

## Presentation



The National Education Commission, through the educational subsystems: Ministry of Education (Ministerio de Educación, MINED), National Technical and Technological Institution (Instituto Nacional Técnico y Tecnológico, INATEC), Regional Autonomic Education Subsystem (Sistema Educativo Autonomo Regional, SEAR) and National Council of Universities (Consejo Nacional de Universidades, CNU), presents the sixth edition of Índice, Education Journal of Nicaragua, a scientific and academic production, specialized in the field of investigation and educational diffusion.

The new edition of the journal is directed to Education of quality: equity, inclusion and social justice as transformational principles. Education, key to improve people's quality of life, is the main theme of this number in which national and international writers interweave the National Education System in the field of gratuity, coverage, infrastructure, technology and other components corresponding to the guidelines of the National Plan to Fight Poverty and for Human Development 2022-2026.

The partners of this edition expose their ideas and show results of actions and efforts that are being taken by each subsystem to ensure the access to integral education with quality, inclusion, equity, gender approach and interculturality to the protagonist of the educational community in Nicaragua. Through their writings, the academics reaffirm achievements and challenges of education; meanwhile, urge to reflection and educational practices that generate deep and significant changes in favor of a quality education for the transformation of people's social realities.

The section MAIN THEME is integrated by four writings. The first presents the results of an investigation titled *Relation between school attendance and results of score in subjects*, written by Salvador Vanegas Guido and Ramón Ángel Ortega Rocha. The contribution from this study lies in the analysis of seventh, ninth and eleventh grade students' score in correspondence with their attendance. Results show it exists a significant relation between these variables, therefore highlighting the importance of establishing educational policies, in the interest of decreasing scholar absenteeism and, with it, improve the academic performance of students.

On the article *Quality and pertinence on the evolutionary process of technical education and vocational development in Nicaragua* elaborated by Mirna Ileana Cuesta Loáisiga and Marcos Antonio Espinoza Pichardo, the writers propose quality and pertinence as definitive factors for Nicaraguans' technical education and vocational training through a documental analysis which evidence the advance of the National Technical and Technological Institute (INATEC), regarding the coverage, broadening of the academic offer and the strengthening of programs for the teacher updating and training. Likewise, emphasize the constant improvement of the infrastructure and access to resources that contribute to provide a quality technical education.

For their part, the text *Transdisciplinary strategies for a holistic learning in the UNIAV-UNICAM Program*, from the authors Hebler Mauricio Narváez and Lisseth Amparo Mena Amador, describes how transdisciplinary strategies can be

implemented in higher education to solve problematics of the environment in which students live. In the study, the learning experiences of students from the Program of University in the Countryside (Programa de Universidad en el Campo, UNICAM), of the Universidad Internacional Antonio de Valdivieso (UNIAV) are analyzed. The text concludes by highlighting the importance of integrating a transdisciplinary approach with the aim of transforming the real context of learners.

The last paper on the section is an essay by Edgar Salazar Francis. In this, the author reflects on the *Challenges and opportunities of Cultural Diversity in intercultural learning environments*. Main results outline the importance of the curriculum as a tool to implement pertinent and contextualized strategies on intercultural learning environments. Likewise, in the study are described the challenges and obstacles of the National Education System to attend the cultural diversity and facilitate the participation of all the educational community in the process of knowledge building.

The section ARTICLES & ESSAYS presents five writings. The first is an essay titled *A difficult problem: distinguishing between good and bad education*, by the Colombian academic Carlos Eduardo Maldonado. The study invites us to reflect about what determines the good and bad education. In this sense, learning is considered as a good education, because it prepares for life and favors students' critical thinking. On the other hand, highlights the idea that someone teaches because they know, and another learns because they don't, is an erroneous belief. For this reason, it states bad education is founded in teaching.

Subsequently, in the text *Quality education: Analysis situated from the work of the higher education institutions*, Sonia María Orozco Hernández critically analyzes the concept of quality and its application in the educational sphere. Thus, the educational institutions on university level adapt quality in correspondence with the community needs to which they attend to. The essay finalizes with emphasizing the role of the members of the university community to ensure a quality education, and the mission and vision of institutions as referents to carry out their work with thoroughness.

On the other hand, the academic Lilliam Navarrete Rivas, in her study of *Pedagogical accompaniment as indicator of quality in education*, relates this process received by four degrees that are part of the pilotage of the new competency-based curriculum of the Universidad Nacional Autónoma de Nicaragua, Managua (UNAN-Managua). In her conclusion, it restates that the process undergone by these degrees of the new model doesn't vary regarding the treatment of the others. Also, stresses the need of a steeper accompaniment for the improvement of the educative practice.

The teachers Javier Antonio Zúniga Moreno and Rigoberto Alejandro King Sing Miranda with their writing *Inclusive and quality vocational training for the full development of people with disabilities in Nicaragua* stand out the opportunities in technical training of people with disabilities, according to the policies implemented by the Government of Reconciliation and National Unity (Gobierno de Reconciliación y Unidad Nacional, GRUN) and through the implementation of the model of professional inclusive training, which seeks to train technically and vocationally this population for their

insertion in society. The study finalizes by highlighting the importance of continuing working to ensure the participation of people with disabilities in the National Education System.

This section ends with the text of Juan Asdrúbal Flores Pacheco, Caroline Maxine Palmer Marley and Henry Alexander Petrie Bejarano, who explain the *Cultural diversity in the Nicaraguan Caribbean Coast: Challenges and opportunities in education*. From this perspective, and through a literature review and analysis of the educational model from the Bluefields Indian & Caribbean University (BICU), the authors raise the management of the cultural diversity as an influential factor in intercultural communication. Likewise, present as main results that the challenges on intercultural contexts can be taken advantage of as valuable opportunities to enrich the educational act. In the same way, highlight the need to promote intercultural communication to offer an equitable and inclusive education.

In the section INTERVIEW, two academics share their contributions and reflections around quality education in the context of Nicaragua. Primarily, it exposes the dialogue with Maribel Duriez Gonzáles, president of the National Council of Evaluation and Accreditation (Consejo Nacional de Evaluación y Acreditación, CNEA), who highlights the work of the National Education System to ensure the quality of education in all levels. Then, it is found the conversation between Elmys Escribano Hervis, from Revista Atenas and the Colectivo Editorial de la Revista Iberoamericana en Investigación Educativa of the Republic of Cuba, and Herman Van de Velde, founder of ÁBACOenRed Nicaragua.

In this pleasant encounter, the academics exchange educational experiences and delve into the strategies and visions to transform education, through the genuine cooperation and inclusion of the community in the educational processes.

In the section BOOK COMMENTARY, Judith Galarza López shares a critical overview of the book *La Gestión de calidad en la cultura organizacional de las Instituciones de Educación Superior nicaragüense. Hacia la instauración de una cultura de calidad en la UNAN-Managua*, by the academics Ramona Rodríguez Pérez, Jaime López Lowery and Isaías Hernández Sánchez. In this collaboration, Galarza invites us to reflect on the concept of quality and the importance of carrying out concrete actions to promote quality on the Institutions of Higher Education (Instituciones de Educación Superior, IES). The author in this section expresses that the quality of education on IES is reflected in its capacity to attend to the community's needs.

In DOCUMENTAL MEMORY is proposed the text Education on the *Frame of the main Education Project (1980 - 1986)*. The chapter of this work addresses the efforts and achievements that were carried out in the first stage of the Sandinista Popular Revolution (Revolución Popular Sandinista, RPS) to strengthen the educational system, having as main project the education, and deep and significative changes for the Nicaraguan population.

Finally, the section POIESIS & PRAXIS starts with the study of Anielka del Carmen Miranda Rivera, *Application of a didactic unity for the development of critical thinking in high school students*. This investigation was done with the purpose of implementing

didactic strategies with students at high school to develop critical thinking, with the interest of facilitating and improving the learning process. Hereafter, the reader will find a selection of poems by two authors: Marvin Salvador Calero Molina, who presents a poetic anthology with which describes the experience of the educational community in the Program of University on the Countryside (UNICAM), as well as a reflection about the teaching practice, and Junior Alberto Pérez, with two works about the meaning and contributions to the Revolution for the social development of the Nicaraguan people.