**International Events at UNAE (2015 – 2018)**

**Congresses**

**I International Congress of UNAE**

**Presentation of the Congress:**

UNAE, under the auspice of the Ministry of Education of Ecuador and the Regional Office of Education for Latin America and the Caribbean of UNESCO, organize the First International Congress on Education, Quality and Good Living, with the purpose of generating a space for reflection and constructive dialogue with society and education faculties around these issues.

This event favored academic, scientific and institutional dialogue around research proposals on the role of universities committed to education, the quality of educational systems and the various innovative practices that promote an evolution from the society of knowledge towards a society of learning and Good Living.

**II International Congress of UNAE: University and Teacher Training. September 28 to October 1, 2016**

**Description of the Congress:**

From September 28 to October 1, 2016, this Congress was held at the headquarters of UNAE, which was able to position our institution nationally and internationally. This through the generation of networks, alliances and exchanges among participants and invited experts that were achieved in the framework of the holding of the event. On the other hand, it strengthened the relationship with international experts who participated with a view to future academic and editorial projects. Likewise, it exposed our students and teachers to an international experience within the University; it shaped up the image of UNAE as a center for academic discussion at the highest level; and finally, very important from the perspective of the sense of territoriality of the University, it strengthened the link of UNAE with its geographical, economic, social and cultural environment. That is, with the community to which, since it was conceived, our University must serve.

**Data of the Congress:**

Over 750 people registered in the Congress in its four days of activities. Among them were teachers of the national education system, national and international academics, university students and the general public. The Congress had four keynote speeches, seven thematic panels and working groups. It had the presence and participation of national and international education authorities.

**III International Congress: University and Education for Social Transformation: Assessment and Challenges 100 Years after the Córdoba Reform. May 21, 22 and 23, 2018**

**Presentation of the Congress:**

Universidad Nacional de Educación (UNAE) calls the III International Congress of Education in the framework of the commemoration of the 100th anniversary of the University Reform of Córdoba. The objective of the event is to reflect on the current situation of higher education and university in our continent, in light of one of the most important events in the fight for the right to higher education in history. The event is part of the agenda of activities of the Regional Conference on Higher Education in Latin America and the Caribbean (CRES-2018).

Historically, the concept of university has been linked to the concept of society; that is to say, that the university acquires its identity to the extent that society exercises its capacity to think about itself; and in turn, this capacity for social self-reflection is materialized as the university fulfills its historical-cultural commitment to form autonomous individuals, with a critical and self-critical capacity for the production of knowledge and social transformation.

The university goes through several crises and threats. It moves on a territory of conflicts, that is, between the possibility of being an instrument to counteract growing social inequalities, or a means to reproduce and perpetuate them. In this context, we must reflect on questioning the University in the perspective of place that it occupies structurally and symbolically in society. According to this, the proclamations of the Student Movement of Córdoba can shed light on the contemporary debate on the current situation of higher education and the Latin American university.

With this Congress, UNAE is consistent with the principles emanating from Córdoba of a contextualized education and committed to the social transformations of its time, because the academy is called to connect social struggles with critical thinking, in the construction of emancipatory horizons for our peoples.

As the students affirmed one hundred years ago in the liminar manifesto: "The pains that we have left are the freedoms that we lack." UNAE invites researchers, teachers, students and student movements to share initiatives framed in the right to education, university autonomy, intercultural education and new challenges for education in our countries.

Thematic central focuses of the Congress:

1. University autonomy: the right to education and public policies. Focus that will open the reflection and debate on works and/or studies focused on university autonomy that includes a historical perspective in relation to the management and/or substantial functions of higher education: teaching, research and links with the community. It will include works that shed light of processes and/or experiences that demonstrate the guarantee of the right to education and/or the precision of public policies or educational reforms that favor the spirit of autonomy in perspective of processes of social transformation.
2. Good Living and Education from the South: decoloniality and emancipation. Focus that will take as an object of reflection and/or discussion works and/or studies focused on the epistemologies of the South, in particular, those based on the epistemology of Good Living as a base premise of training experiences built in and from decoloniality and emancipation.
3. Education: student, social, popular movements, subaltern subjects and processes. Focus that will open to reflection and discussion the systematization of experiences and/or studies related to the spirit and work of student movements in the context of the development of processes in pursuit of the configuration and/or consolidation of university education; similarly, expressions of social/popular movements or subjects that in the context of subalternity have recontextualized the raison d'être of education and the role of training institutions.
4. New university projects, epistemes and methodologies: sciences, technologies and innovation in higher education. Focus that calls for dialogue on studies and/or research that generate new ways of conceiving, building or organizing knowledge and/or ancestral knowledge; proposals or projects that demonstrate dialogue of knowledge, co-creation of knowledge and/or inter-scientific dialogues generators of science, technology and educational innovation.
5. Higher education today in Latin America: the neoliberal reform and its alternatives. A focus that encourages reflection and debate about the contradictions and tensions that arise from the approach of education as a free market and/or the spirit of autonomy as an expression of emancipation and the foundation of transformative educational praxes.
6. University autonomy and teacher training. A view from the South. This focus is located in the processes of transformation in teacher training in Latin America and the Caribbean. New approaches in the training of teachers from a critical (emancipatory) perspective.

**Data of the Congress:**

In its three days of duration, over 2,100 participants were registered in the different modalities of participation that it had. There were about 600 teachers from the national public education system. Likewise, more than 300 students from universities throughout the country attended. There were 88 presentations from 13 countries and 22 national institutions. The first three keynote speeches of the event were delivered by acting Ministers: first day Dr. Augusto Barrera, Secretary Minister of Higher Education of Ecuador at that time; second day Dr. Fander Falconí, Minister of Education of Ecuador at that time; and third day Dr. Ena Elsa Velázquez, Minister of Education of the Republic of Cuba. And the fourth conference was given by Dr. Freddy Álvarez, Rector of UNAE. The Congress had 26 international guests among authorities of regional organizations, rectors of Latin American universities and highly recognized academics.

**Other international events**

**International Colloquium: Decoloniality, Education and Good Living. October 12 and 13, 2017**

**Presentation of the Colloquium:**

The Universidad Nacional de Educación UNAE, a public institution of higher education in the Republic of Ecuador, held the **Decoloniality, Education and Good Living Colloquium**. Which was a space for reflection and conception of a thinking and science of education aimed at encouraging a dialogue on the horizon of the ecology of knowledge.

In the Colloquium, thinkers and activists from America, dedicated to a continuous reflection on the themes that give title to it, discussed and debated to offer different perspectives on the reason of the importance of an education in the XXI century that integrates knowledge and practices beyond the hegemonic forms of knowledge.

**Data of the Colloquium:**

Around 800 participants were registered during its two days. Among academics, university students, high school students, teachers from all over the country and general public. It had three keynote speeches and six thematic panels.

**II International Seminar on Disruptive Education with ICT. December 1 and 2, 2017**

**Presentation of the Seminar:**

At the present time there is a consensus that the traditional educational model needs to adapt to the new needs of students, for which a paradigm shift in education is necessary, a new way of understanding, planning and executing classes: a pedagogical – methodological change; first of all, analyzing the premise that learning happens when teachers – educators not only make efforts into what they transmit, but also in the physical spaces in which the transmission of knowledge takes place, in classrooms.

For more than a decade in Ibero-America, Fundación Telefónica has been developing projects linking the Information and Communication Technologies (ICT) in educational processes, through educational resource portals such as ScolarTIC and virtual and face-to-face training through the Aulas model of Fundación Telefónica and updated research on education issues.

During the years 1997 to 2017, Fundación Telefónica, together with the Corporación Red Infodesarrollo and CONFEDEC (by its Spanish acronym), is executing a process of teacher training on ICT applied to teaching and learning processes, aimed at Educational Ecuadorian Institutions Financed by the Government and Religious Groups, where more than 6,000 teachers in the country have been trained, verifying in these years, several good practices of education with ICT.

Thinking about the permanent updating of the teachers who are beneficiaries of the training of the Aulas Fundación Telefónica project, since the year 2016 an international event (seminar) has been developed and on an annual basis, last year the I International Seminar on Education and ICT was held, with the "STEM Education” theme, where more than 200 teachers, preferably those who already completed their training in the project, were the main recipients thereof.

In the year 2017, the II Seminar on Education and ICT will be held, with the "Disruptive Education, for a more creative class" topic, which aims to bring together 300 teachers from the Aulas Fundación Telefónica project in the city of Azogues and as its venue the campus of the Universidad Nacional de Educación.

The objective, in addition to the continuous updating of the teachers, is that they can count on a 40-hour certification, which increases their academic portfolio as a professional in education. For this reason, 16 face-to-face hours have been planned with the attendance and participation in an integral way, in the two days of the seminar and; 24 hours online, prior to the seminar.

**Data of the Seminar:**

It was an event organized jointly by the Fundación Telefónica, the Infodesarrollo group and UNAE. 400 participants were registered through Fundación Telefónica and Infodesarrollo and another 150 by UNAE. There were two keynote speeches and the rest were workshops that were part of the certification offered by the Seminar.

**Sixth Ibero-American GeoGebra Day: April 24 and 25, 2018**

**Presentation of the event:**

GeoGebra is a didactic software, in its beginnings on Geometry and Algebra, although in the last years the new versions offer options to work any content of the different contents of Mathematics.

The software is aimed at teachers and students of Mathematics of any educational level: Primary, Secondary, High School education including University that wish to incorporate ICTs into their classes.

GeoGebra offers a wide variety of options that allow its use, not only to draw or build, but also to enable students research and experimentation tasks, which in most cases will not require too much technical knowledge; it will be enough to know some basic tools and some commands to deal with different tasks with this software.

The community formed around this free software is increasing every day, both for the advantages that this tool provides, as well as for the possibility of storing the results and enabling any member of this community to access and use them in its performance. This has allowed the creation of different proposals and activities that promote the use of GeoGebra in the classroom and in the teaching groups.

In this context, the GeoGebra days began to be carried out in Spain in 2010 from the different GeoGebra Institutes. The experience has been extended to different countries as a way to increase the dissemination actions of the use of GeoGebra in the different Ibero-American countries. In this framework, the Ibero-American Institute for the Teaching of Science and Mathematics (IBERCIENCIA, by its Spanish acronym) of the Organization of Ibero-American States for Education, Science and Culture (OEI, by its Spanish acronym) has been holding the Ibero-American GeoGebra Day since 2013. Its first edition was held in 2013 in Montevideo (Uruguay). The 2nd Ibero-American GeoGebra Day was held in Buenos Aires-Argentina in 2014, the 3rd Day in the city of Sao Paulo-Brazil in 2015, the 4th Day in Coimbra-Portugal in 2016. The 5th Day that was celebrated on July 14, 2017 in Madrid-Spain and designated the Universidad Nacional de Educación (UNAE), of Ecuador, as the venue of the 6th Ibero-American GeoGebra Day.

The 6th Ibero-American GeoGebra Day will be held on April 24 and 25 of this year, at the headquarters of UNAE in Azogues-Ecuador.

Within the framework of this event, we will be pleased to announce the creation of the GeoGebra Ecuadorian Institute at UNAE, whose objectives are:

* To improve the teaching-learning processes of mathematics in Ecuador through the use of GeoGebra.
* To train Ecuadorian mathematics teachers in the use of GeoGebra, UNAE teachers and other course participants would be the facilitators, the UNAE platform would be used and other teachers would be trained.

In addition, during the event, 72 teachers of Mathematics from Azuay, Cañar and Pichincha will conclude the Course: "Expertise in the management of GeoGebra" carried out in collaboration with the International GeoGebra Institute, the Organization of Ibero-American States, the Ministry of Education of Ecuador and UNAE, teachers who will become transmitters to spread the use of this tool among the Ecuadorian teachers.

**Data of the event:**

Around 400 participants were registered during its two days. Among those, there were academics, university students, teachers of the national education system, special guests and the UNAE community. The event consisted of conferences, presentation of the works of the participating teachers of the GeoGebra course, graduation of the participating teachers, working groups and the establishment of the International GeoGebra Institute at UNAE.

**VI Regional Forum on Territorial Social Responsibility: Higher Education Transformative Action Plan 2028. Definition of TSR Skills and Competences according to the objectives of sustainable development 2030+4. October 22, 23 and 24, 2018**

**Presentation of the Forum:**

The Universidad Nacional de Educación UNAE, together with the ORSALC-UNESCO (by its Spanish acronym) (Observatory on Social Responsibility for Latin America and the Caribbean), which, in turn, is attached to IESALC (by its Spanish acronym) (International Institute for Higher Education in Latin America and the Caribbean), holds the VI Forum on Territorial Social Responsibility on October 22, 23 and 24 of the current year. Which will be a space in which the academy, companies (national and international) and government authorities will come together in order to dialogue, and look for points in common, about social responsibility and its impact on the life of the communities.

Starting from the principle that, the complex problems of current societies, determined by internal and external factors to our countries, as such, cannot be approached from simplistic views or from the comfort of one's own certainties. That is, they cannot be seen, in the case of universities, from a strictly academic scope, or in the case of companies, from the logic of profit only. Similarly, governments must open to other views as well. In this context, the call that we respectfully make is that representatives of companies, government and national academic authorities come together and go beyond what, perhaps, makes us feel comfortable, and, in that sense, we ask ourselves how we can, among all, to influence what concerns the solution of specific problems of our communities in the territory. And, in that way, visualize how we can build a more just, prosperous and democratic Ecuadorian society. We firmly believe that, in the framework of an event of international importance and scope such as this VI Forum, we can therefore move towards that and place Ecuador in debates that have an impact on the world.

**Data of the Forum:**

The event had over 700 participants in its different modalities. About 80 participants were registered as speakers. The rest participated as assistants, authorities and international guests. People came from 18 countries in Latin America and the Caribbean and Europe convened by ORSALC-UNESCO and UNAE. And in the act called "sister community of the VI Forum", which was developed in the Ingapirca community of the province of Cañar, 660 people from the 24 communities that make up Ingapirca participated.