

INTRODUCTION

The question of time and how it relates to education has been discussed in various issues of *Pedagogía Social Revista Interuniversitaria*, but always in relation to free time and leisure. This time our analysis will focus on work-life balance; the right of all individuals to develop in the personal, family, work and social spheres by harmonising the times needed to make it possible. A complex task that also has, and requires, a Social Pedagogy perspective.

In recent years the progressive acceleration of time and simultaneous tasks and presence have been identified as elements that define our contemporary societies, these are facilitated by the technologies that characterise our way of life. To this context we must add variables such as the increasing demands of a productive system dominated by job instability, making the already difficult challenge of work-life balance even more complex. This balance also has -although it shouldn't- a clear gender bias. The care, consumption, work and education strike in our country on 8 March is not unassociated with this question: an unequal distribution of time and still scarce joint responsibility for different areas of life.

Time is an element that transcends social realities and the routine of our daily lives requires time. In this sense, routine is also a hallmark of Social Pedagogy -as a science- and Social Education in such that it seeks discipline, and they aim to transform society to achieve greater equality.

For this reason, they are present in different areas of daily life, through ongoing, lifelong learning, based on civil values and focusing specifically on processes that respond to social and educational problems so that all citizens can fully participate in society.

Thus, education is necessary in order to question our social model and the times it provides us, appealing to joint responsibility and equal rights and opportunities, to rethink whether it is possible to slow down and improve our quality of life.

The monograph we are presenting is based on these approaches, its leitmotif is the gender question and the different uses and unequal presence of men and women in daily times. It begins with a framework article "*What time conceals, or when the social needs pedagogy*". The author, José Antonio Caride, presents the scientific and technological changes that have influenced the alteration of the space-time relationship, reflecting on how this impacts daily life from an educational perspective.

Next is a longitudinal study by the SEPA-interea research group from the University of Santiago de Compostela. The regional competitive projects "Schools, families and leisure in work-life balance in daily times in childhood: specific problems and pedagogical-social alternatives in urban Galicia (2008-2010)" (*Escuelas, familias y ocio en la conciliación de los tiempos cotidianos de la infancia: problemáticas específicas y alternativas*)

pedagógico-sociales en la Galicia urbana) and “Work-life balance in daily times in childhood in Galicia: specific problems and pedagogical-social alternatives and leisure practice in schools, families and communities (2014-2016)” (*La conciliación en los tiempos cotidianos de la infancia en Galicia: problemáticas específicas y alternativas pedagógico-sociales y prácticas de ocio en las escuelas, familias y comunidades*) allow us to analyse how the economic crisis has affected work-life balance for families in Galicia with children enrolled in primary school. The data presented by Rita Gradaílle, Belén Caballo and Juan José Lorenzo highlight a clear polarisation insofar as there is an increase in families that achieve a better (many due to a family member losing their employment) or worse work-life balance (due to job instability requiring them to work longer hours), with a drop in the intermediate range, which was predominant in the first study.

The third article uses data from the second project mentioned above to study “Lights and shadows of reconciliation in families with children with specific needs of learning support: study in Galicia”. Laura Varela, Esther Martínez and Ángela de Valenzuela give visibility to the greater difficulties experienced in their day-to-day by families with children with some kind of diversity; these are the families facing most problems due to temporary imbalances between working hours and school and after-school hours. We are still far from responding to the idea of social inclusion formulated by UNESCO.

Without a doubt, work-life time balance problems have a decisive effect on family life, exacerbated in the case of families with children. This is the reality addressed by the last two contributions,

this time regarding leisure. Eva Sanz, Magdalena Sáenz de Jubera and Rufino Cano analyse “Attitudes of parents and children towards shared family leisure”. Using data from the R&D&i project “From educational times to social times: daily family routine in constructing youth physical and sporting leisure” EDU2012-39080-C07-05” (*De los tiempos educativos a los tiempos sociales: la cotidianidad familiar en la construcción del ocio físico-deportivo juvenil*) they conclude that there is generally a positive family environment and favourable attitudes from parents and children regarding leisure as a family.

Meanwhile, Andrea Maroñas, Rubén Martínez and Lara Varela return to the reality of the Autonomous Region of Galicia to present data and reflections on shared family leisure and time, analysing how the educational and economic level of parents influence family cultural and sporting leisure activities. They demonstrate that joint responsibility increases with level of studies and that the presence of the mother alone is greater as income levels fall.

Reading this monograph allows you to understand that work-life balance –understood in all its complexity– appeals to ethics and human rights, while questioning the current distribution of times and the pace of daily life. But it also encourages reflection on a socioeconomic model in which work times are still predominant, ousting times dedicated to care, leisure and involvement in the community to the fringes. Issues-problems on which Social Pedagogy has much to say.

Rita Gradaílle Pernas

✉ rita.gradaille@usc.es

Universidad de Santiago de Compostela