

MIRADES. L'EDUCACIÓ COM A FUTUR

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MIRADES. L'EDUCACIÓ COM A FUTUR

Retrospectives, sinceres, optimistes, honestes, compromeses, apassionades, humanes, prudents, creatives, crítiques, ingènues, experimentals, properes, complexes, atrevides, reflexives i vitals. Mirades és un compendi de diverses maneres de veure l'educació des de diferents punts de vista i indrets del món. Mirades que parteixen de la individualitat, però que adquireixen un sentit global quan les posem en comú i les fem dialogar.

En ocasió del 160è aniversari de la seva fundació, el Col·legi Sant Miquel dels Sants recull en aquest llibre un conjunt de mirades sobre educació. Mirades institucionals, mirades de la comunitat i mirades de persones especialitzades en educació que reflexionen sobre el seu futur, cadascú en la seva llengua. És per això que l'hem titulat Mirades, amb l'enriquiment del plural, perquè estem segurs que el futur encara serà més divers. I hi hem afegit en el títol "L'educació com a futur" perquè estem convençuts que l'educació millora el món.

Centrades en l'educació i amb el món com a marc, les mirades d'aquest llibre combinen la perspectiva local amb la internacional. D'aquí que en aquesta publicació hi han col·laborat especialistes d'Universitats i Centres d'Investigació de Catalunya, Galícia, Espanya, Itàlia, Argentina, Dinamarca, Finlàndia, Estats Units i Turquia. A tots ells, i a les seves institucions, els agraïm la seva amable col·laboració, així com ens complau poder-hi reproduir també l'opinió d'alumnat, de famílies, de docents i de persones de la nostra escola sobre el que esperen de l'educació.

Tenim l'esperança i el compromís de fer un món millor. Sabem que l'esperança arrela en la voluntat de cadascun de nosaltres, en la confiança en els altres i en el treball de tots plegats.

MIRADES (LOOKS) – EDUCATION AS THE FUTURE

Retrospective, sincere, optimistic, honest, committed, passionate, human, cautious, creative, critical, ingenuous, experimental, close, complex, daring, reflexive and vital. Mirades or Looks is a collection of ways of seeing education from different perspectives and places in the world. These are looks or opinions that originate from the individual but which acquire a global sense when we put them all together and they interact.

To celebrate the 160th anniversary of its foundation, Col·legi Sant Miquel dels Sants has put together in this book a collection of opinions on education. These are institutional opinions, opinions from the community and opinions from people who are specialised in education, that reflect on its future, each one in their own language. That's the reason we have called it Mirades, with the richness of the plural, because we are sure that the future will be even more diverse. 'Education as the future' has been added to the title because we are convinced that education makes the world a better place.

Centred on education and the world as a whole, the opinions in this book combine local and international perspectives. Specialists in education from universities and centres of investigation in Catalonia, Galicia, Spain, Italy, Argentina, Denmark, Finland, the United States and Turkey have all collaborated in the creation of this book. To all of them and their respective institutions, we are extremely grateful for their kind-hearted involvement, and are honoured that we can also convey the opinions of students, families, teachers and others connected to the school on what they expect from education.

All this being said, we have hope and the commitment to create a better world. We know this hope is based on the willingness of every one of us, in the confidence we have in others and in hard collective work.

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HundrED has been working with the future of education since its inception. In many ways, the future is already today among us in little sparks of new educational innovations that are affecting students' learning in their contexts. As we have been researching innovations coming from over 100 countries, the contextuality of education systems has become evident. Simultaneously, this makes it visible that we have multiple futures for education. No matter where we are looking, the general hope is that the future of education would be more equitable.

This hope is not a naïve utopian vision, but a gesture toward a world in which all children thrive. Is it a hope for a future where children complete their compulsory education with a real sense of worth and value beyond what they learned or their utility for others. Through the innovations we have identified, we already see how students are learning how to participate together in making decisions, creating knowledge, and learning methods for exploring the world. These intrapersonal skills help them come to a deeper understanding who we are and who we can be.

The future is determined in part by the past. When we look back, we see some trends that have moved education toward equity. The development of mass public education in the early 1900s was driven by many competing forces, including economic, cultural, nationalistic and democratic movements. The model itself was industrial, however through this model, education systems became organised under the principle that formal education is for all children, not only the elite.

THE MANY FUTURES OF EDUCATION – IMPROVING EQUITY THROUGH INNOVATIONS

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Quines són les tres coses que m'il·lusionen del meu futur?

**Vincular el meu
desenvolupament professional
amb les meves pròpies
passions i interessos.**

Aina. estudiant

This movement in the 1900 was labour driven by the needs of the industrial revolution, which demanded workers have the ability to read manuals and make calculations. School structures were organised to prepare students to participate in the rhythms of industrial life following clear plans and pre-determined patterns. Organisation of education in this way provided productive outcomes answering the economic needs of that time. The pedagogical principles of the factory model were based on behavioural theories of learning, which represented the understanding of learning at the time. Therefore, although neither the industrial system nor previous learning theories fully meet the needs of today, the important legacy of universal education has remained ever since.

By the beginning of the 20th century, education moved toward preparing students for fuller participation in political, economic, and social spheres of life. The 4th industrial revolution is driving the need for new kinds of skills, including active citizenship, computational thinking, understanding globalisation and multiculturalism. Human capital development has also driven international commitments towards education. Initially, these commitments helped develop basic education, focusing on universal literacy and numeracy in Education for All. While the Education for All movement served to make access to education more equitable, it has also contributed to narrowing scope of the education agenda, at the exclusion of other areas of human development and educational purposes.

Presently, international commitments to education aim to improve equity and widen the scope of education to include sustainable development goals, transforming education systems to reach those by 2030. At the same time, neoliberalism, managerialism, marketisation of education and overall global trends are also working to increase inequality. A substantial portion of the gains that were made in access to education, particularly in girls' education, were erased by the Covid-19 pandemic. In addition, given general dissatisfaction with the quality of education and the career opportunities afforded by education, it seems unlikely that many of these children will return to school in the near future.

These trends are global, and they manifest in diverse ways across different contexts. When we think about the future of education, we need to unders-

tand the local context, its needs, and how these trends are visible within it. For example, Finland has created a model of a functional public education system, with student outcomes that are both higher and more equitable than most other systems globally. When the public education system is strong, Finland is seeing only a handful of private education providers which are mainly targeting foreign nationals. However, according to the PISA results we also know that students with a migrant background fare worse than their Finnish counterparts, that boys do not achieve the same literacy skills as girls, and that increasingly there is more between-school variation. In Helsinki, demographic trends are in part responsible for this variation, as the process of urbanisation has also led to patterns in urban segregation, as scholars Venla Bernelius and Katja Vilkkama, “even though the institutional school quality is high throughout the city, the residential choices of families with children feed into the self-perpetuating cycles of segregation, as the most disadvantaged areas are rejected, and privileged areas favoured in mobility patterns.”¹

This trend is also visible in the context of the Barcelona metropolitan area and the Catalan region in general. A report by the Fundació Bofill using PISA results to analyse the level of segregation in the different municipalities of Catalonia, indicates that Catalonia is one of the regions within the European Union with some of the highest rates of school segregation.² In this context, it is common that wealthier families exercise school choice, either through their residential decisions or through opting for private school systems. A study on the territorial equivalence in educational planning in Barcelona in 2018 identified significant differences between educational areas regarding school segregation of students of foreign nationality. In addition, this study indicates that school segregation in Barcelona is significantly higher than residential segregation, and therefore the schooling process in the city of Barcelona currently amplifies the unequal territorial distribution of students according to their socioeconomic

¹ Bernelius, Venla, and Katja Vilkkama. “Pupils on the move: School catchment area segregation and residential mobility of urban families.” *Urban Studies* 56, no. 15 (2019): 3095-3116.

² Cuevas, J. “Estat i evolució de la segregació escolar a Catalunya.” Fundació Bofill. (2020). https://fundaciobofill.cat/uploads/docs/m/o/2/58s-informe_segrecacio_290620.pdf

³ Bonal, Xavier, and Adrián Zancajo. “Equivalència Territorial En La Planificació Educativa a Barcelona: Diagnòstic i Propostes.” Barcelona, Spain: Consorci d'Educació de Barcelona (2018). DOI:10.13140/RG.2.2.32757.19688

Quines són les tres coses que més
m'agraden de l'escola?

**M'agraden les
activitats que fem
i com celebrem les
festes importants.**

Paula. elpetitmiquel

characteristics.³ This imbalance causes a concentration of students from vulnerable backgrounds in some schools and students from more privileged families in others.⁴

Comparing systems between Finland and Catalonia shows a common denominator that can be seen also globally. In both places, the stated aims of education are specifically equity and excellence. However, in both contexts, students whose guardians are more interested in their learning not only achieve better results, but these families also make proactive decisions to support their children to succeed. We see this not as an incrimination of families for wanting to leverage the system to provide the best for their children or on the other hand for not being in a position to leverage the social, economic and educational capital needed to help their children succeed. Rather, this phenomenon highlights the need to focus on these inequalities within our systems – the better we can address them, the higher equity can be achieved within our systems. Therefore, we need to manifest differential treatment and guidance for students who need additional support, including those with disabilities, migrant backgrounds, and those who are part of historically marginalised groups. This is most critical for students who are positioned in all or many of these groups.

One of the consequences of school segregation is polarisation. This process can happen, for example, in cities where there are high rates of urban segregation based mainly on occupation, income and education, as well as on gender, ethnicity, country of origin, religion and cultural background. When this happens, students are only exposed to certain kinds of experiences and ways of thinking. As a result, these individuals find it more difficult to identify with those who have not had the same education. In other words, growing up separately gives them exposure to completely different experiences, which can make them feel alienated from other realities. Therefore, school segregation is detrimental to the development of a sense of social cohesion, thus increasing polarisation between citizens.

This phenomenon of polarisation is happening not only in schools, but throughout our societies. All of us, including children and young people,

⁴Fundació Bofill. (2021) Orientacions municipals per reduir la segregació escolar. https://fundaciobofill.cat/uploads/docs/tr/p/y/i0c-desegregaccioi_orientacionsmunicipals_080621.pdf

Quines són les tres coses que espero de l'educació?

**Que puguin viure l'etapa
escolar amb satisfacció i que
en guardin un bon record.**

Fina. mare

are increasingly participating in social media and virtual social spaces, curated in a way that reinforces our bubbles. During the Covid-19 pandemic, social lives moved online out of necessity in ways that helped, but that also exacerbated the mental health crisis that we are still working through. Isolation and segregation created bubbles of like-minded people, which served to increase polarisation. The good news is we are seeing many education innovators providing solutions to teach media literacy, critical thinking, and cultural understanding. Innovations are also addressing students well-being, mental health and social & emotional learning. We also see windows of opportunity for these skills and competencies to find their place in formal curriculums.

Both in terms of addressing the content and the organisation of education, policy plays a major role. Through our work at HundrED we have also seen some policymakers frustrated by the slowness of system transformation. At the United Nations Transforming Education Systems Summit in 2022 this came out through very confrontational language – it almost felt that some policymakers thought that everyone was against positive changes in education. As we acknowledge the political matter of education systems, we should still be able to overcome this to build collaboration, enthusiasm, and urgency towards the needed transformation.

From a systemic perspective, the future of education is intimately tied to other social systems. Education is affected by the organisation of urban infrastructure, the kinds of services available, health care provision, natural spaces, shopping, housing and of course schools. Equity is not simply a matter of rhetoric or policy, but is related to the material conditions, resource allocation and institutional structures that create the function and experience of schooling for children and their families. We are hoping that the top level political commitments given by different countries will create a momentum for the local ministries and agencies of education to accelerate these changes within systems. However, especially in the developing context this will need additional resourcing.

There is not one future of education. The future for us in Helsinki and Barcelona may be intertwined through global trends and movements, but they are not the same. We have different histories, languages, and institutions.

Quines són les tres coses que m'il·lusionen del meu futur?

Aprendre a acceptar tot allò inesperat i extreure'n nous aprenentatges.

Júlia, estudiant

If this contextuality is not taken into consideration we can easily see - and find from academic sources - negative examples of the trends of segregation and increasing inequality in education. Even though the attempts would be well intended, they often lead to more polarisation within systems. The key is to build a model that can rely on local expertise and continuous improvement through internal systems of evaluation at the school level. When operated like this, resources can be targeted to the most needed - as long as the value and decision base is solid.

At HundrED we work with different education systems and countries. When innovations identified through our research process are being implemented in new contexts the key factor for long term success is contextualisation. As we are talking about the future of education, eager to transform the education system, we are simultaneously creating a movement to change our social structures and the systems around it.

We are looking positively to the future. We see many innovations within our database being implemented at scale through systems at the moment. The education sector has never been as connected as it is today, and we will continue identifying and amplifying the best education innovations of the world so that they can be implemented within different contexts. Our knowledge, education, and learning can shape the future of humanity and the planet in different ways.

Quines són les tres coses que més
m'agraden de l'escola?

**Que cada dia
aprenem coses
noves i divertides.**

Íria. elpetitmiquel

