

PROPOSAL FORM

This form must be completed by those specialists who wish to propose the publication in *Revista de Educación* of a *monograph* on some relevant topic for which they also propose themselves as guest editors.

TITLE of the monograph	PUBLIC POLICIES ON EDUCATION SUPPORT AND REMEDIAL EDUCATION
Proof of TOPICALITY	The proposed topic is directly related with several of the lines featured in the journal's topicality guidelines, primarily analysis of education systems and public policies; quality and fairness in education; education reforms and innovations; treatment of diversity and inclusive education.
GUEST EDITORS	Asunción Manzanares Moya asuncion.manzanares@uclm.es Nuria Manzano Soto nmanzano@edu.uned.es
CONTENT AND RELEVANCE	
<p>This monograph throws a spotlight on research, evaluations and experiences concerning education-related public policies of a certain type, to wit: policies in which various levels of the education administration (national, regional and local) work together to promote and cofinance needs identified by school communities, for the purpose of weakening the factors that create inequality and ensuring that all students have recourse to the support measures they need in order to learn and develop on the basis of their own capabilities.</p> <p>These policy initiatives (reflected in laws and budgets) are of interest, because they conjoin: a) a decentralising method in which education administrations find ways to target high-priority objectives together; b) a model of innovation that is not a one-size-fits-all solution designed in advance by the central government, but instead is site-oriented and sub-national and stems from the hard needs and priorities of schools; c) participation by the school community; and d) result assessment.</p> <p>In Spain policies of this sort have evolved from an initial approach taken in the Education Ministry's <i>Compensatory Education Programme</i> (Royal Decree 1,174/83 of 27 April) to the recasting of the topic in the Constitutional Act on Education (2006). Such policies reinforce the <i>principle of educational compensation</i> and avoid the dysfunction of the technological model of "programmes", which generally leads to "student classification" and the assignment of quotas/specialists to tend to the students in question. In the implementation of the Constitutional Act on Education, in a scenario where autonomous communities have full powers over education and schools have plenty of room for autonomy, the PROA Plan ("PROA" stands for "Remedial, Guidance and Support Programmes") is an example of this sort of policy. It focuses</p>	

on applying the principle of educational compensation in order to achieve equal opportunities. Kicked off in the first half of 2005 to improve the quality of education and student performance and to respond to the recommendations and guidelines set by the European Union, the PROA Plan is conceived as a project in which the Education Ministry and autonomous communities cooperate in order to a) address the education needs associated with students' social and cultural environment, b) achieve access to quality education for all, c) enrich the educational environment and d) involve the local community. It offers schools resources in accordance with their needs and in accord with their use of their own autonomy, so that schools, together with the other stakeholders in education, can work in two directions: helping to weaken the factors that create inequality and ensuring attention for the most-vulnerable collectives.

The objective of the monograph is to throw a spotlight on the design, application and evaluation of policies, programmes and activities of this type in Spain and other countries. We would like to see studies and experiences in primary and secondary schools that aim to improve students' academic performance, outline flexible educational responses to enable schools to deal with complex, heterogeneous situations and, above all, facilitate an understanding of the situations that create social/educational disadvantages.

Because of the basic objective that forms the monograph's backbone, the following types of articles are of special interest:

- Articles focusing on reviewing the concept's evolution and the practical application of the principle of educational compensation in education policy.
- Research and studies (in the Spanish context and internationally) on consolidated policy measures based on the principle of educational compensation of disadvantages and promotion of success for all in education. The lessons drawn from international comparisons will be especially welcome.
- Papers evaluating education policies of this type, particularly Spain's PROA Plan.
- Education experiments conducted by PROA-Plan specialists in the different autonomous communities or sectors of education. Special merit will be awarded to papers providing an overall perspective and papers exploring the relationship between school organization, management and operation (structures, projects, practice, curriculum) and local community participation on the one hand and compensation for inequalities on the other.

PAPERS WILL BE EVALUATED ACCORDING TO THEIR TOPICALITY AS DEFINED HEREIN. THEREFORE:

The monograph does not include articles about activities referring exclusively to the non-formal education system, not because they are of lesser interest, but in order to adhere conceptually to the topic at issue in the monograph.

TARGET GROUPS	<ul style="list-style-type: none"> - Researchers. - Education administrators. - Guidance counsellors and other professionals on school support teams or services. - Teachers at all school levels.
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GENERAL CONSIDERATIONS	
LANGUAGE	Written articles are accepted in Spanish and English. The original version (Spanish or English) will be published and access to the translation of articles in English will be made available by means of a link from the original version.
EDITORIAL RULES	Articles must comply with the rules of <i>Revista de Educación</i> for the presentation of original papers, which can be found at: http://www.revistaeducacion.educacion.es . Articles will not be sent out for peer review until they comply with these rules.
SUBMISSION OF ARTICLES	All articles are to be sent to Revista de Educación exclusively over the Science and Technology Foundation's RECYT Journal Management Platform (http://recyt.fecyt.es/index.php//redu/index).

	<p>To submit your article correctly, please consult the rules for submission of original articles, <i>Normas para la presentación de originales</i>, primarily section II: <i>Presentación y envío de artículos</i> (www.revistaeducacion.educacion.es/colaboraciones_art_esp.htm).</p> <p>For any questions or doubts related to this call for papers, please call +34 91 7459229, extension 73717, or write to this email address: editor.recyt@educacion.es.</p>
REVIEW AND SELECTION OF MANUSCRIPTS	<p>Once the peer review has been concluded, the guest editor or editors, together with the Editorial Board of <i>Revista de Educación</i>, will select from the articles that have been favourably evaluated those that will finally be published in the monograph. <i>Revista de Educación</i> will notify authors if their articles are accepted or rejected.</p>

DATE	TIMETABLE
08/11/11	Start of the submission period for original papers.
02/04/12	Close of the submission period for original papers.