

Editorial

próxima zona

In our current troubled world, Social Pedagogy has emerged as one of the most human ways of dealing with the diverse problems related to the rights of minorities and populations in risk of vulnerability. This science suggests human ways of empowering these populations and raising awareness in other sectors of society.

In this issue of *Zona Proxima* we put to the consideration of our readers and collaborators some relevant works shown during the International Conference of Social Pedagogy, carried out in 2017 in the Universidad del Norte, Barranquilla, Colombia. Some of these papers report results of studies in the field of Social Pedagogy. Martha Izquierdo, in her paper "Education in multicultural contexts: Ethnoeducational and intercultural experience with an indigenous population from the Resguardo Embera Chami (Mistrato, Risaralda, Colombia)", describes the communicative and sociocultural dynamics that occur during the educational and sociopedagogical processes of indigenous population Embera Chami from the Department of Risaralda. Esquelin Canchila, Olga Lucia Hoyos and Sandra Valega, in their article, characterize the moral disconnection mechanisms used by students of an official institution of the Department of Sucre, Colombia, a region that has suffered population displacements because of violence.

In the same way, we find papers reflecting on central topics in Social Pedagogy such as the one by Francisco del Pozo, Francisco Jimenez and

Andrea Sarmiento, who analyze the implications of Social Pedagogy (as a discipline) and Social Education (as praxis) in the challenge of building the community peace culture that is present in Colombian post-conflict. Xavier Ucar, in his article, poses the question what can social pedagogy regarding people who suffer problems of inequity and vulnerability? And tries to answer it from the hypothesis that it can do less than desirable, and puts forward arguments to validate that hypothesis and to propose action ways.

Carlos Silva and Karla Villaseñor, on their part, reflect about a pedagogical intervention that used the socio-educational model designed by the University Centre of Social Participation and the Faculty Members of Social Pedagogy and Education Orientation of Benemérita Universidad Autónoma de Puebla, Mexico. In their paper, they describe the model and its theoretical foundations, highlighting Martha Nisbaum's proposal.

Erico Ribas exposes the main events that have helped to consolidate Social Pedagogy in Spain in his paper "Time line of Social Pedagogy in Spain: the historical course of the formative discipline of social educators".

Finally, we present a review of "Social Pedagogy in Ibero-America: foundations, fields and challenges for educational action", a book edited and coordinated by Francisco Del Pozo.

Jorge Mizuno Haydar

Editor