

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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It's nothing new: The world as we know it is changing

As we look around at the world today, a lot has obviously changed in our lifetimes no matter how old you are. In my case dial phones, mixtapes, paper maps, flow TV and Donkey Kong are some of the things I remember from my childhood – as well as waiting many days and paying a fortune to look at photos I had taken, most of which came out blurry. Change is not even a constant but an exponential factor in our lives. We live in a global reality where our lives, nature and economies depend on each other to a degree that a crisis on the other side of the Globe quickly impacts our daily lives and family economies wherever we are. We face multiple interconnected challenges on climate, world peace, equity, natural resources, health, and well-being. And we have unprecedented opportunities for transparency, knowledge sharing and technologies to improve lives. You might also argue that we live in a post-truth experience economy where it is more about the attention you can muster than the actual value of what you contribute. To predict the competences and skills that will be necessary and valuable for our children in their young adulthood, not to mention later in their lives professionally and personally is almost impossible. Yet we make that choice every day as we invite children to take part in whatever school experience their local school and education system has chosen to provide.

My son has a daily educational experience engaging in highly collaborative project challenges. The team is global and ever-changing. They work countless hours to achieve their common goals – and never think about quitting. Everyone is expected to be on their toes, to explore independently, participate actively, and be on top of their game. My son also has another daily educational experience - run by the clock, growing out of books and assignments, divided into subject areas, and seasoned with group-work and occasional field trips. The team here is set by age and doesn't change until he

AS THE WORLD IS CHANGING, WHO HOLDS THE ANSWERS TO THE FUTURE OF EDUCATION?

By Lene Jensby Lange

HundrED Global Innovator

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

M'agrada l'escola que vaig: la classe, el teatre, el pati.

Laia. elpetitmiquel

graduates. Everyone is expected to show up, do the work, comply, contribute, and do their best. These are two very different experiences. One of them is part of his life by choice and the other by default – or rather by the choice of society. One he is drawn to and the other one he struggles to get through every day. Also, one is aimed at entertainment and hooks his brain on bits and bites, for profit, and the other one aims at growing his knowledge, skills, and life opportunities.

Too many young people, including my son, struggle to find meaning in the traditional school system. And too many leave school with the perception that they are not good learners, and with no real clue as to what they would love to do in life except that continued education is preferably not part of it, at least not in the way we traditionally think about education. With no disregard for the great work of passionate educators, inspiring schools and the multitude of great educational experiences that you thankfully find in most schools, we face a challenge remaining – or becoming – relevant in the eyes of students. It is ultimately a challenge of reimagining educational futures for all children. Not just those who fit into the system, or those who are able to pull themselves through whatever is placed in front of them. We need to do a whole lot better in reaching children who might not seem very cooperative. Who do not learn the way we prefer to teach. Children who do not feel naturally motivated or able to engage in the school experience in front of them for whatever reason. All children are excellent learners if we can get the conditions right. There is an obvious and growing disconnect between young people and the school experience that we as societies put down in front of them.

And to be honest, our school systems were never shaped by or with youth, nor are they shaped in the face of the world today or the changes we all see happening so fast around us. So how might we reimagine our schools so that they both feel and are truly relevant for our children today? How might we reimagine the content and the way we teach, work, and facilitate learning so that every child is enabled to live a life worth living now and in the future?

How do we reimagine the future of education?

A simple question that most of us have probably given a lot of thought and

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

**No deixar mai de sentir-me lliure, per
aprofitar les oportunitats que em plantegi
la vida.**

María. estudiant

will certainly recognize is “what do you want to be when you grow up?”. Most of us are probably still thinking. Generations ago it was not really a question you would ask. It was in the cards because of your gender, of where you were born or the professions of your parents (i.e. father). When I was a child and pondered this question, I would go to the school library. Here, I was able to explore all the opportunities that were available. Anything to do with my future career choices could be found inside a little black box - can you imagine? (I am sure you can if you are my age). I would open this box which was full of small profession cards. Carpenter, economist, typographer, tailor, librarian, architect, blacksmith, train driver, accountant, and other exhilarating life choices. Every time I went for the most magical card I knew - ‘Designer’ - imagining myself creating clothes, jewellery, art and what not in an endless stream. The card would suggest that I apply to art school after which I could become an independent designer or artist with any luck. So, what did I do with that knowledge and dream of mine? Well, career choices have many components. A hugely influential component here was my own inner voice that mirrored what significant others in my life would suggest at the time: “How will you make a living doing that?”

When my own daughter started thinking about that very same question - ‘what do you want to be when you grow up’ - it was clear that her heart was devoted to dance. Beats was her life’s rhythm and hip hop was her language. Instead of high school she chose several full-time dance educations which the public education system was of course not offering. I have never seen a student work so hard 24/7.

My options as a designer back in the nineties - only yesterday really - would have been to sell my dashing jewelry and fashionable designs at the local city market or maybe open a little shop, selling to my town of 40.000 people. And I would be growing my inspiration and skill set with the help of a small group of peers and professors at the Art School.

My daughter on the other hand learned dance from some of the best hip hop dancers on the planet from she was 10! YouTube has provided an endless source of inspiration and learning for her, while she would share her own performances and training passes online on Instagram, making her skills visible, and in time building her brand and connecting her with a glo-

Quines són les tres coses de la meva feina que em satisfan més?

La innovació i la creativitat constant que requereix la nostra professió. Fa que sigui dinàmica, flexible i viva.

Montse. docent

bal community of passionate dancers – as well as artists and their agents. The Internet has completely changed how we learn, how we shop, how we communicate, how we work, how we entertain ourselves, how we spend time with friends, and pretty much every other aspect of everyday life. Even when you go for a run, you know what your average speed was and what it looks like on a monthly curve. **I even had AI write a few paragraphs for this piece.** In the bigger picture, entirely new business models have seen the light of day. The world's largest taxi company has no cars. The world's largest media do not create content. And the world's largest hotel room providers do not own a single hotel to rent out. In our digitized world the price of everything goes towards nothing, making it impossible to continue most of the business models we know, understand, and make a living from today. Just think about how little we pay today for music, news, phone calls, (e)mail etc. What will happen when we see education going through that same curve?

While the Internet and social media has obviously had a transformative effect on most things we know, it is still nothing more than a 'teenager' of age. The Internet of Things, virtual and mixed reality and not least artificial intelligence are moving into increasingly more aspects of our lives. Technology has enabled us to have friendly conversations with joking and helpful chatbots and have our own language magically translated to any other language of choice. Where will technologies be in 2030? Some of the world's leading futurist and tech innovators predict that in this decade, we will be able to meet virtually as 'physical' avatars allowing us to touch and feel each other. We will be able to buy, share and feel the experience of emotions. And in the 2030s, we will be able recreate people as avatars based on their digital footprints after they have passed on. Futurists suggest that we will see more change in the coming 100 years than we have seen in the past 2000 years. It is beyond most human minds to grasp the extent of this. How can we with any certainty best shape the education system – or even begin to advise our young people?

High tech and high social?

Let's explore two very different scenarios for the future of education. A radical response to how we might shape our future schools could be the

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

Acabar una llarga carrera professional plena de sacrificis i èxits per retirar-me dignament i tenir temps lliure per seguir investigant el que m'apassiona.

Oriol. estudiant

complete elimination of traditional brick-and-mortar schools and the adoption of entirely online or virtual education. This approach would involve students learning entirely the internet and other digital means, with little to no in-person interaction or instruction – except your friendly bot that you can customize to your liking. Some proponents argue that this approach will allow for more personalized and self-directed learning.

In a very different approach, we could explore a tech-free scenario that focuses on community, compassion, and contribution which would involve a strong emphasis on experiential, project-based and hands-on learning that allow students to apply their skills in real-world settings and make meaningful contributions to their communities. We would emphasize the development of social and emotional skills, such as empathy and compassion as well as critical thinking and problem-solving skills and place solid intentional focus on building strong, supportive relationships between students, teachers, and community members. The educational experience will include mentorships, apprenticeship programs, volunteering, community service and more informal interactions, and the sense of community and belonging will be tangible. We would foster collaboration and creativity through innovation projects, crafts, storytelling and games. Learning in nature will be as important as indoor learning. We would see small-scale, local learning communities, and place a focus on building connections within them, as well as encouraging students to give back to their communities through service and volunteer work.

This type of education would be less focused on imparting specific knowledge or skills, and more on developing a well-rounded person, with a sense of community and responsibility and a desire to contribute positively to the world.

So will our future schools be physical or virtual? Will we still have teachers as we know the role today or personal teacher-bots who never loses patience with you? Will we have standard curricula or will we have personal learning journeys?

I am no one for 'either-or'. On the contrary I think we should pursue a 'both-and' solution where we shape education in collaboration with children

Quines són les tres coses de la meva feina que em satisfan més?

**El treball com a comunitat educativa.
D'aquesta manera, ens sentim identificats
en un mateix projecte, la nostra escola,
a la vegada que compartim junts un
objectiu comú: construir i comprometre'ns
a actuar per un món millor.**

Montse. docent

and young people and the communities, we are part of, leveraging technology in relevant ways to create learning experiences that matter positively to every child. Wonderful mosaics of creative workshops, outdoor learning, social entrepreneurship, storytelling, art, personal study time, games and play with a huge focus on building relationships and community. I would like to see schools – and students – increasingly engage in dynamic collaboration with other societal arenas locally and globally as we all grow as generous local and global citizens.

Recently I was working with a school district in Denmark to build a vision for the future. We had school leaders, teachers, and students in the room. We grouped the students towards the end and asked them to share their school experience and key messages for the future. As I share this here, imagine this was *your* workplace:

Testimony 1:

'I come school every day and I walk into a classroom with these random 25 other people whom I don't really know that well. They are not my friends. I leave as soon as I get the chance.'

Testimony 2:

'Our school looks like a prison. Every day we walk along these same corridors and into the same cells that nobody really cared enough about to create a nice atmosphere for us.'

Testimony 3:

'Why don't we learn science in nature and maths from measuring buildings? Why do we spend so much time in the same seat, looking through books or learning portals, learning in the driest most abstract ways instead of taking advantage of the real world that we can touch and feel?'

Education needs to provide positive and safe social experiences. Education needs to provide communities of belonging. Education needs to give you a place in this world where you are valued, where you are seen, where you belong, and where you can contribute. Real contemporary life and worlds should be our default learning environments. And why not design our schools so that they greet our children with natural warmth, joy, creativity,

Quines són les tres coses de la meva feina que em satisfan més?

Arribar cada dia al matí i veure les cares de les nenes i dels nens, els somriures, la innocència i la curiositat que t'espera.

Marta. docent

play and collaboration?

The best schools I have visited all get the relationships. It is trusting. It is safe. Children are valued. They are seen as partners.

One of the most remarkable schools I have ever been to was in Cambodia. Leaving the brawling traffic of Phenom Phen, I would drive down dirt roads where families would try to make a living selling drinks, vegetables, or roasted corn outside modest homes and sheds with dogs running wild. As the lush vegetation grew more and more dense, a little side-road with the sign 'Liger Leadership Academy' emerged. It is a lower secondary and secondary school for roughly 100 students. This was the entrance, not only to the school but to a portal of how we might reimagine education.

The curriculum is the country, and the purpose is to improve the future of Cambodia and the lives of its citizens. Here students engage in quite astonishing projects such as monitoring and campaigning for coral reefs – and learning how to scuba dive to do so; mapping the wildlife of the country and publishing a book about it, and even starting the space programme of Cambodia aiming to launch a cube satellite into space to track the weather and teach others about climate change. There's such a sense of significance and impact in everyday life at the school. And there is no limit to what the students can learn whether it is to play the guitar or programme a digital currency for the campus.

The school has around 100 students. How many teachers do you think they have? On paper it is probably 8-10 teachers plus a few university interns. But the answer they will give you is 8 billion teachers – or as many as they can get in touch with on the Internet. That kind of abundant thinking holds important inspiration for all of us. Learning is never-ending, and the more we learn, the more there is to learn. And with tech there is really no limit to what we might learn in school, how we learn and who we learn with. So, whenever we begin to limit ourselves – 'we have no one who can teach drama this year' – think big! And work with students to explore what the engaging 'playlist' will look like that will get them onboard every day to take part in learning and impact communities inside and outside their school and their broader learning eco-system.

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

**Esdevenir una ciutadana responsable,
compromesa amb l'entorn i mai deixar
d'implicar-me en temes d'interès social
i mediambiental.**

Martina. estudiant

School is clearly no longer a necessity for knowledge-based learning. However, this allows our schools to take on an exciting new role as a social development hub – a place where we wonder, examine and relate to the world around us and reimagine our common futures. An experimental lab for the future of our societies which will eventually be created by today's students. The place where we identify challenges, potentials, and new solutions, which we put into play in collaboration with the world around us while developing as human beings, friends, neighbors and citizens. Children and adults learn and work together and impact the world around them. School in the shape of an open social learning network would allow for a new interpretation of what school is and can be. Connected local and global community hubs for belonging, learning, innovation, playing and not least generous, compassionate citizenship. And thus, as with any other generation before, we pass on the stewardship of this planet to the next generation who will reinvent it in the spirit of now.

We tend to think about education in a way where we focus almost entirely on learning, on outcomes, on achievements. And we forget to focus on living. In our quest for high performing school systems serving our economies, we have developed a very one-sided education system, mining our youth for the commodity of employable skills while neglecting the whole person and a well-rounded development with all the play and fun that should be part of any child's life every day. Children spent roughly 1100 hours every year in school and do not have the luxury of being able to quit their jobs as students. That gives us a very special obligation to listen and to share the authorship and artwork of education with our students. With my roots firmly planted in Nordic soil, I would insist that school is not just to equip children for future employment (or rather future livelihoods of which they are the innovators), but to nurture happy and healthy lives worth living now and in the future, able to navigate all its choices, challenges, changes, and commitments. It is not about the *something you want to be* when you grow up. It is about *the someone you become* and the communities you grow into, treasure, and belong to. School needs to be for life – not (just) for the economy. And it needs to be for all.

As we all contribute to reshaping our education system, I would like to suggest that we focus on three key challenges:

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

**Establir una relació
amb els meus fills
saludable i feliç.**

Miquel, estudiant

- the Equity challenge – A challenge of access to quality education which comes in many shapes and forms. Heartbreakingly many children in this world do not have the basic ‘luxury’ of schooling – or of quality schooling with qualified teachers. Also, many children learn best in ways that are not taught or facilitated in the current system. Many learning needs and learning preferences are not being met in the current education system.
- The Programme challenge – A challenge of curating a meaningful and relevant mix of foundational skills, future competences and personal growth that will engage and enable every learner to live lives worth living now and in their futures.
- The Collaboration challenge – A challenge of connection people, places and professions to provide exciting arenas and ecosystems of learning for all.

Going back to my initial question of what competencies and skills we should aim to foster, I find that it is high time that we partner deeply with young people in reimagining and crafting the future of education, regardless of the way it might be organized today. Our children and young people today will be the main creators of our shared tomorrow. The future of jobs will be what they come up with through curiosity, passion, ingenuity, and necessity as they move forward in life. Our best investment is to nurture engagement, relationships and passions of our children and young people. We have a unique chance to shake things up as we transition from an increasingly unstable foundation. May we seize that chance in collaboration with students, listening, understanding, inspiring, and nurturing as they lay down brick by brick a new blueprint for the education system that will take over after the industrial school system that is still very much in place.

On a final note, my daughter *is* pursuing dance. And my own career choice? I decided to study intercultural collaboration, strategy, and organizational development. Combined with the self-directed educational experience of creativity, experimentation, and playfulness in my childhood room (thanks mom and dad) that is what has shaped the DNA and spirit of the company

Quines són les tres coses de la meva feina que em satisfan més?

**Poder participar
d'un nou
aprenentatge, veure
la satisfacció de la
descoberta d'una
cosa nova.**

Marta. docent

I am running today. In its own micro cosmos, it holds a piece of the puzzle as we recreate what education is: What used to be regarded as extra-curricular leisure-pleasure-passion activities should be at the very core of education now.

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

**Fer medi i els
experiments que
fem a classe.**

Yaroslav. elpetitmiquel

