

Educational Quality

In recent decades the education system has sought to incorporate the largest possible number of children and young people, to achieve greater universality and inclusion. However, at the same time, the need to improve the so-called "educational quality", that has declined in many countries including some developed ones, has become urgent. Nevertheless, one of the problems in the current debates about quality education is the difficulty to define and conceptualize this concept. As pointed out by Inés Aguerrondo, it is a highly referential term, subject to the vision or field of action of the people and institutions that propose an educational project or action. On the other hand, the notions of educational quality can be approached in a different way according to the different elements that tend to be given higher priority, for which there will be different notions of educational quality depending on whether they are more focused on the curriculum, the student, the teacher, the educational center.

Likewise, rethinking education involves studying an integral praxis of the person regarding its individuality, family, community and social dimensions. This represents a contrast with the current situation of fragmentation raised from various pedagogical, sociological, economic or political approaches expressed in the specialized language of these disciplines. The task is not simple and can only be addressed by taking into account the contributions made from these different sciences and fields of action, but not limited to them.

This issue of *Cultura Económica* seeks to insert itself in this contemporary debate with the aim of analyzing the fundamental conceptual bases of the idea of educational quality in the context of contemporary social reality and of the concrete practices existing in educational institutions.

In the first place, it begins with an article by Ezequiel Gómez Caride that fully attacks this problem, as it seeks to define the concept of educational quality based on the task of the teachers who stand out in a community. Then, we present a work by Juan Bautista Etcheverry that seeks to reflect on the origin of the problems of the educational authority of our time. This, according to the author, lies in the loss of the intrinsic value of education, and the image of the teacher as one who has something valuable to convey. In the third place, Ricardo Delbosco makes an interesting analysis about the pedagogy of Paulo Freire, very valid in academic circles, in dialogue with educational personalism that invites us to think about the purpose of teaching practice.

The essay section presents three papers that study different aspects of socio-educational reality. In the first place, Cecilia Sturla offers us an analysis of the controversial Argentine Comprehensive Sex Education in the light of a practical case: the 1997 Federal Education Council resolution that forced a Mennonite community in La Pampa to put aside their education and adopt the official Argentine system. The second essay that we present in this issue is by researcher William Darós and focuses on the analysis of postmodern society and its light individualism, a concept formulated by Lipovetsky, in relation to education. Finally, we offer the reader an analysis by Verónica Meléndez Charris on human dignity, multiculturalism and the new politics in postmodern society. According to the author, it is necessary to return to the classic concept of human dignity to formulate social actions and successful public policies.

We hope that this special issue of *Cultura Económica* can contribute – from a broad and integrated perspective – to a path of reflection on the challenges for school institutions' management and for the design of public policies in formal education and in society's diverse educational experiences.

A.P.V.