



The International Symposium «*Innovative pedagogies as driving force for equity and quality in Education*» was held in *Sant Pau Art Nouveau Site*, in Barcelona, on 27th and 28th April. It was organized by the OECD, the CIDOB and the Jaume Bofill Foundation, and involved the participation of numerous international and local education experts.

While the Centre for Educational Research and Innovation of the OECD is focusing its research on teaching and learning, the agency recognizes that these areas are the core and of the educational quality. They also highlight the lack of innovation in these areas and the need to study to achieve a fairer, more effective and better learning system that meet the needs of xxi century societies. This project is part of the new international research project *Innovative pedagogies for Powerful Learning (IPPL)*, developed by the *Centre for Educational Research and Innovation (CE-RI)* in collaboration with the Jaume Bofill Foundation.



The IPPL seeks to influence thought and international educational policy frameworks, impact on training programmes, in leadership and teaching practice through research and connection of evidence at international level about education, learning and innovation. In fact, Marc Lafuente, OECD analyst, in a recent interview said: «This project is the natural continuation

of the ILE project, which was focused on learning. At that time, David Istance, director of the programme, summarized the fundamental principles of learning. What we now intend with the IPPL and the first International Symposium, is to see the other side of the coin. Instead of focusing on learning, we concentrate on education».



That is why on 27th April and, as a warm-up before the Symposium, some experts involved in this research developed several work seminars. You can find some of the main ideas in the *videos* of the project website.

Opening round table discussion: «Why is the innovation in education necessary and what are the objectives of innovation»

On 28 April, the day began with a panel discussion with local and international experts to discuss the issue. In the first speech, Mr. David Istance, Senior analyst at the OECD and Manager of the Innovative Pedagogies for Powerful Learning project, said that «an important aim of innovative pedagogies is to learn their impact on equity and another question is to know which pedagogies are really effective in different educational contexts».



In his contribution, Ms Nancy Law, professor at the University of Hong Kong, mentioned the importance of meaningful learning as a tool to promote the autonomy of the students that face the challenges of the 21st century society and the importance of promoting experiential learning and empowering.



Following this, Ms Mariana Martínez-Salgado, Educational consultant in France, described the facilitators for a sustainable educational innovation and its barriers. And finally, to finish the round of contributions, Ms Amelia Peterson, Teaching Fellow at Harvard University, pointed out that considering the range of

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existing educational projects or lines, one or others will be more appropriate depending on the characteristics and needs of students. Therefore, the best education is the combination of all of them. For that reason, she stresses the importance of teachers working collaboratively.

To make progress in the research and analysis, the next work session was held in groups in order to work and make contributions on different aspects.

Working Group 1: «Learning environments and innovation initiatives in education. Facilitators and obstacles»

The group met with the intention of focusing on the design and implementation of initiatives for teaching innovation to produce powerful learning environments. The basic issues that the attendants raised were: What are the main facilitators from a systemic point of view? What are the main obstacles? Do we know the keys to successful teaching innovation at school?

One point of consensus among the group was the importance that innovation has a clear and specific purpose and that continuous evaluation is part of the teaching culture in order to assess what works and what does not. Three the facilitators, among the facilitators in a broad sense, stand out: leadership, the importance of collaborative work and knowledge of the environment. More specifically, we can say that, in the leadership section, architecture of multilevel learning, trust, support and recognition are considered of great importance. In the section of collaborative work, it is the teamwork by teachers, the communities of practices and the partnerships with the environment that stand out. And finally, regarding the environment, it is important to promote work based on knowledge of the environment, ensure that it is inclusive, collaborative and physically pleasant.

As for obstacles, firstly we find the political agenda and the long-term agendas and proposals; top-down impositions that end up causing disconnection; low empowerment of students and the rigidity of the established mechanisms. By way of conclusion we can add that there was a general consensus to state that an appreciation of the educational vocation is necessary; it is very important to connect those who make the educational rules and schools; it is necessary to consider the educational time, the culture of the environment and the families and, ultimately, the paradigm and the organization must be changed considering the sustainability of educational innovation.



Working Group 2: «Young people in the digital age»

A second group of experts met simultaneously to discuss «The young people in the digital age», based on the presentation of Mr Jelmer Evers, history teacher in an innovative secondary school in Utrecht called UniC. Some of the conclusions that arose from this group are: what we are living today is not the simple appearance of technology in our educational ecosystem, but a complete cultural change. New students immerse themselves in a new medium and -as a consequence- they acquire new ways of thinking, communicating and interacting with other people. We must prepare students for change, for an interconnected and uncertain ecosystem.

At the same time, we must bring the virtual world into the classroom and the classroom to the virtual world. ICT can be used to facilitate connectivity between students, schools, families and other institutions, and also for the contextualization of learning. The main challenge is to use technology for educational purposes, avoiding the difficulties that this may cause. In this respect we should make

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the most of ICT for the customization of learning paths and promote active participation and the use of new languages such as multimedia.



Working Group 3: «How to make educational innovation work in high-complexity centres? Innovative practices as a response that goes beyond the political education reform»

This group focused on how to make the most of educational innovation to reduce inequalities in the results of students and on analysing the keys to the success of these initiatives. Taking advantage of the fact that the issue generated a great expectation and it was a very large the group, a participatory approach was taken to tackle the needs of innovation in the different actors of the educational world.

The group started on the basis of the definition of high-complexity centres as centres where the educability of the child is undermined by various causes and hence the claim that enriched schools must be created in impoverished environments. For this reason, however, someone called into question whether it is better

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to have innovative schools or a system that allows innovation to be scalable, concluding that to make a systemic change, which is what it takes, the most important is that the architecture of the change involves a middle ground between the two options, that it promotes mixing, networking, clusters of innovation, etc. It must be taken into account that there are a number of facilitators of change, and that teachers need a support and an adaptation process to go forward.

As to the necessary innovations concerning teaching, it was highlighted that there is a need for a change of perspective and expectations towards students, families, the learning process and growth; those need continuous training and pedagogical reflection, acknowledgement and effective support, as well as to create confidence, trust, courage and motivation. Collaborative work should also be promoted, as well as sharing experiences with different members of the educational community. And finally, organizational flexibility too, based on the needs of the students, places and time for thinking, training and creation of thought, shared self-assessment and the achievement of the role of companions in the learning processes.

Concerning the necessary innovations for management teams, we could summarize the contributions in that there is a need of a good dose of empathy, ability to generate meetings and resources to make innovation and open-mindedness sustainable. Also, it is considered very important to get involved in the environment, to contribute to the improvement of its conditions to guarantee educational success and, therefore, the school must be open to the neighbourhood, so it becomes a magnet for the community. Ultimately, the educational community must be empowered by creating new dynamics, as well as by looking for available external support, making collaborative networks. There must be a purposeful, powerful leadership, distributed in a number of working committees, that is brave, tenacious, bold and advocate of the enthusiasm and the motivation of the whole team. In short, innovation is an attitude and that is why we must continuously re-think ourselves.

There were also contributions with respect to innovations to be made from local and regional administrations, among which we must highlight the importance of recognizing, supporting and helping the teachers, and designing teaching staffs that allow this; providing time for professionals to work collaboratively, through thinking and planning; facilitating teaching staffs in learning institutions with more complex features and enhancing innovative schools with facilitators and

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non-obstructive attitudes, as well as promoting bold local policies, although some attendants stated that there is more room for intervention than it is actually used. Finally, it was stressed the convenience of making the importance of schools visible to the public.

As for innovations to do about the students, it was said they need to feel recognized, motivated, accompanied and loved. We must put them at the heart and make them feel responsible for their own learning, involving them as much as possible. Teachers and families have to trust what the students have within, because there is no student who can not attain knowledge. Another element to consider when planning innovations are families, which should be provided with the opportunity to network; shown how the family is valued as a key factor in the education of their children; shared expectations with, invited to participate and to facilitate the participation of other families and encouraged to feel part of the school community.



Finally, some contributions were also made on the needs of innovation from universities, such as the importance of creating links with schools and fostering different ways of association, the study of elements and environments of innovation centres. Eventually a point was made of the importance and usefulness of providing criteria and assessment to know which innovations are actually being done and what is being worked on, because teachers do not have time to devote to research.

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Open call for educational innovation projects

On the days prior to the symposium and in the same thematic framework there was an open call to meet different educational agents who are making educational innovation in highly complex environments. About thirty proposals were presented, out of which four were selected, and the winner, «Let us thrive together» by Mercè Rodoreda school in Nou Barris, was publicly presented during the symposium.

This is a project, according to its director Àngels Cadena, «of social change and improvement for the students and the environment. It is now in its third year and has achieved quantifiable and qualitative changes». It is a centre in which 69 % of students are in serious risk of social exclusion in a district characterized by precariousness that often transforms into aggressiveness and disregard for their own person and for the place of education.



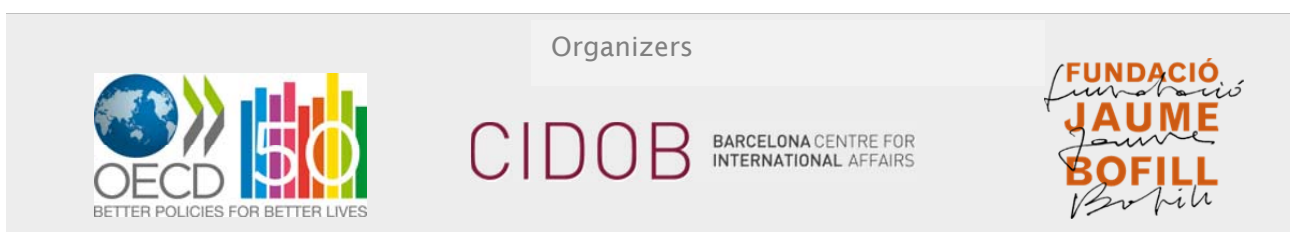
The director explained that through the project they have managed to find ways of pacification in the environment around the centre, encouraged students to believe that change is possible and paved the way to make them competent according to their personal worth and to offer them opportunities and thus break the social determinism. They have achieved this thanks to a good team, a pedagogical and organizational leadership and the strong conviction that education is the tool of change for the better.

The other three selected proposals were:

- **ROSSINYOL PROJECT BARCELONA**

A mentoring project between volunteer undergraduates and pre-teen boys and girls, developed in the scope of leisure and outside school. It aims to promote social cohesion and equal opportunities for the boys and girls involved, as well as exchange and the promotion of multiculturalism, discovery and the responsibility of university students.

- **THE SUCCESS OF THURSDAYS**



An experience conducted with 13 students of 3rd of ESO in Joan Manuel Zafra secondary school, in Barcelona, who by their academic path are at risk of not completing the secondary education. With this program all ordinary and extraordinary measures have been deployed to ensure the success and prevent drop-out. Therefore, they have worked to establish a link with the students and promoting group cohesion. Secondly, the interests of the group have been linked to the compulsory curriculum and the targets have been adjusted to their motivation. One of the most important features is that every Thursday they go outside the centre.

● **TOGETHER WE LEARN TO LEARN, CREATING AND PERFORMING**

This project is developed by the School El Prat de Llobregat I, which is located 800 meters from the district of San Cosme and is a new centre considered highly complex, since the students have come from a center closed due to low student performance, high absenteeism, low demand for places and a high number of students at risk of social exclusion. In this situation, the new team has proposed an educational project that can address these issues through the creation of pleasure of learning through active, open, cooperative methodologies; doing their best, from an inclusive perspective, working from the artistic education on social cohesion and equal opportunities. You can find information on the presented projects on the website of the Foundation.


The last part of the symposium was open to the public and consisted of two round table talks.


Round table: «Is it the political education reform for equality the only solution? The contribution of innovative practices in schools»


The panel moderated by Anthony Mackay, CEO of the Centre for Strategic Education in Melbourne, Australia, was very instructive because of their contributions.

It had the contribution of Mr David Istance, Senior analyst at the OECD and Manager of the Innovative Pedagogies for Powerful Learning project, who stated that our perception of equality is that everyone has equal access to high quality education and that these two concepts are not always related. The central basis of any egalitarian policy that goes beyond ensuring the resources and the access is that people work together with new models of collaborative professionalisation. We

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need to innovate in the center of the learning process and on a scale big enough as to motivate change.

On the other hand, Ms Elisa Martellucci, Project manager at the Centre for European Policy Studies (CEPS), gave her speech from the perspective of research to address how social innovation can mitigate educational inequalities, considering that improvements vary depending on the characteristics of different countries and that inequality and stratification is a persistent element in the long term. Although innovation, as indicated by several studies, is worked on at different levels, the common factor in all these projects is to assess whether they are scalable and if they allow to know their real impact to reach more innovation.

Afterwards, Mr Eduard Vallory, President of the UNESCO Centre of Catalonia and director of Escola Nova 21 project, stated that, given the huge social loss that a 20 % drop-out represents, a shift of paradigm is needed to view education as a common good, a quality education that ensures a relevant and meaningful education. Currently, the practices and the purpose of innovation do not quite match. We need to change the game rules, the field and the distances.

This shift of paradigm is precisely being attempted with Escola nova 21, a project that brings together schools that have already changed their mindset to attain skills in an environment of uncertainty and complexity. The indicators should not condition the learning but they should help us understand it. There is also another very important element in this proposal, which is the evaluation, which should be an instrument that allows us to know how the learning is being attained and not a tool to categorize the person. In the words of Vallory «We must leave the categorization of schools to go to a learning community environment».

Following this, Mr Miquel Angel Essomba, Commissioner for Education and Universities of the Barcelona City Council, focused his speech on the relationship between public authorities and educational innovation. For him, we have a problem because we have an education based on the 20th century law for a 21st century reality.

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Pedagogical innovation must be accompanied by political innovation. At present the objectives of the Barcelona City Council are the guarantee of equity and re-taking of the power of education for the citizenship. Therefore, they intend to shift from inequality to equity and from technocracy to democracy. The City Council aims to innovate from the perspective of the common good, although it is not easy, since it involves changes, such as how to move from the management of the project to the City Education Project; move from the subjects to the relationships, to educational projects in the neighbourhood; moving from linearity to complexity, with projects linked to different stakeholders in the community.

For Mr Àngel Domingo, Deputy director-general of Innovation, Training and Guidance Department of Education of the Generalitat of Catalonia, reform and innovation are two interacting but different things. As he stated, there is a reality in the classroom which is independent and works at the same time. Educational innovation is possible in spite of the education system and despite the regulatory and legislative framework.

It is not necessary to wait for educational reforms to innovate, we must seize the margin left by the government to drive innovation. What we do need is a solid experience, a critical analysis of educational innovations to assess their consequences.

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When asked by the moderator whether the guests at the round table were optimistic about the real possibilities of change in mentality to facilitate innovation, participants showed themselves very optimistic, taking into account that there is an ever increasing number of professionals committed to it; and that this change will also depend on the circumstances of each country, each city or each district or school. Another reason for optimism is that we find ourselves at a time when teachers attend more training than ever; students want to learn without being forced to, and families enter school more than ever. At present, we seem to have realized that innovation is not an end but a tool.

To conclude the contents of this round table, we detail four great features agreed internationally to promote this paradigm shift:

- A resolution aimed at developing skills for life to become independent individuals.
- Establishing measures that ensure the achievement of these skills.
- Promoting learning practices that enable the achievement of competencies.
- Encouraging organizational features that ensure the leadership of learning.

Round table discussion: «Innovative pedagogies for the reduction of inequalities. Case studies from Europe and Catalonia»

The table was moderated by Ms Neus Lorenzo, inspector of education in Catalonia and regular collaborator of the Jaume Bofill Foundation, who introduced the subject and recalled that «education is not the starting point, it is the process of life that connects us all and links us to the community».

First, Ms Gaëlle Chapelle, a researcher at the Catholic University of Leuven, Belgium, explained that in her country there is a serious problem of disparities in educational practices. Its educational system is also very bureaucratic and, despite attempts by the government and the high investments, changes in methodologies have not been perceived.

She has worked for innovation in terms of leadership in order to change pedagogical practices through a different system of governance. For this purpose she had to work a lot with the involved parts at different levels and she values as the most important thing the fact that all actors have participated in interconnected actions, addressing the project in a collaborative way. It took long to build trust among everyone but finally a representative committee was created. Other highlights of the project were promoting support for teachers, supporting learning communities, networking and promoting leadership and self-regulation.

Ms Marta Comas, director of the Department of Innovation, Programs and Training of the Education Consortium of Barcelona, presented some examples of practices carried out by a number of centres in high complexity environments, which the Consortium has supported. A number of innovative projects have been carried out, but the challenge now is to make this innovation into a systemic commitment. She considers each of these practices to be pieces that will help move the wheel of segregation. Note that in many of the schools that have carried out these practices, the students come with nutrition problems, cold, emotional deficiencies, etc.

Among these innovative practices, there are schools with guaranteed food scholarship for 1 € daily, with afternoon extracurricular activities also guaranteed, so that the payment of the fee does not interfere in the relationship between teachers and families. There are full-time schools, designed from the perspective of permeability of an educational neighbourhood. There are schools that are working to improve the environment, opening themselves up to the district and binding accomplished artists to the centre. There are centres that have moved from the pedagogical leadership of the managing team to the leadership of the teaching teams, also including all external agents. There are schools pioneering in robotics that have brought quality to all socio-economic levels, and schools with quality facilities thanks to the involvement of families and all educational agents. In the lines of innovation through the involvement of families, some schools have established mentoring programs to empower families. Examples of educational innovation from the management, through different proposals of merging and others that guarantee the continuity of the students are also to be highlighted. And finally, there is also the innovation made from different schools that have started to work in a network.

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To finish the round of contributions to the discussion, Mr Boris Mir, secondary education teacher and deputy director of the Nova Escola 21 project, showed images of different groups of children working in the classroom, through what he calls learning communities. That is, they work so that they face a problem together and are jointly responsible, working on the specific needs.

For this teacher, traditional pedagogies reproduce inequalities and strengthen social stratification. Educational inequalities must be overcome, reducing social inequalities. To finish his contribution, he asserts that there is not an education for schools that are highly complex and another one for schools that are not. There is just a pedagogy that is not working, but that pretends to. Innovative pedagogies must be generalized to increase educational quality throughout the system.



By way of conclusion and after some contributions from the large number of attendees at the Symposium, the following statements can be highlighted:

- In any innovation project an all-encompassing emotional education is fundamental, involving students teachers and families.
- Changes must occur systemically, a concept that is dynamic, changing, emerging and empowering.

- The catalysts of change are trust, teamwork, networking and a sense of belonging in connexion with the environment.
- All changes are difficult for schools, but it is really motivating to gradually see results.
- The methodology of a learning community is useful at all levels and for any group. It is a facilitatory and transforming methodology.
- The Administration must accompany and listen bottom-up.
- Quality must be assessed not so much by its success as by its resulting learning. It is a transformation tool.
- You have to let emerge the strengths of all students.

Closure

And finally, the symposium was attended by the Hon. Meritxell Ruiz, Minister of Education of the Generalitat of Catalonia, who closed the working sessions by stating that «innovation is possible because we have teachers with the big determination that this becomes a reality in our schools. Moving towards innovation is not easy but we are on the way. Well grounded and proven innovation is an obligation that we have as an education system in order to ensure equal opportunities for all».

Event organized by:
L'OECD el CIDOB i la *Jaume Bofill Foundation*



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Annex¹

Dissemination data of the conference

Digital communication of the event began on 16 April, twelve days before the symposium was held. The main objectives of communication that we set were:

- Make calls to register for the viewing of the streaming transmission of the event.
- Position Jaume Bofill Foundation as a contributor to the OECD in educational innovation projects.
- Position the pedagogical innovation as a tool for fighting educational inequalities.

To achieve these goals a report of all day 28 was made, as well as an intense previous and posterior diffusion both to achieve maximum enrolment for the streaming transmission and to link the event to the OECD. The outcome of the assessment is positive since, for example, during the campaign, Twitter alone reached 13 million impressions of hashtag #InnoEduCat and more than 3,500 tweets with that tag were sent. Most remarkable is the successful participation of the 28th, when the hashtag became Trending Topic in Barcelona.

The previous communication consisted of providing with daily contents the Twitter and Facebook accounts of the Jaume Bofill Foundation. The explanation of IPPL, its natural continuation of the ILE project, the link with the OECD and the positioning of the educational innovation against inequalities were the main elements of the previous communication. The registration for the streaming transmission was also intensely promoted.

Attendance

The two-floored room of the hall of Sant Pau Gil of the modernist venue had a capacity for 200 people. During the main event of the evening the hall was completely full.

¹ We would like to thank the COMPACTO company for the technical monitoring of this event and for their contribution to the metrics presented in this annex.

Streaming transmission

The streaming data were:

- Total registered people for streaming transmission: 229
- Streaming peak: 55
- Streaming average during the event: 45-50
- Average length of streaming reproductions: 23:04 minutes

Both the first and the last figures are very positive, and considering the duration of the session, the average audience is remarkable.

In addition, a week after the celebration of the event, 800 reproductions of the entire video on Youtube had been exceeded:

<https://www.youtube.com/watch?v = CCssyUWTdm0>

Twitter

The official Twitter account of the Foundation (@FundacioBofill) was particularly active during the days before the event and especially during the celebration of the event. During the period of diffusion the account reached:

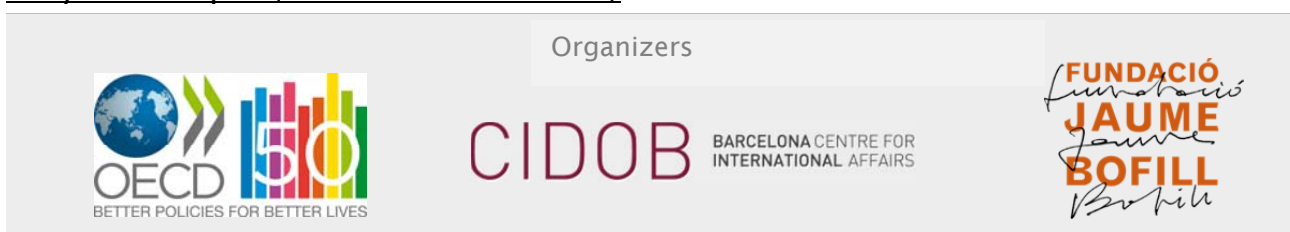
- 514 new followers
- 322,000 impressions
- 10,200 profile views
- 801 mentions

In fact, thanks to the impact of the event, during the month of April the account reached the best analytics since November 2015.

From 16 April to 9 May

- Total tweets: 3,554
- Contributors: 756
- Total impressions: 12,952,255
- Tweets by contributor: 4.70
- Total audience: 704,195
- Frequency: 169.24 per day

Only on 28 April (from 8:30 to 20:00 h)



- Total tweets: 2,581
- Contributors: 387
- Total impressions: 11,438,671
- Tweets by contributor: 6.67
- Total audience: 452,134
- Frequency: 234.64 per hour

Trending Topic in Barcelona

The hashtag #InnoEduCat was Trending Topic in Barcelona for a few minutes starting at 13:55 hours. This was surprising because the open event had not yet started and there was no streaming transmission. During the evening the hashtag was even more frequently used on the net.

Facebook

As for the estimated contents, they were carried out as it was planned (two posts per day). In the same way that on Twitter, the prior account consisted of an explanation about what IPPL is. Its natural continuation of the ILE project, the link with the OECD and the positioning of the educational innovation against inequalities were the main elements of the previous communication. In addition, the registration for streaming transmission was intensively promoted.

The diffusion was intensified during the days prior to the event through the following actions:

The amount of posts in Facebook, two posts a day, grew as we approached the date. On the same day 28, five posts were published.

During the event the link to the streaming transmission was reminded. Subsequently, information on the development of the event was published and so were the videos with the whole of the participants of the symposium.

In addition, during this period, the Facebook page of the Jaume Bofill Foundation obtained 125 more likes.

Website

An interview with Marc Lafuente, an analyst at the OECD, was posted on the IPPL project, the International Symposium and its approach to innovation and inequality. The interview had: 3,479 impressions on Twitter and 1,470 impressions on Facebook.

During the same days of the event, videos of the different international expert contributors were progressively uploaded:

- Jelmer Evers (51 views)
- David Istance (76 views)
- Marc Lafuente (51 views)
- Amelia Peterson (65 views)
- Mariana Martínez-Salgado (88 views)
- Nancy Law (135 views)