

Editorial

The new issue of *Perspectiva Educacional* is related to school management and organization. It aims to look into the systems regulating the institutional life in educational centers. Those systems are the foundations of any educational or formative project regarding school management.

The promotion of educational institutions requires the pursuit of the excellence of its mission. In order to do so, these institutions must be capable of modifying their decisions based on the variables that may occur during their path to find balance and harmony among them. At this point, cultural, technical, technological, curricular, necessities, utopias, and resources merge.

The main goal of this issue is analyzing, studying, and deepening some of these aspects. The articles address, from different perspectives, some of the problems found in school management and organization regarding content and reference areas. Aside from that, this issue aims to get to know those problems better and how to solve them.

The educational mission and task, as a social commitment, are a universal commitment that the society as a whole must assume and share, because society is the beneficiary of the formative action of education, despite the fact that the educational mission and task are a responsibility defined according to the public sector management and embodied by the State action. Thus, educational institutions should aim to be more than just another service provider. They should become active social intermediaries that are not satisfied with the simple management of space, time, and curricular content.

Meeting the educational needs on their different social levels and social areas for everybody under the criteria of equality and equity, requires an effort to have an efficient and transparent management, because the resources are not unlimited nor heritage of minorities. Aside from that, a transversal and inclusive organizational dimension is also required.

In this context, the first article called "Challenges of University Governance in Spain", presented by the professors from the Autonomous University of Barcelona Diego Castro and Joaquín Gairín, aims to deepen the challenges faced by the university governance in Spain, focusing on three basic aspects defined on the institutional autonomy, government participation, and accountability. Autonomy and participation are connected. Autonomy refers to the capacity of taking decisions, while participation relates to the involvement in that decision-making process. Those elements do not constitute an obstacle for numerous contradictions such as the relation between personal institutional autonomy or participation, and management agility.

The second article called “School Improvement Sustainability Fostered by Technical Educational Assistance Programs”, presented by Clemencia Gonzalez from the School for Advanced Studies in the Social Sciences from France and Cristian Bellei from the University of Chile. The article addresses the problems with technical assistance in schools. That is to say, the external action that affects the institutional life in order to improve it, and the way this intervention is maintained depending on variables of the meso-context and the micro-context. This refers specifically to the local authorities, school principals and teachers. In this way, the article looks into the elements related to the institutional micro-cultures.

The third article is called “Opening up Educational Centers to their Surroundings: Secondary Educational Establishment”, presented by professors Ángela Martín and J. Antonio Morales from the University of Seville. The article deals with a matter of enormous interest nowadays which is the opening of educational institutions to their surroundings. In other words, the interactions educational centers must develop with the outside world. If school aims to foster social, cultural and labour interactions with young people, spaces to develop this outreach are needed. In this way, opening schools to their surroundings, aiming to society in general and social, cultural and labour institutions constitute an urgent challenge.

The fourth article comes from the University of Valencia and the Autonomous University of Barcelona, written by professors J. Luis Muñoz, David Rodriguez and Aleix Barrera-Corominas. It is titled “Tools to improve educational organizations and the relation with their surroundings”. The article highlights the need to promote and enhance the relation between educational organizations and their surroundings. This relationship has to be achieved by tools and actions that favor the organizational development. Networks, outreach-working programs, and initiatives that include school centers, the city hall, and families can contribute to the development of integration, mainstreaming, and contextualization principles needed in the pursuit of a good education.

In the free-article section, the psychologist Ana María Torres from the Ministry of Education Regional Secretariat of Valparaíso, Chile, presents one of the most passionate aspects of the educational action. Through her article “Study of School Integration Projects during the First Year of Primary School in Public and Subsidized-Private Establishments in the Province of Valparaíso”, the author goes beyond the academic aspects related to educational intervention within an institution. She deepens into a social, cultural, political and even economical challenge: the education of children with special educational needs and the criteria used to educate them, not only as a process of exclusion, equity and subsidiarity, but as a shared social responsibility.

The following article in this section, “Two Proposals for the Inclusion of Young People into the Educational System” is presented by professors Gloria Calvo from the National Pedagogical University and Maria Camargo from the University of La Sabana, both from Colombia. The article introduces us into one of the most widespread problems in countries with low rates of school completion: how to respond to the needs and interests of young people during their school years? Most of the time, those needs and interest happen to be far away from personal, social, and cultural motivations of their surroundings, and that is the problem. The study focuses on institutional adaptability, which is expressed by an organizational model and a rational system, covering aspects such as time, space, media, methodology, etc. However, in order to do so, compromise and decisions are needed.

The last article is from the University of Murcia, Spain, signed by Encarnación Hernández and J. Antonio Rabadán. It is titled “Hospitalization: a Parenthesis in a Children’s Life. Educational Attention for Hospitalized Children” and it addresses the problem of children not attending school due to long illnesses. In Spain, this problem is contemplated within the school system through the use of “Hospital Classrooms”, as a school alternative for these children. Nevertheless, the special nature of this education reveals, in the first place, the singularity and diversity of the hospitalization cases, linked with the personal and unique condition of each patient, and, in the second place, the educational, curricular, and academic implications related to the reference educational center of the hospitalized student. This will be useful to follow the student and his return to school after being discharged.

Therefore, we consider that with the presentation of this new issue of *Perspectiva Educacional*, we move towards the dissemination and disclosure of education specialized knowledge, contributing, once again, to the production, reflection and inquiry in knowledge to improve education. This is achievable with the support of teachers and researchers from dozens of countries and responsibilities, from different areas and institutions, contributing to a critical analysis, reflection, and the proposal of multiple alternatives to the challenges that education faces, both theoretical and practical.