convives*, nº 3, April 2014, pp 4-15

This article describes the common aspects of bullying and cyberbullying, the differences between them and the specific characteristics of the latter. To address the problem, an anti-bullying project has been proposed to establish a number of decisions and actions to be implemented by teachers. The plan requires guidance (participation, disciplinary policies, education of families...), planning (institutional documents, operational structures, assessment, specific training...) and management (institutional support, integration in the curriculum, involvement of teachers and students...).



HENN, Matt and Nick Foard. Social differentiation in Young people's political participation: the impact of social and educational factors on youth political engagement in Britain. In *Journal of youth studies*, vol. 17, nº 3-4, April-May 2014 The findings reveal that young people do profess a commitment to the political process, although they consider that there are relatively few opportunities available for them to intervene effectively in formal political life. Our study also indicates that there is no uniform youth orientation to politics, and the data reveal that this generation's engagement with formal politics is complex and nuanced. Social class and educational history both appear to have a crucial bearing on political engagement, while views also differ according to ethnicity and –to a lesser extent- gender. The authors also consider the findings from 14 online focus groups with 86 young people who opted not to vote at the 2010 General Election. These findings enable us to consider what influenced these young people's patterns of (dis)engagement with politics

PERTSONA  
HELBURU

COMPROMISO CON  
LAS PERSONAS

EUSKO JAURLARITZA

GOBIERNO VASCO

HEZKUNTZA, HEZKUNTZA POLITIKA ETA  
KULTURA SAILA

DEPARTAMENTO DE EDUCACIÓN,  
POLÍTICA LINGÜÍSTICA Y CULTURA