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Dr. Rafael Lucio Gil, of Nicaraguan origin, addresses in this book, the result of a 20-year investigation, a very important theme for the progress of any educational system: teacher training, by the hierarchy that teachers and professors they must have within any social system

Through the twenty chapters contained in the book, divided into three parts, the author reveals with clarity, coherence, conciseness, and scientific rigor a perspective on the problem of teacher training based on the analysis of the past to anticipate the future. In this sense, in a very accurate way it uses the term forecast, because it looks for signs in the past to obtain consistent hypotheses of what may happen.

From the beginning of the first part the study of data and information is exhaustive enough to determine those constant and modified elements of the stages of Somocismo and Sandinismo in Nicaragua. It is significant that it concludes that both periods have as a common characteristic that the government is interested in assuming control of teacher training based on social awareness and teacher work.

With respect to the foregoing, the author's expression may seem contrasting when he states:

... the teaching issue, given its strategic importance and the low appreciation it seems to have in Nicaragua for educational administrations, even today, has captivated our work and commitment with dedication and passion over many years. (p. 23)

However, this apparent contradiction is clarified when it states that teachers have been considered more as a means or resource for improving the quality of education than as active and fundamental protagonists of change.

Already in the second part of the book, where the innovative routes of teacher training are exposed, epistemological gaps and challenges concerning teacher training from innovative parameters begin to be identified. The author insists on the need to take into account that teachers in training are adults and, therefore, the training they receive must be carried out within the parameters of adult education; reflection with which I agree because in Cuban university education we often treat students as if they were teenagers who attend basic secondary school without taking into account the level of autonomy they have achieved.

In the book it is proposed that the structure, content and organization of the training actions show great potential and positive initial results and that, in that sense, it is important that the country carry out a careful monitoring and evaluation of the application and effects of their teacher training programs.

On the other hand, the author's constructive critical sense is evidenced, among other expressions, in that teaching taught by teachers with incomplete or non-existent initial training persists in Nicaragua as an acute problem for the quality of teaching. And for this purpose it states:

As a form of response to these training needs, emergency teacher training programs have been created. However, rather than focusing on supporting the professional preparation and training of high-quality teachers, and offering working conditions and wages that allow the retention of those teachers in their field, many countries are becoming dependent on emergency accreditation methods, with the consequent low quality of the educational offer. (p. 263)

Based on the analysis of the successes, mistakes and difficulties of the training process, which allows it to adjust and improve the existing training model, it proposes a new one that includes some recommendations on the performance of the training researchers and the strategies to enforce this plan of training in the country.

Already in the third and last part of the book, aspects extrapolated to any country or region are analyzed in detail such as: the epistemological perspective of teacher training, the role of research and systematization of educational experiences, how neuroscience revolutionizes training teacher, and critical pedagogy as a counterhegemonic perspective in teacher training.

For everything previously stated in this review, it is recommended to all teachers, local and national government leaders, the reading of such valuable work.