

ABSTRACT

The present study is an exploratory one based on a qualitative-interpretative nature. It is founded on the principle that the analysis and selection of school manuals constitutes a process which intends to promote the improvement of the teachings techniques and the learning process of students, as well as the quality and the efficiency of Schools.

As it lies upon theoretical conceptions in a constructivist and evolutionary way, it has its fundamental goals based on the weight of school manuals on the teaching activity, intending to describe the analytical process and selection, in a certain Group of schools of the first education cycle and the building of a board directed to its attainment.

With this purpose, we set our ground on the representations of its actors about the importance of school manuals to the teaching-learning process, on the procedures adopted to the development of the analysis and selection process, namely the instrument of analysis provided by the Ministry of Education, and the way in which the initial training of the protagonists of the study contributes to the development of aiding competences of the same process, pointing out possible strategies for the activation/promotion of these competences.

The results obtained made possible to conclude that the school manual is, effectively, important in the teacher's action as well as in the students learning process, but also to the parents/designated tutor's role in accompanying the same learning. It is likewise evident that the analysis and selection process is full of inner and external difficulties. On the other hand, the board of analysis built is a reference that aims to improve the quality, not only of manuals and its analysis and selection process, but fundamentally, of the kind of teaching present at our schools.

KEY-WORDS: School manual; school manual's functions and dimensions; analysis and selection process of school manuals; quality of teaching and learning process; efficiency of Schools.
