Contribution to the global debate Futures of Education

How to Get to the Future of Education: Lessons Learned from the Escola Nova 21 Alliance in Catalonia.

UNESCOCAT AND FÒRUM FUTURS DE L'EDUCACIÓ

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INTRODUCTION

> "The future of education is here". "We must take bold steps now, to create inclusive, resilient, quality education systems fit for the future".
>
> Antonio Guterres, UN Secretary-General. August 2020

In the last five years, Unescocat-Center for UNESCO of Catalonia and the Bofill Foundation, both Catalan civil society institutions based in Barcelona, have promoted several initiatives to transform the education system, following what UNESCO have stated in its two main Reports (Faure, 1972; Delors, 1996) and the international consensus that lead to the last one, *Rethinking Education* (UNESCO, 2015).

The consensus assumes that, today, the right to education is no longer guaranteed through universal access to school only: it also requires that all children enjoy relevant and meaningful learning experiences, to develop life competences to thrive and to respond to the challenges of our time. This demands a paradigm shift in the way we teach and learn, innovation, and support to teachers in the pursuit of this common goal.

A group of reference schools called Futures of Education Forum, supported by Unescocat and the Bofill Foundation, share this document based on the learnings and consequences from Escola Nova 21 Alliance for an Advanced Education System (2016-19) and its policy implications, for any actor to learn from them and to take them to scale.

In the middle of its elaboration though the pandemic of COVID-19 arrived, and the long lockdown interrupted schooling all over the world. We believe that getting back to the schools is not enough after the pandemic. We need to build stronger, more resilient education systems fit for the future, and truly able to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, as SDG 4 states.

We believe that the experience of Escola Nova 21 Alliance is now even more important to share, to contribute to build these resilient and quality education systems for all.

1.   THE ESCOLA NOVA 21 ALLIANCE

The purpose of the educational paradigm shift

The need to rethink education in order to answer the needs of today's world is not a new one. The first UNESCO report, *Learning to be* (Faure, 1972), reads: "We should no longer assiduously acquire knowledge once and for all, but learn how to build up a continually evolving body of knowledge all through life—'learn to be'". Almost 50 years have passed since that report was written, and today the need to transform education is still in force.

Never had the world been so interconnected as today. Because of this, we are facing several challenges at a global scale which the upcoming generations will have to face. The world is changing in front of us: the climate crisis is forcing us to change our consumption and production habits in order to make them more sustainable; technology evolves at exponential speed and this brings sudden changes both in communications and the labour market; global inequality is deepening and migratory movements are growing every day. To answer that, the United Nations' 2030 Agenda has set 17 global goals towards creating a sustainable development, answering the need of a digital transformation to improve the living

standards for everyone, and building the conditions to live in equity and harmony in diverse, interdependent, democratic and just societies.

The opportunities to reach a sustainable development are huge, and education is the most powerful tool to allow us to move forward in this direction. This is why we need an educational paradigm shift, a metamorphosis of the school itself. If we begin by rethinking the purpose of education, there will necessarily be changes in multiple aspects: from learning methods to assessment, spaces, teachers' roles or the school's organisation. This change has already taken place in the regulations and the language; however, it still does not occur in its actual implementation.

Contextualizing the global conversation

In late 2014, at the end of the Education for All initiative (EFA), Unescocat-Center for UNESCO of Catalonia and the Jaume Bofill Foundation organized a year-long debate entitled "Education Post-2015: Equity and Quality for All". Its aim was to contribute to the global conversation on education contextualized at the Catalan level.

At the same time, dozens of innovative schools were visited to identify patterns that could be used as reference points for a progressive transformation of the education system. These experiences were analyzed in the context of Catalan pedagogical tradition, as well as in connection with the global educational debate. The contact with schools, the outcomes of the debates and the launching of *Rethinking Education*, which the two institutions published in Catalan the same year, converged in the World Education Forum in Incheon, attended both by Unescocat and the Bofill Foundation, where the call for collaboration between civil society and governments to generate education change was made.

Based on all these elements, Unescocat and the Bofill Foundation decided to launch an alliance to contribute to a no-return momentum for the transformation of the Catalan school system, creating a partnership with schools, universities, and public administrations. That was the beginning of the Escola Nova 21 Alliance (*New School 21*).

The establishment of the Escola Nova 21 Alliance

In early 2016, Unescocat and the Bofill Foundation built a partnership with twenty-five Catalan schools[1] that were already working with a learner-centered and competency-based approach, to see how to escalate their approach to the whole system. Comprising different typologies of schools and education levels, these diverse schools were a reference for many others and became the practical reference for the initiative.

The establishment of the Escola Nova 21 Alliance for an Advanced Education System was formalized in January 2016 by Unescocat, Bofill Foundation and the Open University of Catalonia, joined in March by "la Caixa" Foundation and in September by the Provincial Government of Barcelona (Diputació). Five partners in total, in a three years civil society and public administration common endeavour.

In April 2016, the alliance was formally launched in a public event. Following the launch, the Alliance signed a cooperation agreement with the Catalan Ministry of Education to work together to initiate change in other schools following the three-year programme. The Alliance progressively built a shared vision and a collective dynamic towards what is understood by quality in school, laying the foundation for a transformation of public policy and the traditional school model.

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[1] 18 public schools and 7 charter schools, including both primary and secondary schools.

The Vision and the Advanced School Framework

Stressing that quality of education and equity in education are interrelated, the Escola Nova 21 vision is one of a school system in which all children and young people enjoy relevant, meaningful, and empowering learning experiences. Escola Nova 21 adopted the definition of "quality education" contained in point 9 of the Incheon Declaration (UNESCO, 2016). The commitment to inclusion, equity, and equality of opportunity in education is reflected in the programme's objective of developing and sharing scalable and feasible approaches to change for all schools, making quality education accessible to all children.

The Escola Nova 21 programme was founded on the premise that a common roadmap of educational change, shared by all schools and the public administration, was a prerequisite to ensure a sustainable route to the transformation of the education system. Serving to channel the efforts of schools, educators, families, civil society organizations, and other stakeholders, the creation of a common framework was the first step in the social movement to promote educational change. The Escola Nova 21 Advanced School Framework was created to provide a common conceptual framework of what change means, synthesizing commonalities among schools with competence-based learning supported by current research-based learning practices. The Framework is composed of four elements: educational purpose for the whole development of the child, aimed at developing competencies for life; learning practices based on the existing knowledge of how people learn; competency-based and holistic assessment, designed to support learning; and autonomous and open organization, capable of self-reflection, innovation, and change.[2] The first element comes from the Four Pillars of the UNESCO's Delors Report, and the other three are contained in the 7+3 Framework of the Innovative Learning Environments project (OECD, 2015).

2. THE OPERATIONAL FUNCTIONING

How the Program Operated

In the spirit of instilling change from the bottom up, an open call was launched in May 2016, and in two months almost 490 schools (approximately 16% of all schools in Catalonia) applied. The initial goal was to have a maximum of 200, among which to select a representative sample of 30 schools to pilot a protocol of school change in collaboration with the initial 25 Reference Schools. But the wide interest led to an agreement with the provincial government of Barcelona (Diputació) to join the programme and to promote alliances with the city councils to create local-based networks of schools. This approach allowed the inclusion of all the 490 schools that applied, which were organized in 60 networks, being able to impact at the meso level, as the research indicates as the key level for innovation (OECD, 2013).

Objectives and main actions

Escola Nova 21 has intended to catalyze support for educational change through a three-year program designed to generate no-return momentum for the transformation of the entire Catalan education system. It has done so through four principal actions: (a) Generating and experimenting with protocols for intensive, system-wide change with a representative sample of 30 schools; (b) Engaging in collaborative orientation work towards education change with around 500 schools through networks; (c) Supporting and consolidating already existing Reference Schools and initiatives for innovation and transformation in the system; and (d) Building alliances with education administrations and local governments to develop co-responsibility for change.

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[2] See figure 1 in Appendix 1.

To do so, there were two parallel actions for school change throughout the three-year programme: one intensive, based on testing an intensive pilot procedure for change with a representative sample of 30 schools; and the other, extensive, to orienting close to 500 schools towards change through 60 collaborative learning networks of 8-12 schools each.

The Intensive Action: Sample Schools

The sample of 30 schools selected for the initial pilot was constructed on the basis of percentage of geographic distribution, socioeconomic profile, degree of complexity, school level (primary / secondary), and other characteristics (rural schools, large schools, public and charter schools) of the current system. Sample Schools served as a laboratory to develop and refine a protocol with tools and procedures that could be used to intensively transform any school throughout the system.

The three-year change protocol tested with the Sample Schools includes (1) orientation to foster learner-centered and competency-based approaches, (2) training to empower school staff in the transformation process and (3) mentorship to support schools throughout the process.

1. In terms of orientation, it is crucial that all actors share a common understanding of what change means. That is why a tool called Rubric of Educational Change was developed, to provide this detailed framework. It specifies the four axes of the Advanced School Framework in 18 criteria each of which include nine stages of development, guidance questions and possible evidences[3].

    In addition to defining this framework (*what* is change), supporting schools in the process of changing (*how* to change) was also required. Building on existing research, a five-step process on institutional transformation was developed (particularly based on Kotter, 1996). Individual schools necessarily adapt the phases, timings, tools, and resources to their own particular circumstances and context.

2. Principals and driving teams[4] of the Sample Schools received several training actions related to the direction of change as well as to the process of change, to become empowered to lead the transformation in their schools. One of the most important training experiences were the clinical residencies of the driving team members in one of the Reference Schools. The residential training consisted of two-week or one month-long training of the driving team members in the reference school, where they observe and actively contribute their knowledge and perspectives of working in a fully competency-based environment, changing the traditional perspective of teacher training (Vallory, 2020).

3. Offering external support to the driving teams in this cultural change in schools is also vital. Mentors meet with the driving team every two months to monitor and support the school transformation process. They are trusted professionals (in general from Reference Schools) who provide data, tools and guidance in the autonomous, but intensive change process.

The Extensive Action: Schools in Networks

The key mechanism to orientate Schools in Networks towards the change occurs through collaborative learning within the community of schools. Keeping in mind that research demonstrates that both top-down and micro-bottom-up initiatives for education change are too narrow to be effective (OECD, 2013). The programme focuses on reinforcing the *meso* level, comprising many networks, communities, and

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[3] See www.rubricadecanvi.cat for more information.
[4] Teams of teachers established by each school to lead the transformation. Referred to from here on as the "driving teams".

initiatives already committed to educational change. This approach is based on the assumption that transformation must come from within the educational community which also possesses the essential tools and knowledge needed to advance this change. Thus, rather than recommending "recipes" of specific actions, curricula, or learning methodologies, the spirit of Schools in Networks is rooted in a process of change that is supported by the tools and resources generated by the programme.

Driving teams from Schools in Networks reflect on their process of orientation towards change in regular network meetings (one per trimester) led by Escola Nova 21 trained facilitators. Those meetings are based on activities to share ideas for creating the conditions for change, as well as reflecting about the school's educational purpose, re-imagining its vision based on the Advanced School Framework. The meetings represent first steps towards change, by using the Spiral of Inquiry (Timperley *et al.*, 2014) methodology and the Rubric of Educational Change as guidance. Driving teams and principals, coordinated through the network meetings, engage in their respective schools, with the community of teachers, families, and students in the same discussions, helping the schools to move their vision forward. The individual schools necessarily adapt the phases, timings, tools, and resources to their own particular circumstances and context, understanding that the main contribution of Escola Nova 21 is to orientate their work towards change. In addition to regular network meetings, intensive summer trainings were held in partnership with leading institutions of the Catalan education community and education administrations. These trainings allow teachers who do not participate in network meetings to have direct access to the programme.

The Reference Schools

The Escola Nova 21 Alliance was established in partnership with 25 reference schools, already working within a learner-centered and competency-based framework, which became an example and inspiration for the transformation process of the Sample Schools and for the Schools in networks. Supporting and consolidating these reference schools and building a network among them was an essential requirement for the paradigm shift proposed by Escola Nova 21.

Once the 3-year programme came to the end, most of these reference schools, together with some others, created a collective called [Fòrum Futurs de l'Educació](#) (Futures of Education Forum), supported by Unescocat and the Bofill Foundation, with the double purpose to keep their work of sharing and co-innovation, and to collectively contribute to the global debate about the Futures of Education promoted by UNESCO. However, its work has come into being during the Covid-19 pandemic, which has itself showed some of the challenges and weaknesses of our educational system. This has made even more obvious the need for an educational paradigm shift.

3.   LEARNINGS AND KEY FINDINGS

An external evaluation carried out in collaboration with the Ministry of Education of the Catalan Government has proven (*see appendix II and III*) the efficiency of the two strategies implemented by Escola Nova 21 to promote a change in the educational paradigm: intensively through the Sample, and extensively through the Networks, thus validating its strategy of change.

The evaluation highlights that the strategy of Escola Nova 21 to promote systemic change through the Sample and through the Networks, has been effective:

● Its articulation in specific actions and tools has been consistent with the background theory, the initially established objectives and with the present needs and reality.
● The tools and actions have been mostly used and have been effective in generating the expected results. These tools have enabled the intended conditions of change of the programme.

- Schools of all types have been enabled to promote relevant changes in the set of analysed transformation areas, in view of empowering a quality education.

Lessons learned

Beyond validating the Escola Nova 21 strategy, the evaluation points out several learnings and lessons that become key points.

Learnings from the evaluation of the Sample Schools

Coherence in the design
The design of the change protocol has been coherent with the expressed needs. Furthermore, the design of the learning environment for the driving teams in the Sample, based on scientific knowledge about how people learn, has been effective.

Effectiveness
First, the changes have taken place in all schools of the sample and in all the items and dimensions evaluated. Second, the changes have been settled on transformation of class time (schedules) and assessment of the learning outcomes. Third, in all schools, changes have taken place in the four dimensions of the "Rubric of Educational Change". It is confirmed that it is necessary to advance in all dimensions to generate a coherent change. Finally, the partial transformation of the organizational aspects of the school (including the organs, processes, and time for reflection on decision-making) has implied a challenge in the transformation of learning practices.

Efficiency
Strengthening the capacity of the schools has truly empowered them to drive the transformation process and the strategy of supporting the driving teams has required balancing the rhythms and interests of each school with the progress of the whole group. In addition, the conditions for the schools to drive the change have been created although improvement opportunities in specific tools and processes have been identified.

Learnings from the evaluation of the networks

Coherence in the design
The design of the process has been coherent with the change management model and with the established change scenarios. The design of the strategy has been based on existing research about institutional transformation (particularly based on Kotter, 1996) and it has been adapted to the educational context. This adaptation has been consistent with the goal of "change of the educational orientation".

The strategy has been consistent with the goal of "change orientation" but is not enough to promote a school transformation. Once the process to change the orientation has been completed, the intensive change process must be initiated. Therefore, it's important that the model design includes when a school must start or finish each alternative (orientation process vs intensive change process).

Effectiveness
The main objectives of 1) orienting towards change; 2) strengthening the autonomy of the schools; and 3) promoting networking, have been achieved. The schools have valued particularly: identification and deepening in pedagogical references, integration of these references in their educational project and the reflection regarding the learning practices. They are now more confident that change is possible and are able to identify and to recognize their own challenges.

Schools that were already in advanced processes of transformation state that the program hasn't been that helpful to "orientate them to change". In fact, they would need a more intensive change program. On the other hand, some of the schools that initiated the program in a less mature starting point have remained in a reflective phase without progressing in the concretion of their school vision. They maintain that they would need more time or support to achieve the goal.

<u>Efficiency</u>
The strategy of supporting and training the facilitators has been validated and no differences were observed between networks or facilitators profiles. Participation in the network meetings has been high over time so, beyond the "momentum" of the initial phase, many schools have considered it important to continue participating in the program. Despite this high commitment, in some networks participation has decreased, perhaps due to the distances to be covered to attend network meetings or the lack of time that teachers can allocate to reflection and training. Beyond the participation of the driving teams, transferring thoughts and learnings to the schools has faced some challenges: lack of time for reflection and to meet and share learnings with other teachers, internal resistances from some teachers, or lack of resources and knowledge to motivate and accompany reflection among school teachers. Some tools and approaches have been both new and complex for the driving teams.

Implications for Public Policy

The evaluation of the Escola Nova 21 experience underscores three conditions that must be met if we are to develop educational transformation across the entirety of the system: clarify the specific objectives of change that have been defined for schools, and the direction of this change; establish ambitious public programs to accompany the change; and drive structural reform in the education system.

In October 2020, as a consequence of the evaluation, Unescocat and the Bofill Foundation presented the political parties with a ten-year 2030 Plan for Updating the Education System, designed to eliminate the growth in inequalities generated by the pandemic and respond to the Education 2030 Agenda. Transformation of the education system by 2030 will require ambitious and rapid change, and must include concrete goals and measures to guarantee that this change is credible and sustainable.

The 2030 Plan for Updating the Education System seeks to drive long-term education policy, and so must be based on the broad, existing political and social consensus for educational transformation, the collaboration and commitment of the Catalan Government, municipalities, civil society, and the educational community, and the support of the Catalan Parliament. Drawing on the experience of education reform initiatives, on expert research, and the UN Education 2030 Agenda itself, the Plan proposes five commitments responding to each of the three key factors evidenced by the Escola Nova 21 evaluation, fifteen commitments in total, to be made between now and 2030:

In order to guarantee quality education for all, concrete objectives for change (2030) must be established for all schools financed with public funds.

1. Schools must be empowered to self-assess their process of change toward a model of quality in order to promote their development as learning organizations, and they must be provided with a shared instrument to support this process.

2. Schools must adopt active and transformative learning practices that respond to the seven principles of learning across all age groups and in more than 50% of school time.

3. Forty percent of schools must have participated in guided programs for intensive transformation.

4. Eighty percent of schools must have teachers who have participated in intensive, capacity-building training for change.

5. All schools must participate in local networks aimed at updating their educational approach.

A strategy must be put in place to ensure that this change is truly available to all schools.

1. Establish clear criteria to define quality schools, either using the criteria created and agreed upon through the Escola Nova 21 initiative and expressed in the Rubric of Change, or by creating new criteria that respond to existing experience and evidence.

2. Actively use the designation of "educational center of reference" for those schools with educational practices and characteristics that bring them closer to the criteria for quality, to facilitate the dissemination of good practices and teacher training.

3. Deploy necessary structures so that school networks become a reality throughout the territory and serve as instruments for interdependence and lifelong learning among equals, complementing school autonomy and promoting community-based educational projects.

4. Organize an intensive, protocolized program for updating schools through facilitation that generates autonomy, pedagogical leadership, training in residence, and procedures to scale transformation. By 2024, 800 centers should have gone through this program, and 2,200 by 2030.

5. Establish measures for the equivalent quality of all schools. This involves driving programs that promote, make possible, and ensure that "schools with complexity" (environments of inequality) are prioritized when carrying out the educational transformation.

Structural reforms of the education system must be directed towards making change possible and sustainable.

1. Transform initial teacher education and selection using competency-based training with a period of induction linked to educational centers of reference, and by selecting teachers based on their competencies. The aim: develop teaching staff with guaranteed competencies.

2. Promote a new plan for continuous teacher training that transforms the current approach. The professional development of teachers must also be based on the seven principles of learning and must prepare teachers to drive educational change.

3. Take specific actions to make schools more autonomous. Schools must achieve more autonomy in the selection of teachers and in decision-making on schedules, equipment, furniture, and spaces. Educational equivalence requires autonomy and interdependence.

4. Evolve the functions and role of the Government's educational services and educational inspection. These agents must be capable of supporting the process of change and the continuous improvement of schools.

5. Bring competency-based reform to post-compulsory education (baccalaureate and vocational training) and to the university entrance examination, which slows changes in compulsory education when it becomes the de facto purpose of the system.

Final thoughts

The COVID-19 pandemic has conditioned any debate about the future of education. As said by the UN Secretary-General this August "the future of Education is here" and "we must take bold steps now, to create inclusive, resilient, quality education systems fit for the future".

In the context of the pandemia of COVID-19, educational inequalities are growing even more, and we cannot allow inequalities to increase and education systems to emerge from the crisis not only with the limitations they already had, but even more weakened. The desired model of active learning school, centered on the learner, with transformative pedagogies oriented to action to equip young people with the competencies to achieve the SDG, clashes with the reality of educational systems that are still heavily based on the segmentation of knowledge and short-term memorization.

This is why collective of schools that conform the Futures of Education Forum made recently an statement with these three considerations:

1. **The school must raise generations that are ready to live in today's world, are able to transform it, and are ready to respond to individual and group challenges.** The shake of the pandemic has illustrated that education must train children to develop their capacities in an exponentially changing reality. An essential feature of education is to generate, within the children, autonomy, self-regulation, respect, empathy, responsibility, critical thinking, creativity, and the ability to cooperate and live among diversity, as well as answering to global challenges. This is why holistic learning, personalization and competency-based learning must be extended to the whole educational system.

2. **The school must be, in itself, a learning institution.** No organization was ready to respond to the shock of the lockdown. Neither was the school. However, in an exponentially changing world, the school can no longer remain as an institution that merely reproduces or adapts practices. It must become an institution able to answer to external changes, with a permanent learning culture for the teachers and for the whole educational community, and able to implement organisational and methodological innovations that improve the accomplishment of its purpose: a holistic educational approach for every child and young person.

3. **The school should be a key institution within society and have to guarantee the right to quality education to every child and young person.** Every school must be inclusive and should accompany and guide students making sure that every child receives the needed support, in a school that has the autonomy and the ability to take decisions with a shared goal and with interdependence, avoiding isolation. Improvements and innovations should be encouraged to respond better to the educational challenges of today and tomorrow, and to support schools to ground these innovations in and to share them.

The schools composing the Forum, supported by Unescocat and the Bofill Foundation, made a call to society to think deeply and ambitiously about the education we need, and stand by the thousands of teachers and schools that work together to make the updating of the education system possible. It needs collective leadership, empathy, dialog, resources, better training for teachers, professional development, and support in change processes. Only this way we can look toward a quality educational system that will educate each one of the boys and girls to transform the world which we live in: a school in which children and young people become active subjects of their reality, and raise awareness towards sustainable development and global citizenship.

APPENDICES

Appendix I: The Escola Nova 21 Advanced School Framework

Figure 1: The Escola Nova 21 "Advanced School Framework".

Source: Escola Nova 21

Appendix II. The evaluation of the Sample's schools

Evaluated schools:

29 schools

Evaluation process:

- Documentary review and interviews with key informants.
- Elaboration of an evaluation tool with the Ministry of Education of the Catalan Government and educational experts.
- Training of professional evaluators of the Ministry of Education of the Catalan Government.
- 2 sessions of evaluation per school.
- Focus groups with schools and experts.
- Analysis of results and conclusions.

Evaluation questions:

- Has the proposed procedure been implemented?
- Has the procedure generated the expected results?
- What specific changes have been promoted in the schools?

The main findings of the evaluation:

As a consequence of the modifications in the learning practices, on average, a 40% of the instructional time in the 29 schools of the Sample has been reconfigured. The data indicates that from the inception of Escola Nova 21 programme in 2016, impacts on a global level and throughout the group of schools have materialized.

Have there been concrete changes in the school?

As a consequence of the modifications in the learning practices, on average, a 40% of the instructional time in the 29 schools of the Sample has been reconfigured.
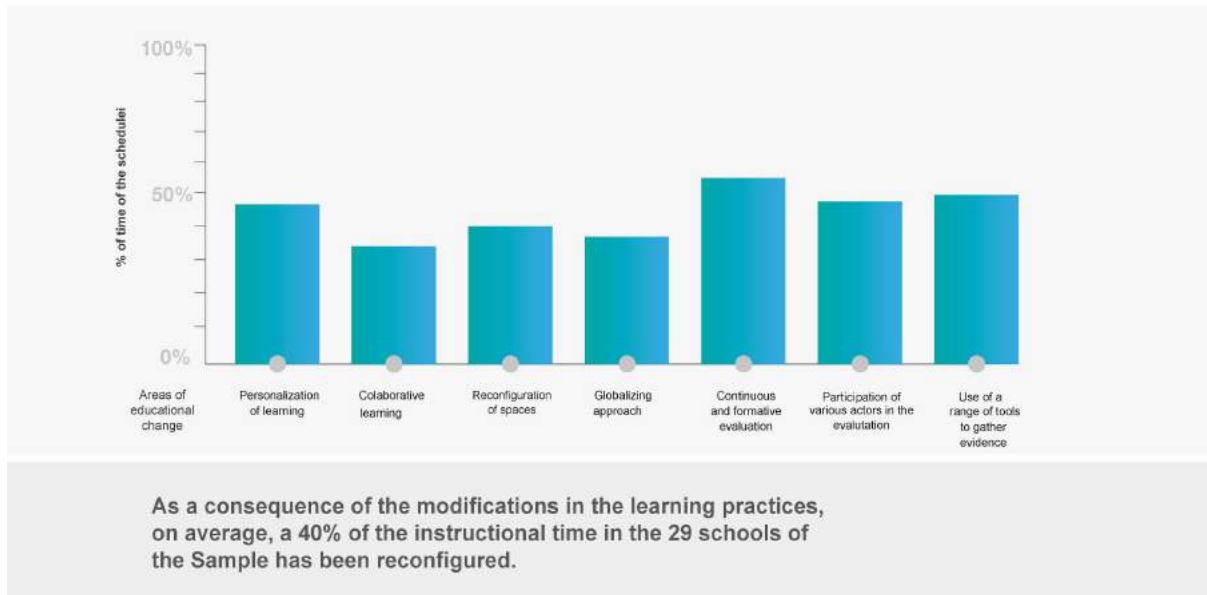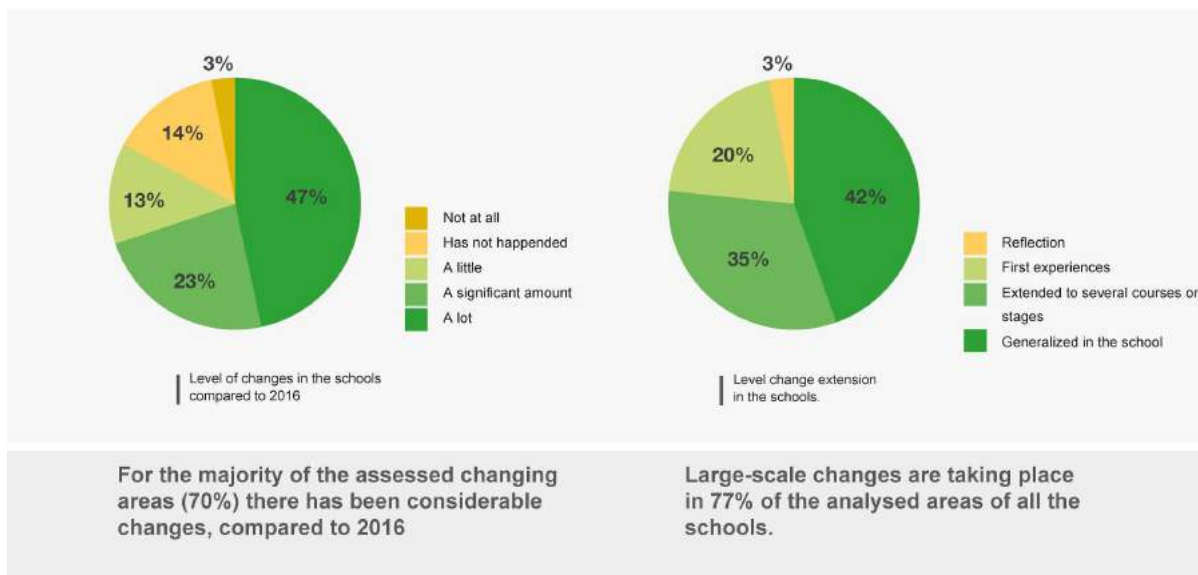
The schools consider that in 69% of the assessed changing areas there has been considerable changes, compared to 2016. Changes in all the analysed dimensions have occurred: purpose, learning practices, evaluation, school organization and relation with the environment. (The evaluation tool has analysed these 5 dimensions of change, divided into 14 criteria and 59 specific types of changes).

Have there been concrete changes in the school?

Changes in all the analysed dimensions have occurred: purpose, learning practices, evaluation, school organization and relation with the environment.
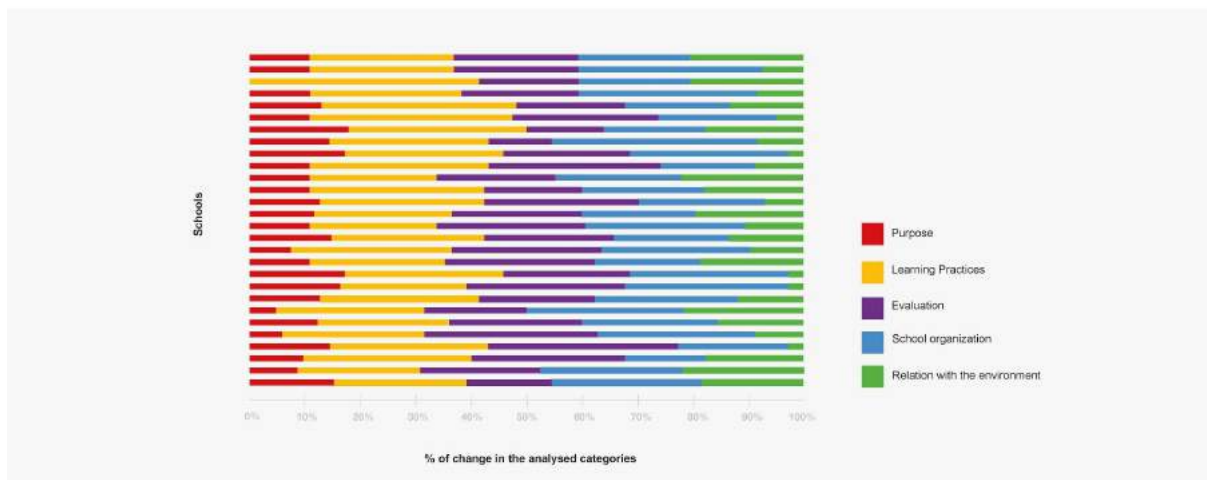
Large-scale changes are taking place in 77% of the analysed areas of all the schools. More specifically, the 42% of the analysed spheres of change have already been generalized in the school, as a whole, and in 35% they have been extended to several courses or stages. The changes that do not possess a relevant scope (which relate to aspects that are not been implemented yet at a school level but are already in the processes of reflection or first pilots) represent a 23% minority.

Have there been concrete changes in the school?

Level of changes in the schools compared to 2016

Not at all
Has not happened
A little
A significant amount
A lot

Level change extension in the schools.

Reflection
First experiences
Extended to several courses or stages
Generalized in the school

For the majority of the assessed changing areas (70%) there has been considerable changes, compared to 2016

Large-scale changes are taking place in 77% of the analysed areas of all the schools.

Significant changes have occurred in the different Sample's school types: pre-school and elementary school, high school or within all compulsory education; underserved schools; subsidized or public schools; or from diverse sizes. All the different types of schools have developed changes in all the evaluated dimensions and with a similar degree of change: significant differences of change amongst the schools have not been detected. Therefore, the data supports the affirmation that it is possible to facilitate change in all kinds of schools.

Are there differences according to different types of school?

Subsidized or public schools

Pre-school and elementary school, high school or within all compulsory education

Diverse size

Underserved schools

All the different types of schools have developed changes in all the evaluated dimensions and with a similar degree of change: Significant differences of change amongst the schools have not been detected.

On average, the procedure for change tools have been fully implemented on an 80% by the schools. This represents an elevated percentage of use, which indicates the relevance and the adjustment to the needs and expectations of the different schools.

Amongst these tools we can find, for instance, visits and training (clinical) residences at promoting schools (used by 100% of the schools), activities and training sessions (used by 89% of schools) and the generation of viable minimal products and other change management tools (used by 87% of the schools). The less used tools are related to online instruments for networking or to other employed tools for cooperating at the educational community level (families, environment…). In any case, the total degree of tool usage is being considered as highly elevated. It has to be noted that the schools consider that they have achieved the objectives proposed by the tool in 71% of the cases. The protocol's components have been enormously utilized and have accomplished the expected objectives.
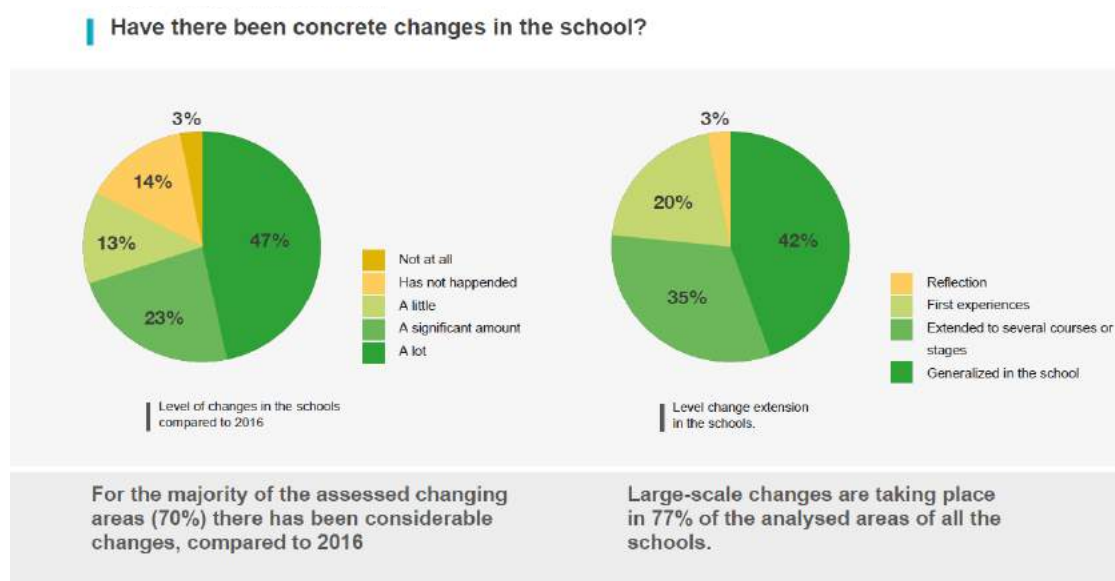
Significant differences in the use of the components and their expected results by the different types of schools (ownership, educational stages, size or complexity) were not detected. The group of schools have similar usage of the tools and therefore, the same types of expected results.

Appendix III. The evaluation of the networks

Number of schools surveyed:

179 (out of 337)

Evaluation process:

- Documentary review and interviews with key informants.
- Elaboration of the evaluation questionnaire.
- Submission of the questionnaire.

Evaluation questions:

- Has an effective networking and sharing logic initiated?
- Have the schools been oriented towards changing the paradigm?

The main findings of the evaluation:

75% of the schools affirm that their participation in the Escola Nova 21 network has contributed to their change management guidance.
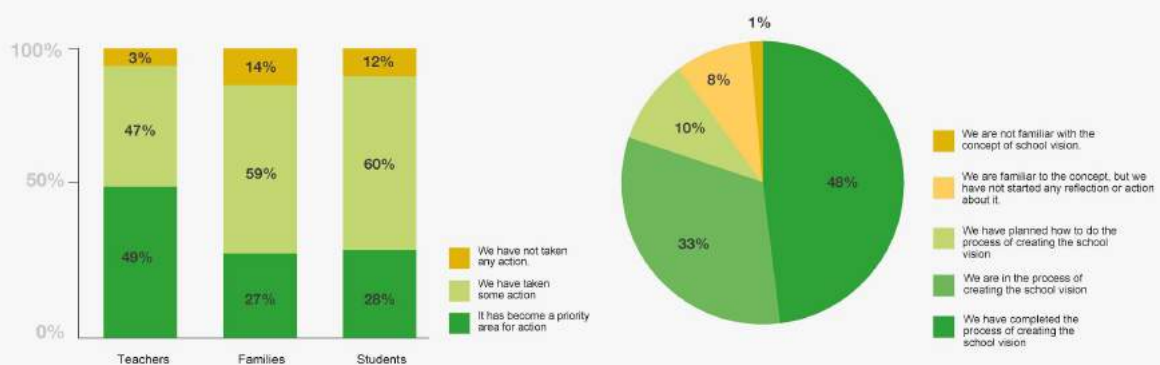

How has contributed to your change management guidance your participation in Escola Nova 21 networks?
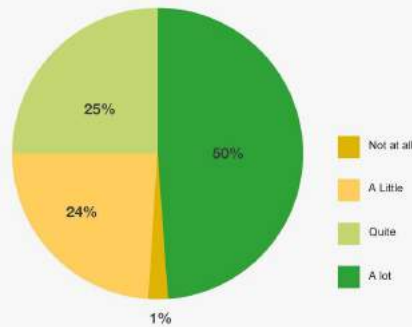
- Not at all
- A Little
- Quite
- A lot

75% of the schools affirm that their participation in the Escola Nova 21 network has contributed to their change management guidance.

48% of schools have completed the process of creating their school vision and 33% are still in the process of doing so. This data points out to the development of defining particular action that was promoted in the framework of the networks, with the aim of further defining the 18 criteria within the schools' global objectives, through a participative process carried out with the educational community as a whole. This action has been enforced (or it is still in the process of being implemented) in 81% of the schools. The awareness and orientation of change is therefore evolving into concrete actions.

Has the orientation towards change been achieved by the schools?

- We have not taken any action.
- We have taken some action
- It has become a priority area for action

- We are not familiar with the concept of school vision.
- We are familiar to the concept, but we have not started any reflection or action about it.
- We have planned how to do the process of creating the school vision
- We are in the process of creating the school vision
- We have completed the process of creating the school vision

90% of the centers have carried out awarness actions of the need for change with the educational community of the centers (faculty, families, students).

48% of schools have completed the process of creating their school vision and 33% are still in the process of doing so

Participation in the networks has enabled a 97% of the analysed schools to learn from other teachers' experiences and reflections, while a 91% has also established new relations with other schools. Within the programme's framework, schools have managed to tackle a relevant and yet not resolved challenge at a systematic level: connect, network and learn from others.
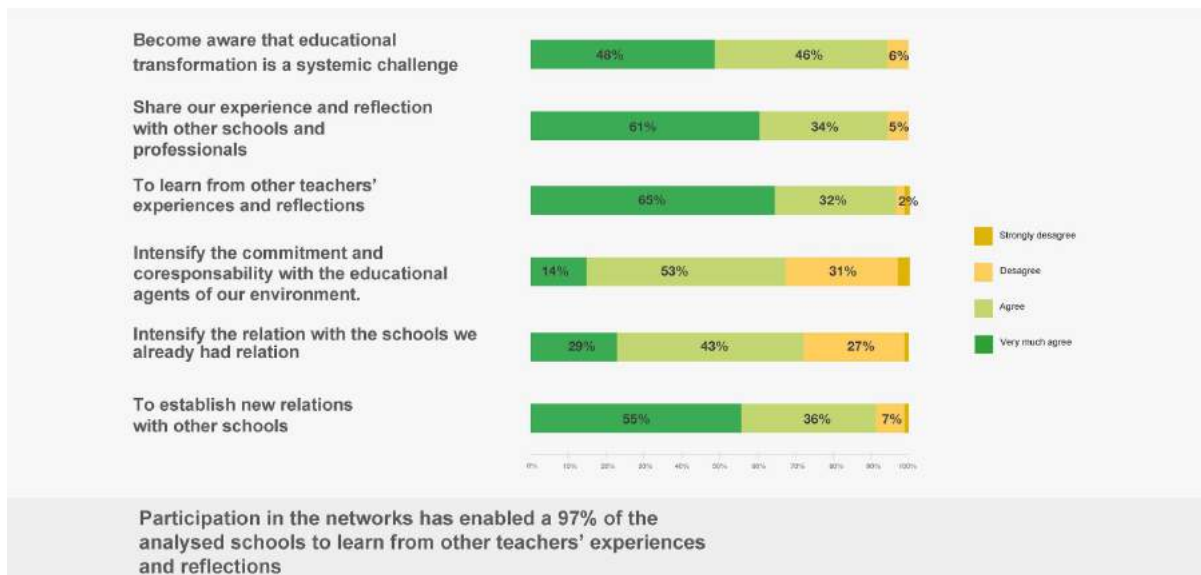
72% of the schools confirm their interest to continue participating in the network's meetings. This data emphasizes the need of incorporating the logic of networking at a systemic level into public policy.

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