

Transforming Education

03.

Defining the Horizon

37 Milestones in Dreaming up Educational Change

Transforming Education

Collection directed by Xavier Aragay

Book

03

Title

Defining the Horizon. 37 Milestones in Dreaming up Educational Change

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Pepe Menéndez, Pol Riera, Lluís Tarín and Lluís Ylla**

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Defining the Horizon

37 Milestones in Dreaming up Educational Change

Authors

The team that authored this collection is composed of:



Xavier Aragay is an economist and, since 2009, the General Director of Jesuïtes Educació. With his broad professional and life experience and his calling to service, he is at the head of the *Horitzó 2020* project. Those who know him personally say he is a visionary, open to dialogue, demanding and tenacious. He loves making diagrams, playing with words and enjoying nature, often climbing the most unexpected of peaks.



Jonquera Arnó is a teacher, and she joined the team in 1993. Since then, she has brought heart to the JE educational project. Trained in the humanities and with a profound spiritual life, she always works for and with others (according to her, she can't help it, since she came into this world accompanied by her twin sister). She is currently the Director of the Technical Office of Jesuïtes Educació. She is also in love with the sea.



Pere Borràs is a Jesuit (he will soon be celebrating the 50th anniversary of his commitment to the Society of Jesus), and is currently the JE network's Counselor. Always willing to help others, he has served as a professor, novice master, Provincial and President of the Foundation. He is an expert in Ignatian spirituality and in accompanying youth and adults. With his strong, direct personality, he enjoys life, comics and *Barça*.



Mauro Cavaller has a Licentiate in Philosophy, and is a coach specialized in writers. He is the Editor of the *Transforming Education* series, managing the collection as a whole and lending unity to the different books. As an artisan of ideas, he listens, empathizes, and brings together the different elements of the topics we discuss. He very much enjoys going to the movies.



Daniel Iniesta

has a degree in Labor Relations and has been the Director of Human Resources at JE since 2011. Always learning, he has served in especially delicate areas of the public sector, such as the judiciary minors, adoptions and cooperation. Passionate about everything he does, he always seeks the development of individuals. He likes swimming, jogging and reading (normally about the period 1914-1945).



Pepe Menéndez

has a Licentiate in Informatics, and since 2009 has been Assistant Director of JE. He has a broad knowledge of both the classroom and the management of educational institutions (he served as Director of the Joan XXIII school). In 2004 he helped draft the *Pacte Nacional per l'Educació*. He blogs and organizes debates in his own home, which are generally accompanied by fantastic meals that he himself prepares.



Pol Riera

has a degree in Business Science and is the Manager of the JE network. His long and varied experience and his ample training have bestowed him with good organizational skills and a wonderful sense of pragmatism. He enjoys working as part of a team and always does so with a great deal of optimism. He is a self-made man, and he is extremely enthusiastic about sports (he plays almost all of them) and motorcycles.



Lluís Tarín

has a licentiate in Pedagogy, and specializes in educational technology and executive development. At Jesuïtes Educació, he is the Adviser on Leadership and Strategy. As any good sage would, he constantly observes, reads and searches for clues to help understand the world. He always accompanies his analyses with an emotional aspect; it's safe to say he is a man of heart.



Lluís Ylla

is an agronomist, and at Jesuïtes Educació he dedicates himself to planning and quality systems. He organized the workings of *Horitzó 2020*, and through reflection and practice has also contributed to the development of a pedagogy of interiority. He has been the Assistant Director of JE since the Foundation was created in 2000. He is an avid reader who greatly enjoys going for walks and writing.

Achieving our dreams is possible. Improving reality without dreams isn't.

Ramón Flecha

For my team, I look for people who clearly know what they're doing, but most of all I look for dreamers, people who want to change the world.

Josep Baselga

The school of my dreams combines the seriousness of an executive with the joy of a clown, the power of logic with the simplicity of love.

Augusto Cury

Today, the process of renewing education needs to continue within the framework of the new challenges and opportunities our historical context offers. We have no other option than creative loyalty in order to sustain our education as a significant apostolic tool that serves our mission.

José Alberto Mesa (Jesuit)

Prologue

I would like to open this third book in the Transforming Education series by explaining a couple of personal experiences that, in my opinion, highlight essential aspects of *Horitzó 2020*.

At the end of the 70s I worked for 5 years in Chad, a country where the schools followed the French curriculum and so the students were asked to learn all the contents by heart. The need for change was obvious.

And we did it that way: Can you imagine learning math by counting the square meters that a pig needs in order to live without fighting with the other pigs?

Reflection and analysis linked to their own reality, their everyday life.

A few years later, I was the Director of the Jesuit Refugee Service and I received a very interesting piece of information: a boy and a girl who were refugees from Angola got the best grades in Namibia, and two boys who were refugees from Bhutan got the best in Nepal.

These are clear examples of the will to learn and to take advantage of the opportunity of having access to education. Likewise, they show that both children and adults acknowledged the value of the school.

Both anecdotes talk about causes and effects. If we wish to contribute to transforming the world, we cannot focus on immediacy. We must imagine a future full of excitement which guides us and allows us to move forwards. This is the contribution of *Horitzó 2020*.

No matter how complex and difficult they are, we cannot let external conditions mislead us. Interiority and silence—together with team work and networking—will show us the way like the Jesuits did almost 500 years ago.

Lluís Magriñà

*Jesuit. President of Jesuïtes Educació (2008-2014)
and Director of the International Centre for Ignatian
Spirituality, Cova de Manresa*

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Introduction

It is said that good things take time, and that the best water is what you drink after a long hike... In 2000, we created Jesuïtes Educació and now, after creating the necessary conditions for change, we've finally begun the process of profound educational renovation in our schools.

If our last book was what we could call «stage 0», in this book we're at stage 1. We're going step by step, without skipping any stages. By experiencing them all fully (with the time and actions that each one requires) we can be sure to progress adequately.

I think we all agree that getting underway is exciting—very exciting! All we need is to think about the emotions that we all feel when we start vacation or begin a trip. In either case, we might not have stepped out the door yet, but inside ourselves we're already underway.

Defining our horizon is just that: as a group, we decide where we want to go. It may seem simple, but once again, those of us who have traveled with a group of friends or our whole family know that it's not always easy and that success largely depends on that initial moment.

There's plenty at stake. We've plowed and sown the field, and now we need for the rain to make the sprouts

work their way to the surface so that they can all reach towards the sky. Can you imagine a field where each plant grows in its own direction?

At the same time, the horizon isn't just a point of reference for our voyage; it's also the situation we hope will become reality. In other words, we aren't talking about utopia, we're talking about ambitious projects that can become reality and can incorporate evaluation and accountability. We need to be able to judge our projects on their efficiency and feasibility, both in terms of quantity and quality.

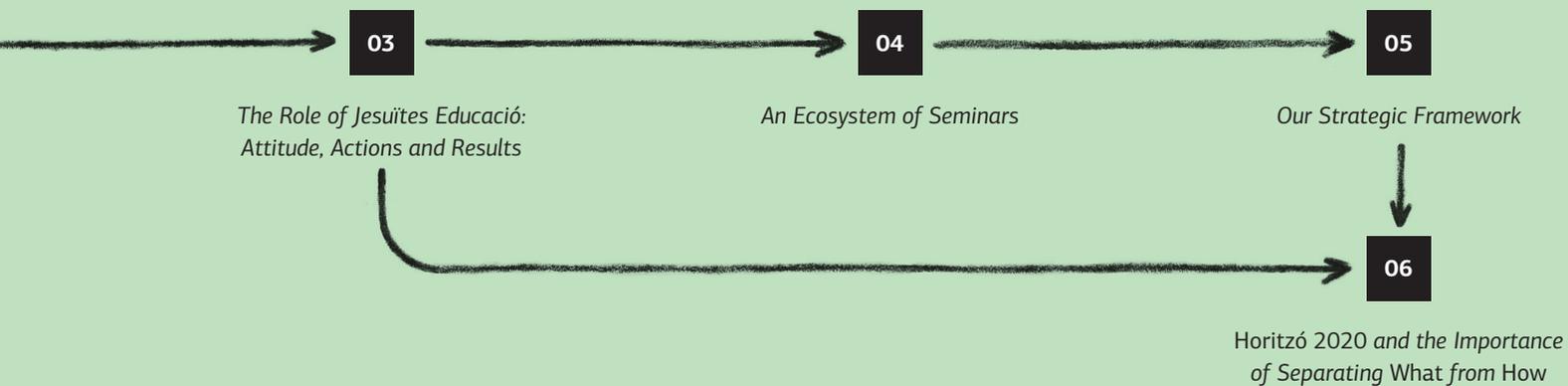
Our trip has begun; we've all enthusiastically taken up the task of defining our destination. In this book, we'll analyze how we've defined our horizon in an open and participative way, and how this has brought us to several conclusions: challenges, opportunities, successes and dangers that arise when we start the ignition. Yes, first gear is slow, but powerful.

Xavier Aragay

*Director of the Transforming Education series
and General Director of Jesuïtes Educació*

I. Now is the Time





03. Transforming Education. Defining the Horizon

01.

Recap and a Provisional Diagnosis

First of all, we feel that we should sum up the conclusions we reached in book 2 in these few lines

We need to remember that our project is a sequence of stages, and that the starting point of one stage is the final destination of another. When we say that the time is now, we mean that the terrain has been prepared.

We've answered «yes» to the twelve questions with which we closed our last book.

It took us some time but we can finally say that we've passionately developed the confidence, the conviction and the leadership we need in order to move forward together along this non-linear path. The leap we now need to take doesn't scare us, it encourages us.

We'd like to propose a provisional diagnostic for the present situation. We could say that, on the one hand, our schools achieve good results and work well, and that they are centers for innovation. On the other, the JE network is suffering from the economic recession and the structural crisis of education.

Our problems, then, have to do with the circumstances and with our model. As we showed in Book 1, our schools are over-saturated and our current model is exhausted.

Academic failure shows us that there are fundamental problems in the acquisition of basic knowledge; but what about life failure? What percentage of students fail to achieve the abilities and competencies they need to fully develop themselves as 21st-century individuals?

It's clear that, if we just change a few things, we won't succeed. We need a profound, systematic change to education. In order to take on this important challenge, what better than to start with a satisfactory foundation? We don't want to wait for the situation to become desperate; it will be much harder to correct ourselves once we're in a nosedive. Now is the time, now that things seem to be working well.

Now, to continue with this third book, we ask: what are the keys that worked until just a few years ago, and that the present moment demands we activate?

02.

From the 20th to the 21st Century: a Different Century, a Different Educational Model

On the one hand, what worked a few years ago doesn't any more. The arrival of the Internet and the digital world have transformed our daily realities and the way we access and transmit knowledge.

On the other hand, our professional needs have also changed, and the present is more complex and changing every day. Today, how should we orient our lives?

With all of this in mind, how should we bring schools up to date? It doesn't make sense for us to maintain old models that don't meet the demands of our students or of society. We can't continue to pretend that nothing's wrong; too much is at stake.

We need to recognize that—while a change in paradigm is going on in most areas—in education we're still holding on to the framework we brought over from the last century. In a nutshell, we could say that this framework was industrial, homogeneous, analogical and sequential.

What kind of school have we inherited from the past? A rigid school, where the teacher is the

protagonist and the student is passive and obedient, and expected to absorb fractured content.

The present, on the other hand, is focused upon the notion of an information society, and is plural, global, digital and hypertextual. The school we need is flexible, revolves around the student actively learning, and puts emphasis on experiential, integrated knowledge.

We're on the threshold of a major change—a change in our educational model, in paradigm...—and we can't wait any longer.

With this in mind, we should remember that St. Ignatius and the Jesuit tradition have always faced the challenges of their time, and have often served as pioneering innovators. Now, the eight Catalan schools that make up *Jesuïtes Educació* need to continue to passionately push for innovation and continue the task of those that have gone before us. Ready?

03.

The Role of Jesuites Educació: Attitude, Actions and Results

In this change in educational model, what is the role of Jesuites Educació? First, we need to say that the Foundation has allowed us to structure ourselves as a network. Now, our eight schools can work together with common roots and a common objective.

In order to face change, we seek a rich diversity. Our leadership is clear on the role it has been given by the Board: to carry out a profound renovation of education in keeping with the spirit of the Society of Jesus. Still, how can we promote and lead this change?

Attitude is critical: although intangible, it can move mountains. Like a vitamin pill, the enthusiasm and the work carried out by the Jesuites Educació team reach our system and spark growth in what we already have: a calling to better accompany students in their personal and professional development.

The actions carried out by JE are always strategic. We saw this when we were preparing the terrain; although we carry out precise actions, the most relevant transformation is the change in our organizational

culture that comes about with our different innovations and projects. We aren't looking for fame; we work silently, in order to make change possible.

The results are experiences that open the minds and hearts of the true protagonists: the educators, the students and their families. With this in mind, we can continue to move forwards to face any future challenges on the way to the school we want: a true space for discovery, learning and life transformation.

This is our commitment.

04. *An Ecosystem of Seminars*

For the Jesuïtes Educació network, the definition of our dream has a direct precedent. We're referring to the ecosystem of seminars, an experimental initiative that began two years before the 2012-2013 school year, when we formulated our dream.

Seminars are spaces for critical, systemic and intentional reflection, promoted by Jesuïtes Educació so that we can begin to define our future models and framework. As an ecosystem, they fulfill three conditions: they interact with one another, they share the same environment, and they evolve together.

In Book 2 (point 18) we already spoke about this, but we would like to bring up our seminars again to indicate just how important they were. First, they spread ideas all across our network like rain; when we were defining our horizon, they first encouraged us to think about *what* we wanted, then *how* we would bring it about (see Book 4).

Among other things, in our different seminars we invited experts, we read the ideas of referential

authors, we visited other schools with projects for renewing education, we analyzed our own educational tradition and we debated real cases from our everyday life.

We did all of this in groups of 20 individuals at most, in a flexible, open and creative environment. Our sessions last a whole day (from 9 am to 5 pm), and, throughout the school year, we've organized two to four meetings for each seminar.

We'll say it again: these meetings are intentional. Therefore, it's not just about debating, it's about combining and coordinating our ideas. We need to introduce a culture of constant reflection. Starting out is relatively easy, but what's most important is that we sustain this innovation. Because of this, we refer to an ecosystem, because our seminars feed off of one another.

Distributed into areas of governance (NELGI), pedagogical leadership (LIPE), management leadership (LIGER) and pastoral leadership (LIPA), our seminars have benefited from the participation of almost a hundred JE educators.

As a result of this work, we've reinforced, empowered and focused our leadership. Our seminars propose ideas that are then commented on and distributed among our body of teachers as a whole (the work done with LIPE resulted in MENA, LIGER and MEG, models that we'll analyze in the second part of this book).

The ecosystem of seminars allowed us to realize a profound strategic operation and to gather a series of ideas and proposals for the future, to overcome the inertia of the past and to maintain the challenge of permanent disruptive innovation. Thanks to these seminars, we'll be able to take on our new strategic framework with more clarity.



05. *Our Strategic Framework*

On an organizational level, we began the 2012-2013 school year with a new mindset. In renewing our 2008-2013 strategic plan, we saw that besides our objectives, we needed to reconsider the formula itself.

A standard strategic plan can be a useful tool in stable environments or for incremental advances. Besides, this type of strategic plans generally only see four or five years into the future, while we need much broader strategic planning, capable of facing disruptive changes, in order to move ahead.

Having made our provisional diagnosis, we needed not only a plan, but a framework to excite, project and mobilize the eight schools in the Jesuïtes Educació network. We've said it from the beginning: profound changes require long, well-sequenced itineraries. What if we create a framework with room for multiple plans?

In the words of Anthony M. Hodgson, «strategy and planning need to be based on a new framework that takes into account the implicit uncertainties of the future. Instead of coming up with a five-year plan, for example, we need to develop a vision of

the future capable of being modified as events unfold and that, nevertheless, allows us to advance towards the goal we've established. Strategy is no longer a fixed plan, it's a learning process that, through continuous improvement, can lead to a great end».

Our strategic framework distinguishes among three fundamental levels: our horizon, scenarios and projects. The first shows the objective of change; the second shows different plausible situations for the future; and the third relates and proposes different concrete interventions into current reality so that we can advance towards the horizon.

These are the methodological elements that have allowed us to go from a community with a desire for change to an organized network that is always learning, so as to make a profound transformation of education a reality. We need to direct our passion and our proposals through a systemic and flexible framework that takes into account the leaps we'll have to take along the way.

06.

Horitzó 2020 and the Importance of Separating What from How

And now, what should we do? We're planning for a twenty-year strategic framework that we call *Horitzó 2020* (Horizon 2020)—from now onwards referred as H2020. During this first school year (2012-2013) we're suggesting that we all define our dream as a group.

The name we've chosen is significant; when we hear «Horizon 2020», we know that this is a major challenge.

What are our objectives in this first phase? To define *what* we want. And the risk? That we'll try and jump ahead to *how* we plan to achieve it. We need to uncover all of the potential this change offers, encouraging all of our participants to contribute with their proposals without being limited by how hard they might be to put into place.

We can't dream halfway, constrained by what we think is possible. If, within ourselves, we have intuitions about the school of the future, now is the time to define them without limitations. We need to be creative and rigorous, and we need to decide which options are best, as a group.

We have to get beyond the culture that makes us associate *what* with *how*, a culture that's widespread

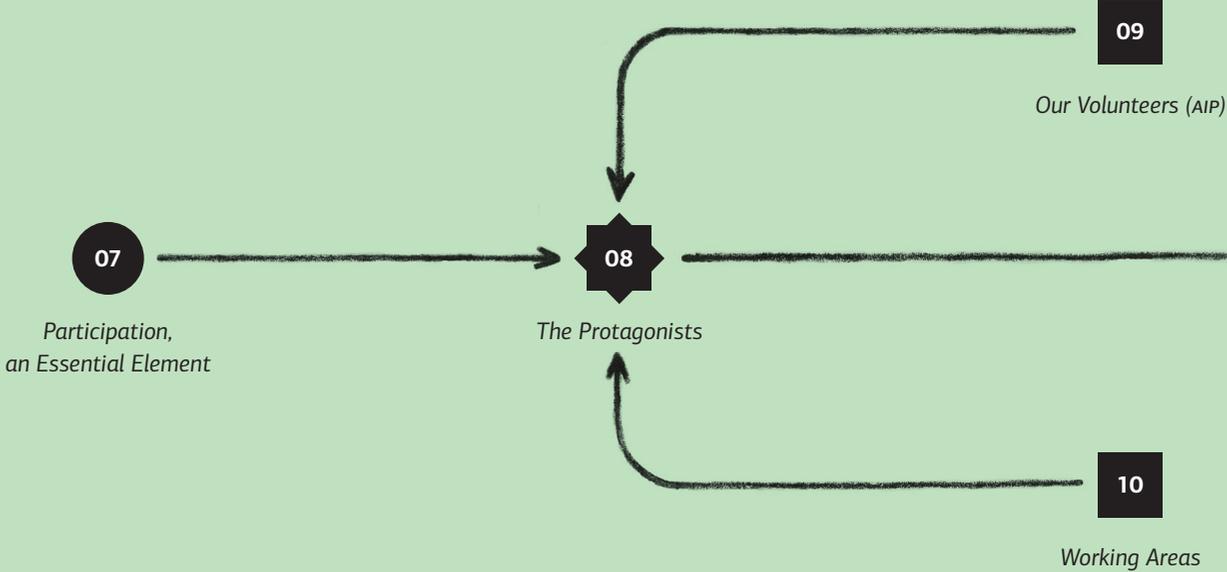
in the educational world. It's essential that we dream *without* having our feet on the ground. At the same time, we're not at all naive because we know that in order to make a dream real (especially if it's ambitious) we first need to dream.

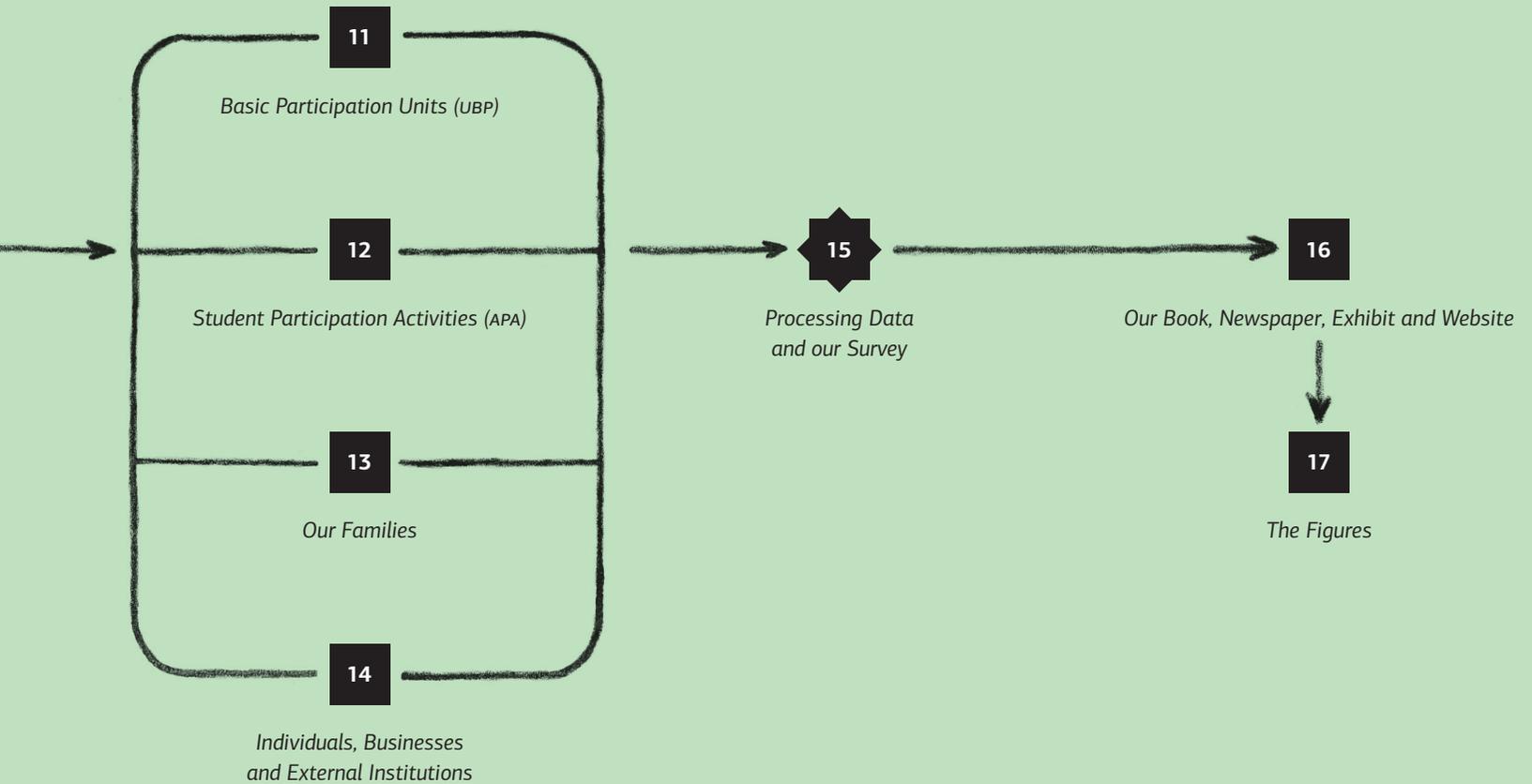
By focusing on *what*, we need to be able to generate a wave of disruptive change and excitement for the future. This change is neither easy nor simple; it requires willpower, conviction and leadership. Only with a new and disruptive *what* will we later be able to find out *how*.

We'll figure out *how* when the time comes. With a powerful coalition and a mobilization for change, we're convinced that, when the time comes, we'll be able to find a practical solution and fit all of our different pieces together in a new school.

We need to remember that it's not about changing the current system, it's about implementing a new pedagogical and management model; it's about systemic change. Once we've defined our horizon, we'll be able to move on to action with completely new pilot tests (see Book 4).

II. The Process: Defining H2020





03. Transforming Education. Defining the Horizon

07. *Participation, an Essential Element*

We all need to participate in defining H2020. Only then will we arrive at the best results possible, and guarantee that the path towards change we want is fully underway.

We now need to focus on conjugating the verb «to participate», an action that is much more complicated than it may seem. According to the Collins English Dictionary, «participate» means «to take part, be or become actively involved, or share».

If we say that participation is a fundamental piece in this project of profound educational transformation, it's because by taking part in it and giving word of it, we'll manage to be a part of it.

Unfortunately, in education we often think that it should be up to the experts to define projects for the future or for education change. They'll decide what we need to do... Perhaps this idea is the first link in the chain of errors that have brought down other attempts at change.

This having been said, we should add that the complexity of participation can also be seen in how

this phenomenon takes place. How many times, for example, do we count on others to participate in an event, and find that no one does?

For individuals to agree to a proposal, we first need to prepare the terrain. It's not enough for us to simply ask others to participate.

To this end, in Book 2 we explained the actions we've carried out in order to introduce this element into our own project.

But besides preparing the terrain, we also need to coordinate participative action, and first of all, we need to decide who we'll ask to take part in defining H2020.

08. *The Protagonists*

In no way is our project simply directed by management or by specialists, as it often happens. We count on everyone's participation, on the 100% of those involved in our schools.

This is the only valid way of doing things if we want the definition of H2020 to mark a point on the horizon and if we want to make it all viable through eagerness and commitment.

Yes, we're all protagonists: teachers, management teams, administrative and service workers, parents, and, of course, students. We need to include all of our agents, remember their particular contribution and encourage them to take part in this project for the present and the future.

While we say that we need to encourage everyone to participate, it's also clear that there are certain individuals who have an especially important role. We're referring, of course, to our students—they're at the center of this process of profound educational change. Their opinion is too often played down or completely ignored; how then can we claim to make them the protagonists of education?

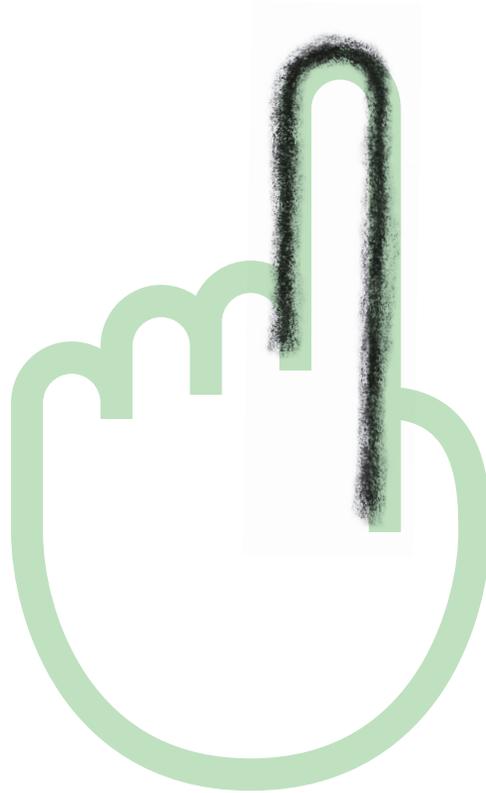
In summary, those who are on the ground are the ones who should define our goal. We'll ask the experts their opinion when we need to do so.

Only if we define our dream together will we be able to say that we've begun to move forward, since the condition of active, dynamic participation of the entire educational community is essential for the profound change we want.

We would like to add that, in spite of what most people think, the experts are more useful to help us work on the *how* once the *what* has already been clearly defined in an ample participative process like the one we've carried out.

Next, we'll see how we've organized this participation with the aim of having it snowball, so that it grows in size and speed as our process continues.

We'll go over the series of strategic landmarks that, in our case, have made such high participation in our eight schools' educational community possible.



Testimonials

After having finished the training day, Núria Rodríguez, a volunteer from Sant Ignasi School, said: «They've given us all the tools we need. I'm excited, and eager to get started. In activities like this one, today, it becomes clear that our schools really want us to participate. This is where our wealth is, what we did today proves it».

You can view the video of our first day with the AIP on our website (<http://h2020.fje.edu/videos.php>).

09. *Our Volunteers (AIP)*

Everyone is welcome to participate in this process, but how can we make sure that everyone accepts the offer? Participation means taking a step forward, it's energy in motion. How can we light the flame?

Our volunteers, Participation-Promoting Agents (*Agents Impulsors de la Participació, AIP*) are the spark we need.

After JE invited all the members of our network to participate, the next milestone was the creation, in September 2012, of this numerous, heterogeneous group. Among the 144 volunteer educators who make up this team, we find members of our administrative staff, teachers, individuals in charge of internal communication, administrators and service workers, etc.

In order to prepare the AIP for their task, on September 28th Xavier Aragay and Lluís Tarín organized an intense training day where volunteers were able to learn firsthand how to coordinate participative sessions.

Throughout this process, our AIP have worked on encouraging, motivating and inviting teachers, parents and all of those involved in educators to help define

H2020. We should add that they also had the 50-page *Dossier dels AIP* at their disposal.

Wearing t-shirts that identified them as volunteers in this rich and varied initial participation process, they were in charge of encouraging educators to participate, facilitating and making sure our work sessions were a success. Without them, we wouldn't have been able to reach our objective.

10.

Working Areas

Passion and energy in movement also need a certain degree of structure in order for them to work better. A request as vague as «describe the school you want» certainly won't help us move forward.

In order to collect the best proposals, then, we need to focus our participants' attention on well-defined objectives. Our horizon is divided into six working areas, six spaces for us to reflect and better define precise proposals for the future:

1. Methodology, Content and Values
2. Students and Teachers
3. Educational Spaces
4. Time and Organization
5. Technology and Resources
6. Families and Community

Thanks to this itinerary, our thoughts and our creativity have clues to help them move forward.

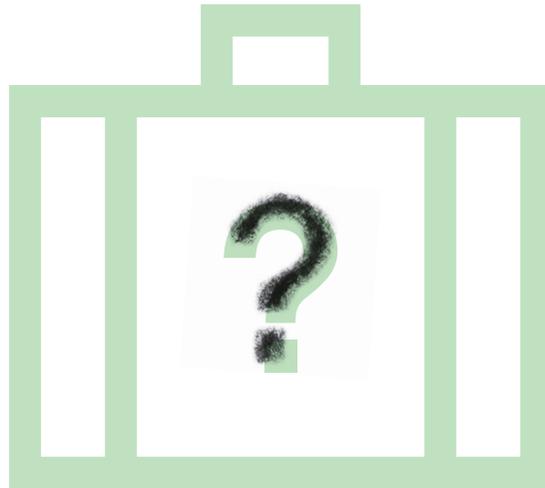
The best way to demonstrate this affirmation is to put it into practice. We're sure that if you take

a moment to think about this list, you'll come up with interesting ideas about how to transform education.

We've provided a series of categories for our participants, not just to help them come up with ideas, but to help them come up with *better* ideas.

And if—when it comes time to reflect on the school of tomorrow—you connect these six areas, the ideas you'll come up with will be interesting, global and systemic.

By giving our participation a structure (or, in other words, by creating an itinerary with different milestones), we're guaranteeing a wealth of proposals.



11.

Basic Participation Units (UBP)

Ready to participate? From October 15th, 2012 to February 15th, 2013, we held 120 Basic Participation Units, (*Unitats Bàsiques de Participació* or UBP) which were aimed mostly at educators, but which included parents, alumni and stakeholders. What are these brainstorming groups, and how do they work?

Briefly, they're 120-minute sessions directed by two Participation-Promoting Agents, where we appeal to our participants' desire to improve, and we create the context for them to express proposals for the school we all want.

It all starts with our volunteers: they invite the teachers from their schools to take part in the project and form a UBP. Those who sign up soon discover that the proposal is serious, and that the work is done in a rigorous and festive way. What a surprise!

These two hours for generating ideas are gamified, and in the activities we use whistles, stopwatches, bells and even candy. The structure of our UBP is not at all trivial; it's carefully planned, because we don't want it to turn into a debate among pundits. Our UBP are

carefully oriented discussions with a very clear system to ensure the volume and quality of the brainstorm that takes place. We need good ideas, the best ideas we can come up with.

The only thing that is forbidden in this game is to talk about *how*. We want a space to talk about *what* we want, without any interference that might sabotage our creativity. As a matter of fact, if the volunteers have blow their whistle three times to warn someone not to talk about *how*, that person is automatically excluded from the group (unless they make an apologetic face and promise they won't do it again).

The last fifteen minutes of the Basic Participation Units are dedicated to summarizing. The volunteers collect the proposals the way they were originally phrased (to avoid interpretations), and the participants take a group picture and put everything they worked on in a large envelope that will be sent to the team in charge of processing ideas and proposals.

These are two very productive hours. Besides the quantity and quality of the ideas, they also generate

enthusiasm for the H2020 project, which soon spreads through the hallways and teachers' lounges. We should remember that participation is always voluntary.

It was thanks to the work of the AIP that a stunning majority of our educators came to these sessions. 1,444 of them participated; some didn't have enough with one session, and signed up twice. In the end, we collected 11,512 ideas!

12.

Student Participation Activities (APA)

As we have already said, it is essential that our students participate in this process; if we're building a school for them, it also needs to be made by them. The APA or Student Participation Activities (*Activitats de Participació de l'Alumnat*) are the format we used to ensure their participation.

From November 15th 2012 to March 15th 2013, we held 414 APA, which were organized around six topics. In this case, however, we adapted the activities to the age group of the students participating. As we said, we need everyone to participate, even our three-year-olds.

In the end, from preschool up to baccalaureate and professional training, 11,484 students have contributed 45,320 ideas to the definition of H2020. These are truly spectacular numbers, and we would like to thank everyone who participated.

Our Student Participation Activities were directed by the teachers as though the participants were boarding a dream machine, giving them the permission and the encouragement to go as far as their imaginations

would take them. We need our students to be creative, and to imagine a better school that can help them to enjoy living and growing fully as individuals.

This was one of the many new and well-prepared activities that caused both our students and our tutors to learn and to immerse themselves in a new transformational model with everyone's participation. We eagerly participated in these activities, trusting we would *learn by doing*.

Testimonials

Nadezhda, who teaches three-year-olds at Col-legi Claver, spoke with us after holding and APA with her class: «It was incredible seeing how they expressed themselves, they had plenty of ideas. They said that they didn't like the fence around the playground, and that they would like for me to play all recess with them. As for the classroom, they said they didn't want tables or chairs, but they liked the big chalkboard and wanted a big computer... it was surprising!».

Watch a video of different moments from the APA on our website (<http://h2020.fje.edu/videos.php>).

Testimonials

Xavi Cebollero, from the Claver-Raimat Parent-Teacher Association, stated at the end of one session: «We shouldn't lose track of what's essential: we have an identity, and new technologies and methods shouldn't make us lose our essence. Both parents and teachers need to adapt to what's to come, and see where society takes us. The objective is for our children to be prepared for the society they'll find, which will be very different from the one we have now. Seeing so many individuals thinking about what we need to do to ensure that our students are prepared when they graduate is what convinces us, as parents, that we picked the right school».

13.

Our Families

In order to bring about this profound systemic change, we also need help from our families. More than 300 parents, grade delegates and members of the parent-teacher association boards participated in different UBPs, either on their own or together with teachers.

We need to know the opinions of our families, their concerns, preferences and proposals because we need to be a closer-knit team and we need to ensure that we're all going in the right direction.

It's true that this isn't an exhaustive sample of our families, for clear organizational reasons, but we feel that our results were very positive. In our work sessions, parents expressed positive feelings about the magnitude of our project of educational renovation.

What did our families say? Carlos Ticó, president of Sant Ignasi Parent-Teacher Association, said with conviction: «It's a pleasure to be a part of an institution that takes on this type of challenges». The ideas and the support offered were committed and unanimous.

Now we know that Jesuïtes Educació's schools and families are traveling together, committed, excited and brave enough to take on the challenges of the future of education.

14.

Individuals, Businesses and External Institutions

Education is for everyone and concerns everyone. With this idea in mind, we thought it convenient to extend our debate to civil society.

And so, in three special Basic Participation Units, we gathered different stakeholders, individuals from our community who are interested in education.

We included businessmen, former government councilors and former politicians, psychologists and talent hunters, the directors of public schools, educators, individuals from universities, social entrepreneurs, and members of foundations and NGO, among others.

They all contributed their ideas and considerations, which have helped us greatly and which have been essential in directing change towards the school of tomorrow and its new educational model.

Besides these three special UB, we also held a dozen or so interviews with other important individuals or government officials involved in education in Catalonia.

They all participated in dialogue on our project and were very receptive, to the point that their reactions

were generally along the lines of «if the Jesuits carry out a transformational change, it will be referential for the Catalan educational system».

In the words of Joan Manuel del Pozo, former Counselor of Education, «these work sessions have been a spiritual act in themselves». We've received ideas and support, and the participants have encouraged us to take action and persevere on the path to change.

15.

Processing Data and our Survey

Having gotten this far, there's a question that needs to be answered: What do we do with all of the proposals (some 56,000 ideas) generated in our participative process? All of this information is sent to Jesuïtes Educació's offices on Llària Street, and once a week we send the codified envelopes to the Tallers Foundation. They're the ones who enter all of this information into our database and assign it one of 55 different tags within our six working areas.

Having done this, we get two basic types of ideas from our database. On one hand, we have the big ideas that show the general tendency of our participants' opinions (the ideas that show the most consensus), and on the other we have the more unique ideas, which are extremely interesting and useful. These unique proposals include ideas like creating an extracurricular social work course and participating in international virtual classes.

We should also add that the ideas and proposals that came out of our 120 Basic Participation Units were organized into general tendencies. Then we created

a survey aimed at all of our educators to evaluate our ideas and better define our horizon.

From February 15th to March 15th, 2013, almost 700 teachers filled out this survey. 68% were in favor of «profound, innovative change», while 28% favored «some changes» to our schools.

Besides this important general tendency which shows how our educators feel about change, our detailed survey allowed us to evaluate and guide our new proposals for consensus.

This survey could only help us if we carried it out after having initiated our participatory process (once we had held UBPs with our educators), when everyone was familiar with the strategic framework we had established. This was an important second step in our participatory process, and a step further in defining our horizon.

We've seen our project begin to bear fruits, we've gotten underway and our mobilization is already producing results. We're forming our coalition for change—an essential tool (as shown in Book 2) in order to be able to move forwards successfully in this path full of obstacles.

16.

Our Book, Newspaper, Exhibit and Website

In order to consolidate our process and keep on moving forwards, we need to be able to communicate what we're doing. This is an essential strategic point (see Book 2). Now that we're bringing the second part of this book to a close, we would like to explain the steps we took in this direction.

First of all, in July 2012, we asked the journalist Elisenda Soriguera to follow our process so as to write a book about what we were doing. The result was *El camí del somni: cap a l'Horitzó 2020. El relat* (The Path to a Dream: Towards Horizon 2020, the Story), where we get a first-hand look at many of our experiences and we get to read the reflections of many of those who participated.

Towards the end of this phase in July 2013, we published the first edition of the *Informative Newspaper on Jesuïtes Educació's Horizon 2020*—sixteen pages explaining our experiences over the past year. This was a space for many different individuals to express themselves, and it was very useful in spreading the word (throughout the Jesuïtes Educació community and beyond) of everything we had done so far.

We should also mention the traveling exhibit we created showing a selection of drawings and students' proposals (on the outer side of our panels, which were organized into two rows) and a detailed summary of the process of defining H2020 with significant figures and ideas (on the inner side of our panels).

Since we want our project to reach everyone, all of these materials (the book, the newspaper and the exhibit) are available in digital format on our website (<http://h2020.fje.edu/>). You'll also find videos on all of our experiences, as well as the books in this collection in PDF format. All of these materials are available in three languages (Catalan, Spanish and English) so as to open ourselves to the world and interact with innovative ideas from around the globe.

Testimonials

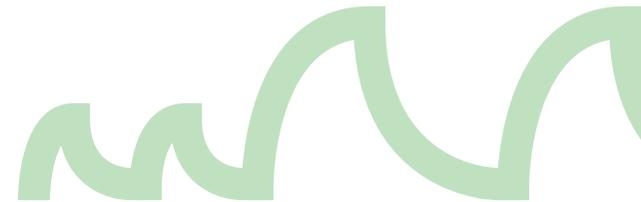
On the third page of our newspaper, we included an interview with the President of Jesuïtes Educació at the time, Jesuit Lluís Magriñà, in which he says «I'm proud of the process of reflection and participation we're developing. I've been all over the world, and I've never seen as brave and determined an initiative as this». We should keep in mind that Lluís Magriñà worked in international development and has seen plenty of them!

17.

The Figures

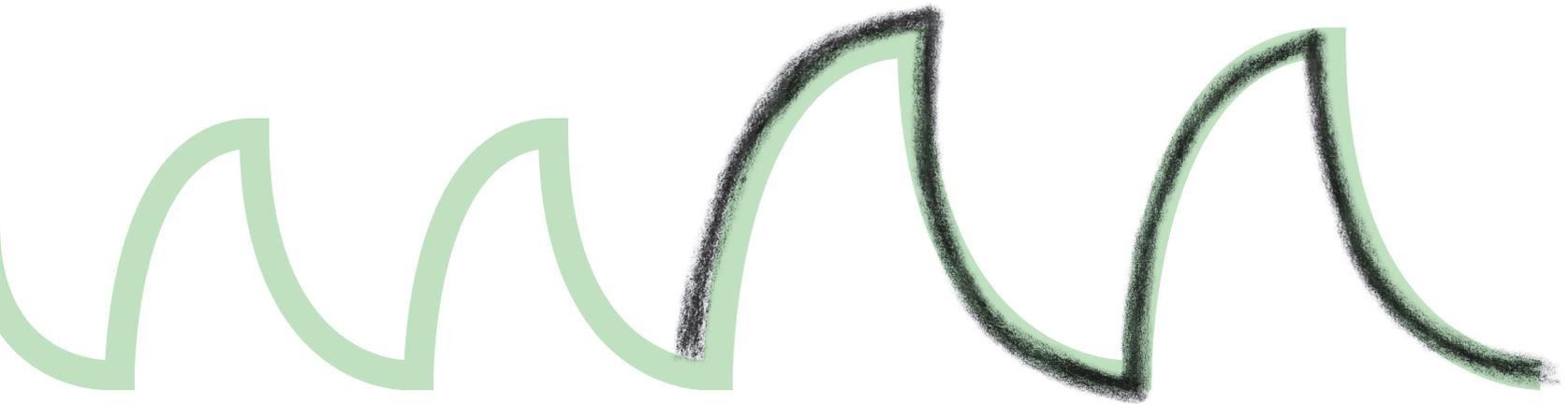
We feel it's appropriate to close the second part of this book with a series of figures that show the most significant aspects of this process of defining H2o2o.

This great wave of participation and passion will allow us to move towards a change in our system.



1 horizon for
the 8 schools in
the Jesuïtes Educació
network

6 working areas
and 1 school year
of intense work



120 Basic Participation Units (UBP), with 144 Participation-Promoting Agents (AIP)

1,444 participants in UBP submitted 2,760 pages with 11,512 ideas

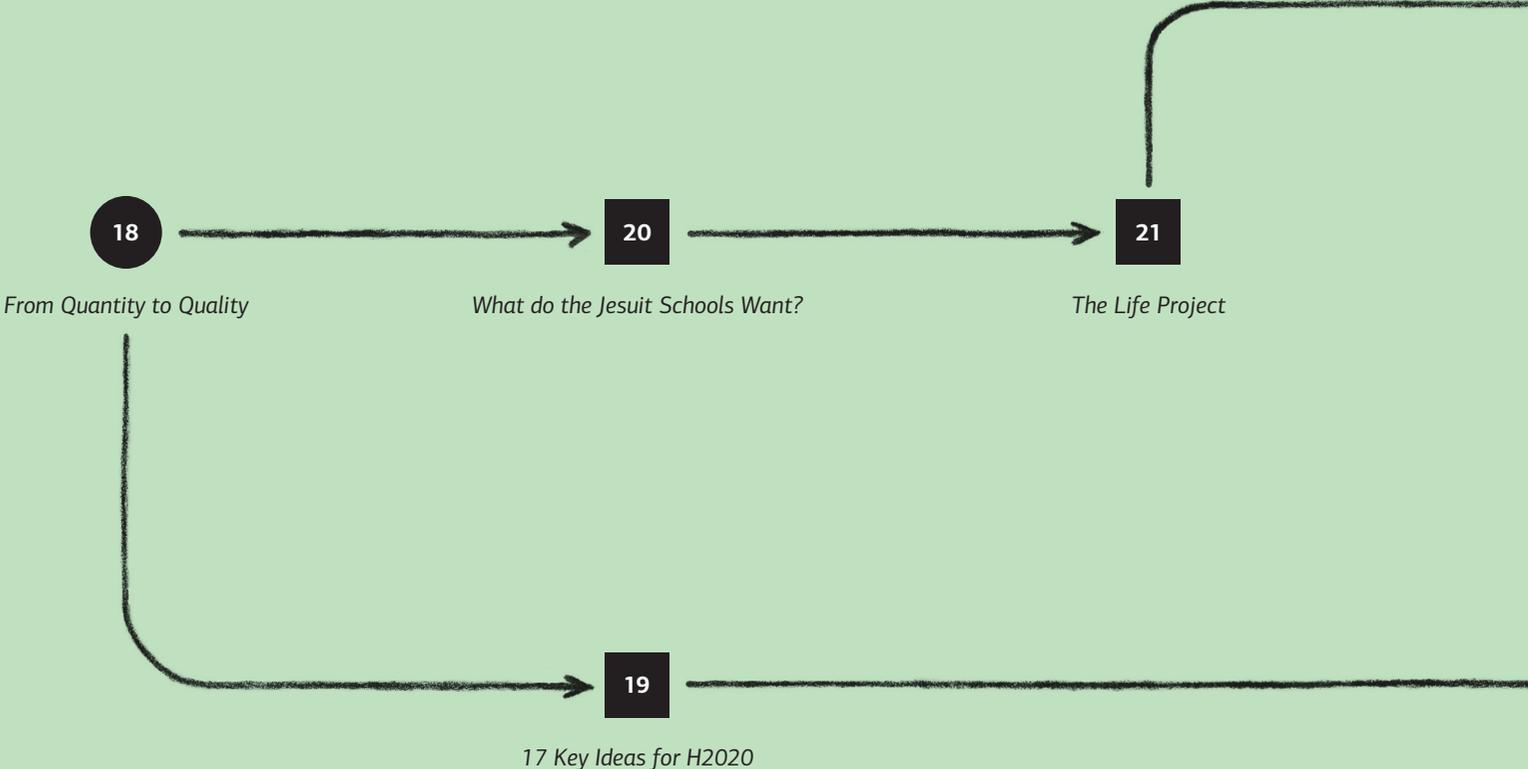
414 Student Participation Activities (APA), with 11,484 student participants and 45,320 ideas collected

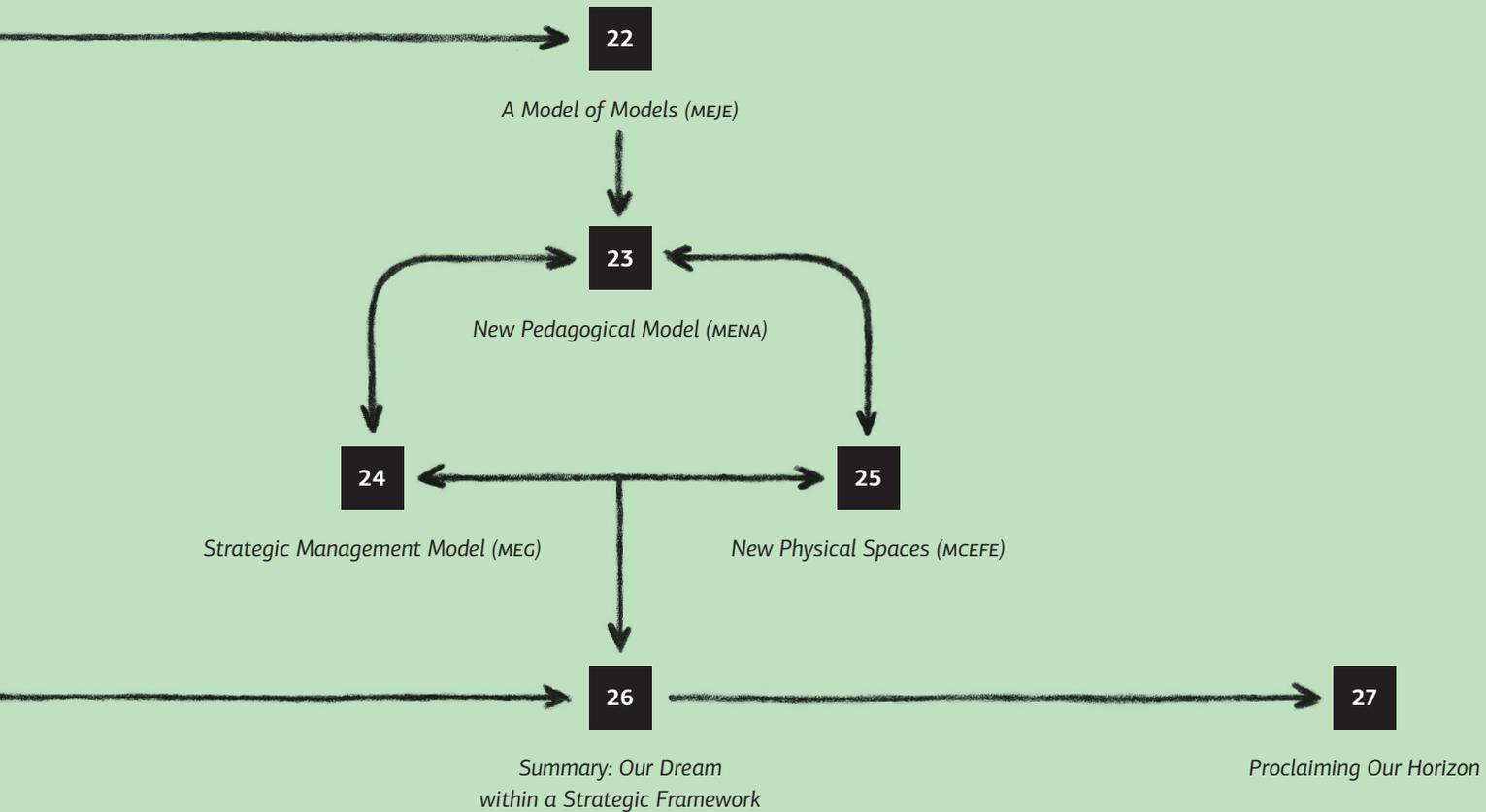
92 influential individuals from Catalan society participated in the process, 80 in 3 UBP and 12 in individual interviews

1 book, 1 newspaper, 1 exhibit and 1 website

13,000 individuals from the JE community have submitted over 56,000 ideas and proposals

III. The Result: What is H2020?





03. Transforming Education. Defining the Horizon

18.

From Quantity to Quality

We finished the second part of this book with a collection of figures, but now we need to go from this display of quantity to one of quality. What have we gotten out of so much participation? What decisions have we made together?

We should remember that we've gotten this far in two school years (2010-2012) in which we've worked hard preparing the terrain. The ecosystem of seminars and tractor projects has done its work: a culture of change is underway, and new ideas are flowing throughout the JE network.

Now, in 2012-2013, we're ready to define H2020.

In the following pages, we present the results of this participation process in two different ways. First, there are 17 key ideas that summarize the elaboration of H2020, and second, we have the new educational model of JE, the model of models (on education, pedagogy, management and physical spaces) for change.

Like a Rubik's cube, despite the different faces our dream can take on, we're always talking about the same

thing: the school we want. In other words, the origin and chronology of these two ways of presenting *what* we want are the same; they're two ways of presenting the general framework for JE's disruptive educational change.

19.

17 Key Ideas for H2020

The 56,000 ideas from our participative process can be summed up in the 17 key ideas that make up H2020. By summarizing and keeping both the forest and the trees in sight, we managed to include all of our proposals and ideas. The school we all want:

1. Evangelizes, helping our students develop their life projects so that they can become competent, conscious, compassionate and committed individuals.
2. Is humanist, promoting both emotional and intellectual development, as well as the cultivation of interiority in order to live full lives.
3. Belongs to the 21st century, has the student at the center of the learning and teaching process, and puts the emphasis on learning by doing.
4. Has a new pedagogical model, based on Ignatian pedagogy and the contributions of neuroscience and research on multiple intelligences.
5. Helps educators develop themselves professionally and as individuals.
6. Is physically different, with completely remodeled spaces that have been adapted to our new pedagogical model.

7. Has educational playgrounds. They're no longer just spaces for playing ball or burning extra energy but spaces for interaction, coexistence and play.
8. Has a new organizational and administrative model based on the network, that promotes educational leadership in teachers.
9. Provides experiences of faith and social commitment, in order to awaken callings to secular and religious service.
10. Incorporates early cognitive and emotional stimulation as a means of reinforcing neuronal development in young children.
11. Incorporates cultural activities, musical activities and sports into a single educational project.
12. Is respectful of the environment, as an essential part of a well-rounded educational project.
13. Is Catalan and open to the world, in close contact with its local community and with the network of Jesuit schools across the globe.
14. Has a single professional training program within the network, with three campuses and agreements with businesses for dual training.
15. Has a baccalaureate program within the network, with specializations for each school and a specific Jesuit International Baccalaureate program.
16. Is a member of our local Jesuit network, Jesuïtes Educació, as well as our State network, the European network and the international network.
17. Incorporates committed individuals with a calling, who carry out life projects rooted in interiority and spirituality in order to direct their own lives.

20.

What do the Jesuit Schools Want?

We need to acknowledge the fact that H2020 has popped up in an educational community with its own history and identity. We should also remember the implicit elements that maintain our desire for change. What characterizes and defines us?

In a word, the objective of the Jesuites Educació network is to form well-rounded individuals for a different society.

What are the implications of this affirmation? What basic elements should we attend to in order to move closer to our goal? There are four basic areas we need to pay attention to.

First of all, we are committed to training well-rounded individuals for a different society in close collaboration with families, so that students can discover all of their potential and become competent, conscious, compassionate and committed individuals.

That's not all, though; our mission is much broader. We want to help build a just, sustainable, humane and inclusive society that's full of solidarity. And we aren't

just referring to the future; this is what we want for today's society, as well.

Third, we believe that in order to make this a reality we need to cultivate interior life and spirituality. With this solid base, we'll be able to develop personal life projects and lead our lives in a satisfactory way.

In this day and age, we can't live out in the cold, but we also can't just attach ourselves to existing ideologies. We need a great deal of imagination and conviction in order to have our own life projects.

Finally, the last of these interrelated elements is our belief that it is fundamental that we speak about Jesus. This is the model that inspires us to live with others and for others, bringing about direct transformational experiences.

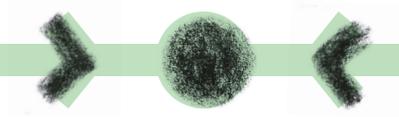
We do recognize, of course, that this is a significant challenge, in which we need to break free from inertia and stereotypes in the way we present our message and the transformational figure of Jesus. We also want to innovate in the way we evangelize.

This is the constellation of ideas that orients our educational activity. In this way, we respond to the crisis in meaning that currently dominates in the educational world (doctors know what their mission is, but what about teachers?). Our epic calls for the transformation of individuals and society and the formation of well-rounded individuals.

03. Transforming Education. Defining the Horizon

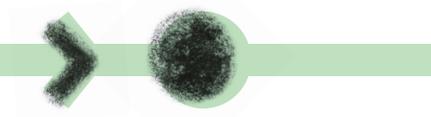


To achieve this, we need



Interior life and spirituality, To direct our own lives, and Life projects

Introduce them to Jesus and talk about him



Accompany, Transform, Provoke experiences with others and for others, and Evangelize

21.

The Life Project

As we said at the beginning of this book, in order to face the challenges of the 21st century, the contents of the traditional curriculum aren't enough. We need a new perspective that especially encourages the formation of well-rounded individuals by promoting students' life projects.

The life project is the backbone of a well-rounded education. It incorporates the individual's identity and calling on one hand, and on the other it incorporates their abilities, competencies and the values that will help them put everything they have to offer into action.

With this in mind, we need to form individuals who are flexible and open to change; autonomous and capable of working with others through dialogue, as part of a team or a network; individuals who are global and multilingual, multicultural, systemic and digital; and who are capable of integrating complex realities and evolving with them.

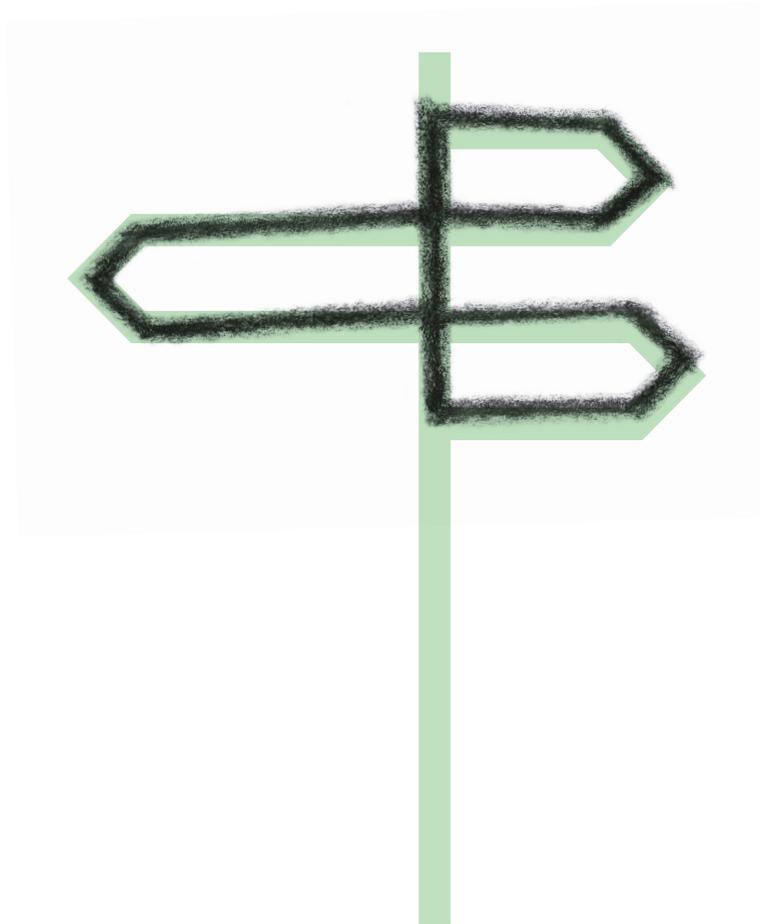
Students are at the center of our schools, and we need to help them grow, develop themselves

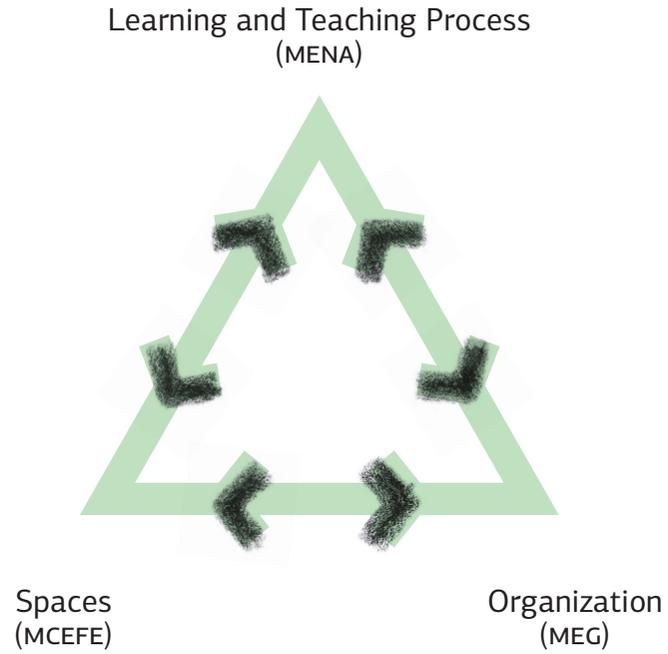
as individuals and live life with the intensity and dedication that life demands. We need to take care of students with learning difficulties or human difficulties in order to help them, wherever they're from. At the same time, we need to take care of cultural, religious and family diversity.

We need to encourage students to lead their own lives, their own life projects, and be autonomous and proactive. They should know how to listen to their interior, and respond to calls for them to grow, to mature and give generous responses. Educators need to help students build their own personal stories. What is meaningful to me? Where is my place in the world?

We can't forget that imagination is at the heart of Ignatian spirituality. What gives meaning to our life is before us (our mission), but at the same time it's within us (our calling). We work to know ourselves in depth and from here on, to be able to elaborate a significant narrative of our existence.

The life project is the foundation of the development of Jesuites Educació's educational model.





22.

A Model of Models (MEJE)

Having analyzed the mission of the schools in the JE network, we would like to go back to defining H2020. As we said before, the 17 key ideas of H2020 can also be presented in a more complex manner, as JE's educational model for a new school.

We would like to present the results of our participation process in different areas, as a model that contains four smaller models, or submodels. We'll begin with global aspects, and get more specific as we go along.

The *Model Educactiu de Jesuïtes Educació* (Jesuïtes Educació educational model or MEJE) defines our schools' reason for being (which we explained in point 18 and 19).

In the words of Father General Adolfo Nicolás, «We Jesuits are in education because, from the very beginning, the concern of St. Ignatius and his companions and followers was the growth and transformation of the individual. We're not here just to teach or convey some techniques for success; we're here to accompany, from a very young age, individuals

as they grow, which is the most important thing we could do in life».

From here on, in keys 23, 24 and 25, we'll get into more detail, presenting the three principal interrelated models that make up the MEJE in a more schematic way (we also plan to address these models in more detail in three monographics in this same collection).

23. *New Pedagogical Model* (MENA)

With JE's mission as a foundation in mind, what pedagogical model should we put into practice in our schools? It'll be new, of course, and should reconsider all aspects of our system. It's come time to take a brave leap to overcome one of the most significant obstacles in our path.

This is where most of the proposals for H2020 are concentrated. In the Seminars on Pedagogical Leadership or LIPE the new *Model d'Ensenyament i Aprenentatge* (Learning and Teaching Model, or MENA) was created using all the proposals and ideas that came out of the participative process.

We have our own tradition as a basis, the Jesuit schools' know-how, and learning psychology, neuroscience and multiple intelligences to help us place the student clearly at the center of the learning and teaching process (for further information, see Book 1).

We apply this baggage to seven competencies: reading comprehension, written and oral expression, problem solving, digital ability, interiority, learning to learn, and social values.

As for our methodology, we favor learning through discovery, since it encourages student autonomy, the development of creativity, the capacity for observation and reasoning, and scientific practice. Learning through projects, learning through problem solving, and teamwork also play a major role in MENA.

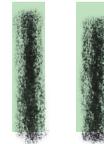
Of course, while the student is at the center of the new learning and teaching process, the educators are the ones that facilitate this process. In order to be able to carry out their task, it's essential that our teaching professionals develop certain competencies and apply them through their own life projects.

As we saw in Book 1 (see point 25), a well-rounded education is only possible if the educators are connected with their calling. How can we help others discover themselves and grow if we haven't found ourselves?

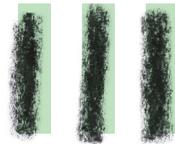
MENA is, in conclusion, the pedagogical basis for a systemic change to the learning and teaching process. As we said before, it deserves its own volume because of its size and interest.



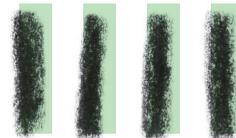
The basic structure consists of the students, the teaching staff, the space and our resources



The body of our model is made up of the curriculum, methods and our teachers' behavior



The third essential element is the framework in which students, teachers and the curriculum interact



The last fundamental piece is the family, students, and the school

24. *Strategic Management Model (MEG)*

We need to place students and their learning at the center of our task, but in order to make MENA possible, we also need a different management model.

Traditionally, we've understood organizations as pyramid-shaped systems—where the top dictates guidelines that the base carries out, in order to fulfill a series of objectives that are not always public or shared by all.

The objective of H2020 is to rethink this model. Individuals, processes and systems need to be aligned to serve a single purpose: the learning and teaching process.

We always keep individuals in mind. After all, any organization is made up of individuals who work with individuals for other individuals, and isn't that what schools do? Still, how can we manage ourselves in order to truly serve this new educational model?

In our case, the answer came from our teachers and the LIGER seminar, which created the contents of the new *Model Estratègic de Gestió* (Strategic Management Model or MEG), a tool that will help us obtain better results by managing our resources differently.

First of all, it aims to integrate management into education, because we can't continue to live in parallel universes. In order to achieve this objective, we've created the position of school manager, who works together with teachers to put management to work for the JE mission.

This new position isn't just responsible for connecting education and management; it also frees our schools' pedagogical directors from management tasks. Only then will educational managers be able to dedicate themselves fully to the priority of students' education.

Along the same lines, in order to give support to the management of different educational levels, we created the position of the *tècnic de gestió* (Management Technician or TEG). With the work done by academic secretaries, the incorporation of new, more efficient electronic management tools and the support of the network of teams, we hope to be able to improve and simplify our internal organization and the attention we offer students and families.

MEG, as we said, is centered on the student, but we'd like to add that it's centered on each student's full school career. We have a global point of view: we begin with the inclusion of new students and we end with their graduation. This is also a new way of looking at school.

Just like in the previous and the following point, we would need an entire volume in order to develop this subject in detail. Nevertheless, in summary we can say that, with MEG, those dedicated to management in schools can truly dedicate themselves to the educational task, and management becomes more efficient, effective and sustainable.

25. New Physical Spaces (MCEFE)

A school's surroundings should also facilitate the well-rounded education we want at Jesuïtes Educació. When we say we want profound, systemic change, we really mean that we need to reconsider *everything*. How, for example, can we encourage teamwork in a classroom full of individual tables arranged into rows? How can we promote creativity in drab surroundings?

From the very beginning, we've understood that we needed to transform our classrooms and our schools in service of our new educational model. We should remember that one of the six areas of participation in defining H2020 was dedicated to educational spaces.

The proposals that came out of this were many and diverse. In general terms, we could say that we want greater transparency, dynamism, flexibility, joy, surprise, creativity, light and color. Some of the ideas we received were for our educational activities (both formal and informal) to be fully integrated into the school building, with more educational playgrounds; for our classrooms to be large and multipurpose; with a meeting room and a space for the teachers that work there.

After this intense participation on many different levels, the next step was to look for an architect who was willing to commit to educational change with their contribution.

Out of the three architecture teams we interviewed, we had the most in common with Carles Francesch de Herralde's team, and so we asked his studio to apply our new concepts to our schools' spaces. They will be in charge of directing this project, the MCEFE or *Model de Canvi de l'Espai Físic de les Escoles* (Model for Change of Our Schools' Physical Spaces).

And, of course, this project began with a commission made up of JE teachers and accountants. This commission worked together with the architecture team in order to come up with the best solution.

Jesuïtes Educació's board and management team decided to cast our bets with change. We used our resources where needed in order to make the school we want a reality.

A new educational model and a new methodology absolutely need a new physical space.

Testimonials

Carles Francesch de Herralde feels that «in this case, designing means thinking about what we want the school to be like. If the rules make us come up with solutions we're not passionate about, we have to be creative and find the way to get around them; it's a big challenge. If the furniture we've always used doesn't meet our needs, we create new furniture. We also need to ask ourselves questions that help us break out of the box: can hallways be used for anything besides getting from one place to another? What if each student gets a locker, and we arrange them into bleachers?».

26.

Summary: Our Dream within a Strategic Framework

We ended the second part of this book with a collection of figures that helped to show the scale of the wave of participation we experienced in defining H2020.

How should we bring this third part to a close? With a reflection on the spirit that comes out of our shared dream. During the 2012-2013 school year, we committed ourselves to dreaming up the school we want. How can we define it?

After everything we've seen, it could be said that, at Jesuïtes Educació, we want a school that learns. That might seem obvious, seeing as how schools are spaces for learning. If we stop to think about it, though, they really aren't (like we said, we're trapped in the last century's way of doing things!).

Our strategic framework goes along these lines. After our four-year plan, we took on the 2020 framework, a wide-reaching plan with more flexibility for taking on disruptive change. We've been blazing our path as we went along. This path is also our horizon, a dream that, for the first time in our history, is truly shared.

Today's school prepares our youth for a world that no longer exists. Of course, we're bringing ourselves up-to-date, but it's not enough to think about the way things are now, because what our students find when they finish school will be very different from what exists now. We need to recognize just how rapidly things are changing.

We need a school that's constantly being revised, a school that adapts to the needs and challenges that appear as our new social and digital paradigm unfolds. We need a school that learns and evolves with society. If our world has become liquid, education needs to be clear on where it's going and constantly develop tools that help us move forwards in spite of the circumstances of our voyage.

27.

Proclaiming Our Horizon

This section is like a bonus track. Before we begin to reflect in the last section of this book, we would like to talk about the closing ceremony of the H2020 participative process, which took place on Friday, July 5th: our 2013 Forum Institutional Day.

More than 800 of us came together at the Sant Ignasi school, in order to take part in and witness the proclamation of H2020. Students, teachers and parents publicly announced the Horizon's 17 key ideas.

It was a very emotional ceremony, the solemn declaration of the results of so many conversations and so much teamwork.

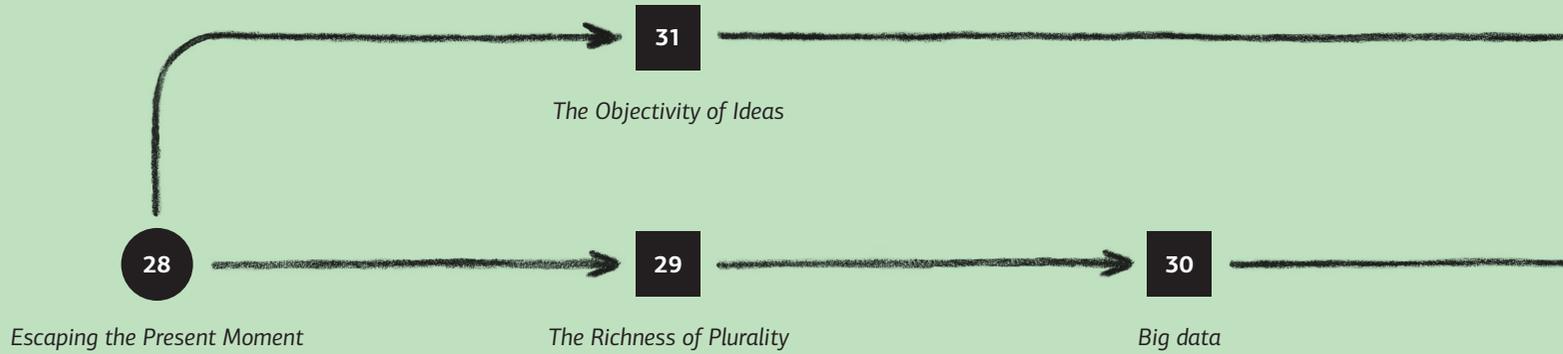
This is how far we've gotten, it's a milestone we need to mark and to celebrate, because it's worth it; it's important to put emphasis both on the school we want and the fact that we were capable of defining it as a team.

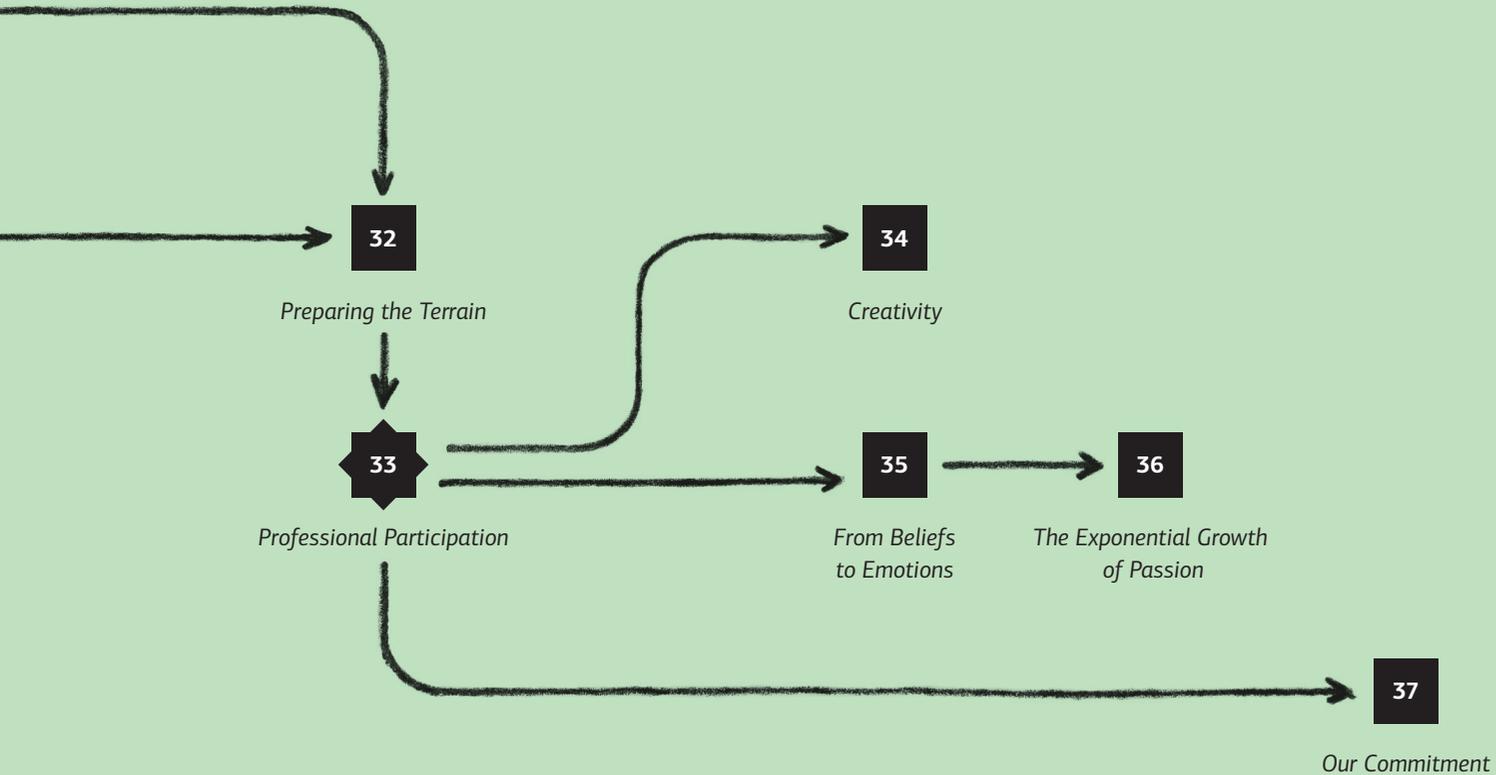
Besides the Jesuïtes Educació community, over 40 individuals from outside our network were also invited to this event. Individuals from civil society, from

the Government of Catalonia and the City Hall of Barcelona were present to learn about our project firsthand and to give us their support.

This stage couldn't have come to a close in a better way. We set up our tent and gathered around the fire so that we could light other fires, and we recuperated our energy because the next day, our hike had to continue.

IV. A Roadmap for Dreamers





28.

Escaping the Present Moment

We've looked at H2020 from different perspectives; we've described the development and the results of our participation process. In these pages, we've shared our experiences, but what clues can we give to those who also want to carry out a profound change in education? What should they keep in mind in order to come up with a dream this big?

First of all, we need to take a step back and escape from our schools' present moment and their inertia. This is essential.

We might come up with the right diagnosis and have a firm desire to change, but if we don't generate space and time outside the classroom, our well-intentioned actions probably won't be able to create a scenario which is very different from what we have now. We've said it many times: this is an exceptionally large challenge.

We know that in the educational world, there's the idea that the closer we are to the front lines, the better, that we always need to be immersed in the day-to-day of our schools in order to know them and transform

them. But direct work takes up all of our effort and we could get lost in details or be dragged along by inertia.

We need to change this belief, because we need the proper perspective for analysis, diagnosis and strategy.

According to our experience, we can only take charge of the current educational challenge if we have a professionalized management body created for this purpose. At Jesuïtes Educació, being a network has allowed us to have this perspective and structure.

JE's general management team has prepared the terrain and has encouraged and facilitated participation. Its human team is made up of a range of highly prepared professionals, with potent careers, a calling and a commitment to education.

In order to avoid misunderstandings, we should say that we aren't referring to a team of specialized technicians; we're referring to competent professionals who believe in our project and who lead it with conviction through a strategy for change, according to the orders of the board that governs them.

In summary, in order to lead a profound change in education, we need to escape from the present moment with committed and professionalized management that has a vision for the future and that works as part of a network (generally, these conditions are only available if we work as part of a network). In the following pages, we'll go over certain aspects of participation that we've had to deal with along the way.

29. *The Richness of Plurality*

From the very beginnings of philosophy in classical Greece, the search for knowledge has been associated with dialogue. In order for a conversation to take place, at least two individuals (two *logos*) need to participate. This is the way we can get the furthest, escaping the world of individual opinions and entering the world of knowledge.

Twenty-five centuries later, we still practice this way of working. In businesses, for example, most innovation departments are made up of multidisciplinary teams. The reason is simple: it's been demonstrated that these heterogeneous teams produce the best ideas.

We see, then, that plurality is synonymous with wealth. In a plural spectrum, we see more colors, more tones, more hues. Democracy itself comes from this horizontal principle: together we can see better than as individuals.

As far as our particular case is concerned, we've already spoken of the need to work as a network. As we said, a profound change in education is only

possible when we have a diversity of individuals and schools to work with. On the one hand, having to work with others makes us reconsider our way of doing things. On the other, it makes us open ourselves to the incorporation of others' points of view.

Along these lines, we would also like to add that work among professionals who incorporate plurality and a sense of a common horizon is also characteristic of 21st-century networking.

Jesuïtes Educació's network isn't just made up of two schools, it's made up of eight. This fact, of course, complicates things but it also provides us with greater richness and vision.

30.

Big data

In the process of defining H2020, we collected plenty of data. With the large number of participants and of proposals, we're sure that the plurality we want was present. But how can we turn this volume and variety into a wealth for the project?

To begin with, we should say that this isn't an obvious step. The truth is that the value of pure data is somewhat limited. What use would it be to know the average number of freckles each JE student has?

What we need to do is design a useful data collection strategy, keeping in mind the use we want to give this data afterward. In doing so, establishing precise areas to think about and in which to define proposals was essential.

Once our criteria and the collection and organization of data fulfill their objectives, we need to process this data. Keep in mind that in building H2020, we received over 45,000 ideas from the students alone. Still, we shouldn't be intimidated: our future is hidden in all this data (in Book 1, didn't we complain about the lack of data to be able to do applied research in the educational world?).

If we want to transform education and adapt it to the modern world, what can the present offer us? Progress in what is known as «big data» can offer us a few clues.

By analyzing massive amounts of data, we can discover tendencies, patterns or hidden codes for more exhaustive observation. The more examples we have, the clearer and more precise the message they send us will be.

There's a story about a cow that helps to illustrate group wisdom. In 1906, a contest was held in which whoever could guess the weight of a cow would get to keep it. Interestingly, out of 800 participants no one guessed the exact weight, and yet everyone did a good job, since the average of all the guesses (1,197 pounds) was extremely close to the cow's real weight (1,198 pounds).

Humans use their intuition to understand reality, and in groups they're more effective than as individuals. In our case, using the calling and the passion of each educator, student and family, we've achieved a great deal of consensus using a single framework and a large number of participants.

31.

The Objectivity of Ideas

We've seen the capabilities of big data, but massive data shows us conclusions that anyone who makes rigorous use of reason can reach (this is where we find, for example, unique ideas as great individual successes).

This may seem like a bold affirmation, but this is a principle we work with at Jesuïtes Educació. In other words, we use the network to obtain information, we don't create it.

We count on the objectivity of ideas. In classical Greece, for example, philosophers didn't believe that truth came from the agora, in spite of the great importance given to dialogue. We aren't dealing with epistemic relativism.

Here in our time, not anything goes, either. What we need in order to transform our schools is a conclusion we arrive at together, but it's also true that because of its objective nature, we can reach it in other ways.

Because of this, the institutions were there from the beginning, and in preparing the terrain we were

expanding certain horizons. In the process we've described (as seen in the first section) this has been the role of Jesuïtes Educació.

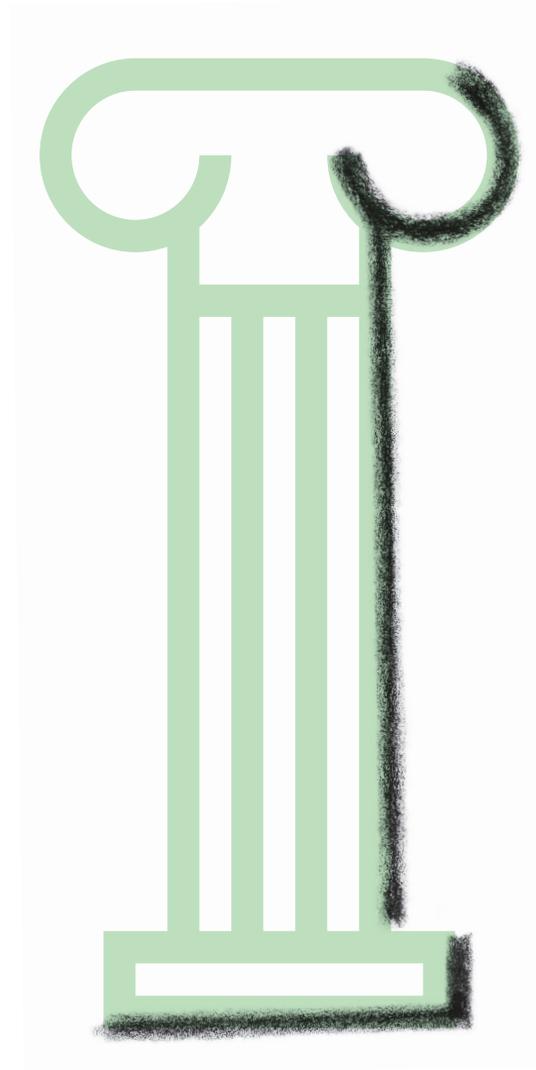
The network has opened and promoted dialogue and participation along certain lines, and at the same time it's welcomed the results and conclusions that appeared in a genuine fashion.

The contradiction is clear: to lead is to encourage teams to come up with the best in one area in particular. In getting into *what* we want, Jesuïtes Educació created, within an intuited general framework, a space to listen to the spontaneous and rigorous proposals of all agents committed to change.

The truth is that at JE, we couldn't have done it better: what a wealth of shared eagerness and dreams!

Counterpoint

Along the way, we've found people who have told us that we had already decided everything from the very beginning. With the previous text, we aim to respond to this, a common accusation in participative processes. Beyond the arguments, this attitude shows a reluctance to work as part of a team. Being able to incorporate this critical point of view, as we'll see later on, is also one of the challenges of leadership.



32.

Preparing the Terrain

Participation is the essential element in this third book, where we explain how we were able to define H2020 as a team. We've just seen fundamental matters having to do with our point of arrival, and now we would like to go back to the chronology of events.

How can we have generated levels of participation that go even beyond our own expectations? The answer: by adequately preparing the terrain. Although we addressed this phase in Book 2, we feel that there are certain relevant aspects we should emphasize.

For two years, our tractor projects and our ecosystem of seminars introduced a new way of facing challenges. Change is possible, and it's everyone's responsibility. Little by little, this potent message has begun to stick in the Jesuites Educació network.

We're referring to concrete innovative experiences, intense group work sessions as a network to envision the school of tomorrow. Our organizational culture, especially that of management, has slowly changed in order to give voice to our educators' desire for change.

This is an urgent matter; teachers and families have told us that the problem is real. Some parents have told us that their child, in spite of having a good academic record, can't take it any more; they aren't motivated. There are also teachers who have been calling for a profound change for a long time now. A transformation is necessary, but how can we encourage participation?

With bravery and ambition, with ideas and deeds, with support, with firm governance and with individuals who are in contact with their calling, by building a coalition for change that gets bigger every day.

In our process, we're going in the right direction and we have a constructive attitude; we have permission to dream; the desire to be better teachers and move forward, to discover that the Society's spirit of service is still relevant in this new century.

33.

Professional participation

What type of participation have we made the protagonist of this process? Professional participation. In order to define our dream, we've asked everyone to give their best. We haven't just listened to people's worries, we've listened to the solutions they propose. We're here to learn, listen, and take risks.

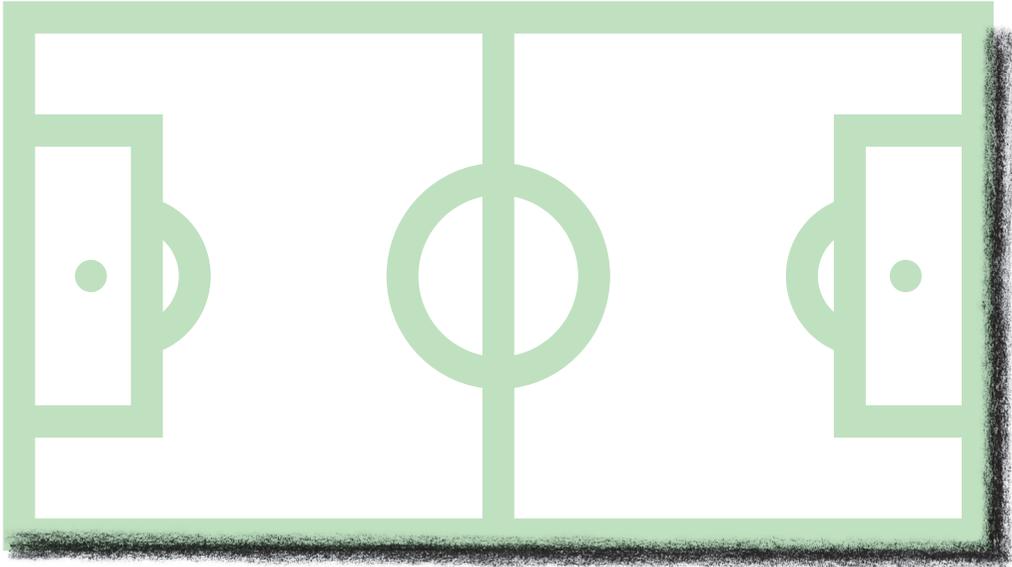
At JE, our volunteers, or AIP, have led participative sessions that aimed for the best. We haven't settled for less. We've worked hard preparing our UBP and APA. One of the keys to our success has been this preparatory work, aimed at making these activities both rigorous and fun.

We've prepared these sessions so that they would be open and systematic at the same time. We've opened paths for creativity. And in one way or the other, we've told our participants that this was the space and the time for professional participation (not political or social participation).

From where they stand, each person can give their essential two cents to our common project. This isn't a parliament; in this process, we've had absolute freedom to talk about a precise topic: the school we want.

We would like to add that only 1% of our participants—a much smaller minority than we expected—have used their invitation to define H2020 for something other than the intended purpose.

03. Transforming Education. Defining the Horizon



Counterpoint

Some people may say that by preparing our work sessions so carefully, we've lost spontaneity, or even that we've conditioned our participants' answers. Nothing could be farther from the truth. Whoever makes this claim doesn't realize that it's just the opposite: often, what is presented as extremely open and free is profoundly manipulated.

In conclusion: a good preparation that's open and free allows participation, creativity, and people's wealth of ideas to flow.

34.

Creativity

Now, let's take a look at our participative sessions. What happened in our work groups? How did we manage to come up with such a number and such a diversity of proposals?

To begin with, by trusting.

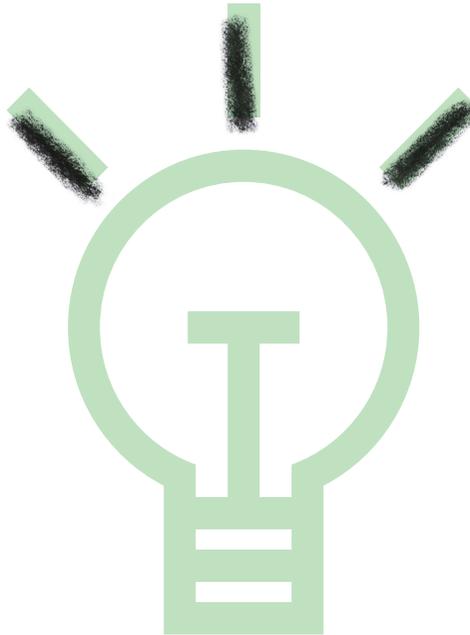
Trusting in individuals, in the protagonists. We didn't just ask a committee of experts, nor did we just ask our directors; we asked everyone involved in the learning and teaching process.

We also placed our students at the center of this process—all of our students, from preschool to professional training—and we were pleasantly surprised. In spite of the difficulty of reaching every one of our students, we didn't make use of representative or delegates. «We want to hear your voice» was our motto.

We trust in individuals, in children, young people, teachers, parents, all of our educators, and our directors. We all feel that we're important and that we have something to contribute. Under these conditions, we put our creativity in motion.

In our UBP and APA, we put this ability—which is too often forgotten—to work. From problems to solutions, from needs to the possibility of growing even more.

We should say that our students went farther than anyone else. They didn't have the constraints of adults; they dream much more and much better than we do. It was a pleasure listening to them; they don't tell one another «let's be reasonable, let's be realistic». It was also moving for their educators to hear them say they don't want drab schools or sad teachers...



Counterpoint

Different colleagues have come up to us at some point to say that they knew we had decided everything beforehand. Some were skeptical, and others were just frightened. Can we begin a participative process on such a large scale by simply trusting in one another? Yes. Besides, there's no other way. If we don't trust and encourage creativity, we shouldn't even bother. If we dedicated so much effort to preparing our sessions, it was simply so that we could reap the benefits of teamwork.

35.

From Beliefs to Emotions

We need to keep on moving forwards. We've defined our horizon, but our objective is to make it a reality. The gathering of concrete proposals and ideas is invaluable, but it's not enough to keep on moving forward.

In the task of formulating H2020, we've managed to flesh out our dream, but what's most relevant is that we've experienced this dialogue as protagonists.

If a group of external experts had given us the same conclusions as we reached on our own, it would be worth very little.

What we've experienced is priceless, just like the experiences that transform us, or the magic of sharing an exciting project. This is how we enter into the terrain of actions and emotions.

It's hard for us to put into words the experiences that the process has generated,. Our entire community working towards a common goal, working hard to combine initiatives, debating, getting involved with a smile.

Everyone can understand; these are real sensations, emotions and feelings that are recorded in our minds

and that allow us to say that we've all gone from moment 0 to moment 1.

The formulation of H2020 has principally been carried out by the network, our calling and our feelings and emotions. We're students, professionals, and parents who are convinced we'll succeed. This confidence needs to be felt (and not just considered possible or probable through the use of reason). We're a wave of emotions for change.

36.

The Exponential Growth of Passion

When we're passionate about something, we can get far; when a great number of people are passionate about something, they're unstoppable. Emotions affect the way we face the future because they're a key element in any process of profound transformation.

How then, can we make passion grow? To begin with, we should say that we can't place it at the center. We can't tell someone to be passionate and expect them to do so automatically. As a matter of fact, the opposite would probably occur; they would tend to close themselves to what we're asking.

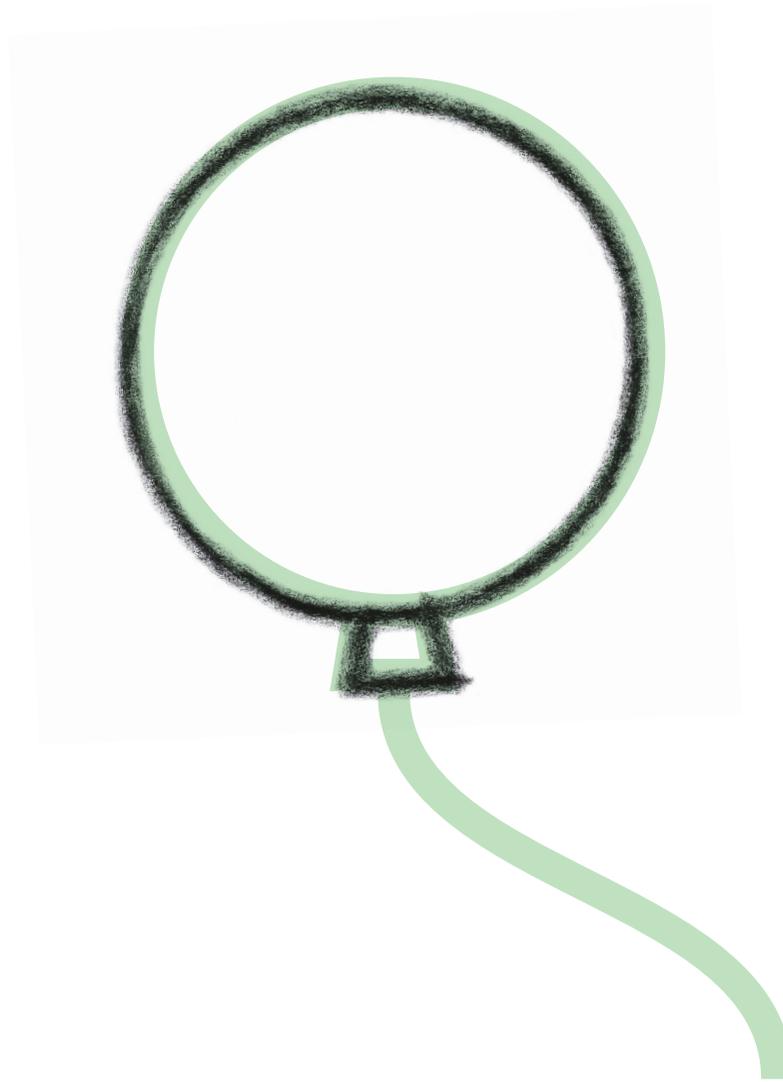
Passion is a delicate affair that needs authenticity in order to expand. To this end, the role—first of volunteers and then of our teachers—has been decisive. Those who were completely sure of the usefulness and meaningfulness of their actions can encourage others to take part in a very effective way.

From small units to medium-sized units and so on. Once we've passed a certain point, passion snowballs and grows exponentially. It's like the bubbles in champagne when we fill up a glass: a single bubble is fragile, but many bubbles together can even overcome the glass.

Counterpoint

When we get excited, we sometimes end up in the clouds, far away from reality. At Jesuïtes Educació, however, we dream with our feet on the ground. This is so because, as we said, the essential part of our project is based on action.

In other words, at Jesuïtes Educació's schools, we don't live off of expectations; we work hard so as to complete each phase in this process of profound transformation in the best way possible. Now we need to get excited, to dream, to define as a team what we want without getting into how. We'll get around to that eventually...



37.

Our Commitment

Having gotten this far, we could say that we've gotten underway and that we've stepped up to the first square on the playing board. We're facing the future with excitement, convinced that it's only possible if we do it together.

Now, it's time to bring Book 3 in the Transforming Education series to a close. However, we don't want to do so by looking forward to the fourth book but by looking back at how far we've come. This is a good time to realize that often looking forward means returning to our origins.

What are we? A network of eight Jesuit schools. What has been, and will continue to be, our commitment? To educate individuals so that they discover their calling and pursue excellence with and for others through a strong life project.

We're here to live fully, to be all we can be and contribute to the growth of all our companions. In spite of all the progress made in science and technology, life is still as mysterious as it was in St. Ignatius' day.

Living with humility, practicing silence, companionship, finding ourselves, discovering who we are, loving others through action. At JE, we're leading educational change because we feel that now it's up to us. We said from the beginning that we aren't doing all of this out of a desire for protagonism.

We're doing what we're doing because we're fulfilling our mission. What about you, dear reader, do you know what your mission is? If you do, go outside and proclaim it to the four winds. We're sure we'll run into one another along the way...

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All of Jesuïtes Educació's educators, for their enthusiasm and commitment to finding new answers to the challenges of the present every day.

All the students of the eight schools in our network, for their ideas, their spontaneity and energy; together, we're transforming reality.

All of our families, for their trust, support and participation. Only by working as a team can we move forward.

Ignatius of Loyola and the Society of Jesus which he founded, for the spirit and strength that inspire us to turn our educational task into a life serving others.

Works published in this collection:

01.

Focusing on the Objective

40 Considerations for Educational Change

02.

Paving the Way

35 Keys to Bringing About Educational Change

03.

Defining the Horizon

37 Milestones in Dreaming up Educational Change

04.

Taking Action

35 Steps to Living Educational Change

This Book

With this third book from our Transforming Education series, we move on to the substance of our project. After having prepared the terrain, it's time to mobilize the Jesuites Educació network to move towards the future we want. In doing so, the first thing we need is to build our dream. In this book, you'll find an account of our experience in defining *Horitzó 2020*, as well as the keys that made it possible and which could also serve in other projects of profound educational change.

Our Project

In Jesuites Educació schools, we've been working on a project since 2009 meant to renew education on a broad scale, which we call *Horitzó 2020*. We've eagerly been working hands-on, as a team, to create a new way of understanding education in the 21st century.

The Collection

In order to fulfill our objective, we need to take the time to stop and think, to analyze our experiences so that we can act more effectively in the future. That is the aim of this collection, which is the work of different authors under the direction of Xavier Aragay. With the Transforming Education collection, we want to consolidate our successes and share our experiences so that we can continue improving together with all of the individuals who are committed to this essential task. This is our humble contribution, our way of helping bring about the change that's needed in education. We all need to move forward together, sharing our passion, our inspirations and our experiences.



For more information, visit our website at <http://h2020.fje.edu>

You'll find videos, newsletters and all of the volumes in this collection available in Catalan, Spanish and English, as well as a space for participation where you can send us your contributions. We hope to hear from you! Thanks in advance!