

Educational Innovation and Social Justice Initiatives in Catalonia

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DESCRIPTORES:

Justicia social
Equidad
Innovación
Enseñanza
Escuela

RESUMEN:

Este artículo examina el impacto y las implicaciones de dos iniciativas de innovación educativa en Cataluña, los "Institutos-Escuela" y el movimiento "Educación 360", en términos de justicia social y de equidad educativa. A través de un estudio de casos que incluye una revisión documental y entrevistas semiestructuradas a actores claves, se analizan los antecedentes, objetivos y resultados de estas dos diferentes iniciativas de innovación educativa. Los institutos-escuela, que buscan unificar las etapas de educación primaria y secundaria bajo un mismo proyecto educativo, y el movimiento Educación 360, orientado a conectar el tiempo lectivo y el aprendizaje en el aula escolar con actividades extracurriculares, representan esfuerzos significativos hacia la promoción de una educación inclusiva y equitativa. Los hallazgos del estudio revelan la presencia de tres categorías inductivas de análisis cruciales para la evaluación de iniciativas de innovación educativa que consideran la justicia social y la equidad educativa como criterios centrales: orientación comunitaria y territorial, segregación escolar, y el papel del profesorado. Se destaca que ambas iniciativas, consideradas exitosas por la comunidad educativa, abordan estas tres categorías, independientemente de su naturaleza pública o privada. Sin embargo, se enfatiza la importancia de incorporar nuevos aspectos para un análisis más crítico en futuras investigaciones.

KEYWORDS:

Social justice
Equity
Innovation
Teaching
School

ABSTRACT:

This article examines the impact and implications of two educational innovation initiatives in Catalonia, the "Comprehensive schools" and the "360 Education" movement, in terms of social justice and educational equity. Through a case study approach involving documentary review and semi-structured interviews with key actors, the backgrounds, objectives, and outcomes of these two educational innovation initiatives are analyzed. The "Comprehensive schools", aimed at integrating primary and secondary education stages under a single educational project, and the "360 Education" movement, focused on connecting classroom teaching time with extracurricular activities, represent significant efforts towards promoting inclusive and equitable education. The study's findings reveal the presence of three crucial analytical categories for evaluating educational innovation initiatives, considering social justice and educational equity as central criteria: community and territorial orientation, school segregation, and the role of teachers. It is highlighted that both initiatives, considered successful by the educational community, address these three categories, regardless of their public or private nature. However, the importance of incorporating new aspects for a more critical analysis in future research is emphasized.

HOW TO CITE:

Rivas Guzmán, K., Calduch, I. and Prats Gil, E. (2024). Educational innovation and social justice initiatives in Catalonia *REICE. Revista Iberoamericana sobre Calidad, Eficacia y Cambio en Educación*, 22(4).
<https://doi.org/10.15366/reice2024.22.4.003>

1. Introduction

On 10 July 2009, the Catalan Education Law (LEC) was enacted with the aim of establishing and consolidating a specific Catalan school model. In the same preamble and in its guiding principles, education is conceived as a right based on equal opportunities, equity and social justice. Consequently, the reduction of social inequalities will be one of the priority functions of this Catalan school model. Subsequently, on 17 October 2017, Decree 150/2017 was issued to promote an inclusive school approach in Catalonia, focusing on the educational care of students within the framework of an inclusive education system. More recently, this aspiration has been reaffirmed at state level with the approval of Organic Law 3/2020 of 29 December, which amends Organic Law 2/2006 of 3 May on Education (LOMLOE), establishing a regulatory framework that prioritises inclusion and equity as fundamental pillars.

In short, it is a legislative framework in line with European and international guidelines on education (EC, 2006; UNESCO, 2015, 2022) that encourages and enables the development of innovative educational initiatives aimed at promoting social justice. This approach is directly linked to the Sustainable Development Goals (SDGs) of the 2030 Agenda, in particular SDG 4, which aims to ensure inclusive, equitable and quality education (UN, 2018). Furthermore, the International Commission on the Futures of Education, established by UNESCO in 2019, reinforced this vision in its report *Reimagining Our Futures Together: A New Social Contract for Education*, which emphasises that the implementation of these goals is essential to address educational inequalities from a perspective of equity and social justice. It also calls for the promotion of educational innovation in response to these challenges (UNESCO, 2022).

Aware of this social need and in line with global trends, the Catalan government has developed a clear educational policy aimed at promoting two essential and interrelated aspects: educational equity and inclusion. To achieve this goal, the government plan proposes five priority areas for action: (1) strengthening the Catalan school model; (2) enhancing the role of teachers as a key element of the education system; (3) promoting equal opportunities within the framework of inclusive education; (4) consolidating a model of lifelong vocational training; and (5) promoting the practice of sport in the school environment and sports training.

In this context, several initiatives have been carried out in Catalonia over the last decade, in line with the guidelines established by the autonomous administration, with the aim of improving equity in education. In this article we present two of these initiatives, which we consider illustrative of the debate on the relationship between educational innovation, social justice and educational equity: the high-school/school and 360 Education.

On the one hand, a secondary school is a school that integrates primary and secondary education in a single educational project. This model aims to provide a smooth and continuous transition between the different levels of education, allowing for greater coordination and collaboration between teaching staff and promoting a unified vision of the educational process. It is a model inspired by the comprehensive education models of other countries, such as Denmark, Finland or Portugal.

On the other hand, the Educació 360 movement is an initiative that seeks to strengthen the link between classroom learning and extracurricular activities, integrating coherently the experiences and knowledge acquired in both areas. This proposal is the

result of a collaboration between various institutions, led by the Jaume Bofill Foundation, Barcelona Provincial Council and the Federation of Pedagogical Renewal Movements of Catalonia (FMRPC). The aim is to overcome the barriers that separate different learning contexts, based on the concept of the new ecology of learning (Coll, 2013) and the revaluation of non-formal education (González, 2016).

2. Methods

Methodological approach

Educational innovation initiatives, and in particular their relation to social justice and educational equity, is a complex and multidimensional phenomenon, the understanding of which requires an in-depth analysis of the meanings and perspectives attributed to such initiatives by the actors involved. Given the interpretive nature of this research, a multiple case study (Stake, 2010) was carried out, focusing on two educational innovation initiatives in the Catalan territory: high schools and Educació 360.

Information collection instruments

In both case studies, data collection was carried out through a combination of qualitative data collection strategies, which allowed for a more holistic exploration of the phenomenon under study. First, a comprehensive desk review (Latorre et al., 2003) of key documents detailing the policy and theoretical frameworks of both initiatives was undertaken (Latorre et al., 2003). On the one hand, the documentary review included legislative and regulatory documents, such as the Catalan Education Act (2009), Decree 150/2017, and Organic Law 3/2020, of 29 December, which amends Organic Law 2/2006, of 3 May, on Education (2020). On the other hand, government reports, institutional documents and previous studies that provide the background and evaluation of both initiatives were reviewed (GENCAT, 2022; Martínez et al., 2012). This process allowed for a historical and legislative contextualisation of educational initiatives, providing a solid basis for assessing their objectives and outcomes. Second, semi-structured interviews were conducted with key stakeholders (Brown and Danaher, 2019), with a focus on exploring the perceptions and experiences of those involved in such educational innovation initiatives, particularly in relation to promoting social justice and educational equity.

Participants

The selection of case study participants was purposive, using non-probability sampling based on criteria of relevance and professional experience. Key actors with in-depth knowledge of the initiatives under study were selected to ensure that rich and relevant information was obtained (Patton, 2015). For the case study of secondary schools, we interviewed the principal of a secondary school in a rural town in the north of the autonomous community, with more than 15 years of experience in teaching and more than 2 years in management (E1); a representative of the pedagogical renewal movements, with experience in management and teaching (E2); and the councillor for education in the same town, with a long career in education, both as a teacher and in support roles in resource centres (E3). For the Educació 360, case study, we interviewed a person in charge of Educational Promotion in a city council in the province of Barcelona, with more than 15 years of experience in education and school management (E4); and a member of the pedagogical renewal movements, who has held various management positions in these movements and has worked as a member

of the School Council of Catalonia (E5). This selection ensures a diverse and comprehensive representation of the voices involved in both initiatives.

Fieldwork

The fieldwork took place between December 2020 and February 2021. The interviews were conducted by videoconference due to the restrictions imposed by the COVID-19 pandemic, in order to ensure the safety and well-being of participants. Informed consent was obtained from all participants, respecting the ethical principles of confidentiality and anonymity (Flick, 2014). Interviews were recorded and transcribed in detail to ensure accuracy in subsequent data analysis.

Data analysis

Data analysis was conducted using a thematic content analysis approach (Krippendorff, 2002), which allowed for the identification of emerging patterns and recurring themes in the interviews and documentary review. Atlas-ti software was used to organise and systematise the coding process and the comparison of data. The analysis followed the method of constant comparisons (Strauss and Corbin, 2015), which allowed for triangulation between different data sources and contributed to the robustness and rigour of the analysis.

Categories of analysis

The inductive process of analysis led to the identification of four key categories: (a) the purpose and rationale of the initiative, which refers to the objectives and principles that motivated its creation, with a particular focus on social justice and educational equity; (b) community and territorial orientation, which addresses the relationship with the local community and strategies for community participation and engagement; (c) school segregation, which focuses on the impact of the initiative on socioeconomic inequalities of the student body and the promotion of diversity and inclusion; and (d) the role of teachers, which focuses on changes in the roles and responsibilities of education professionals and their training.

3. Results and discussion

3.1. High schools as a public educational innovation

For the first case study, concerning the High-schools/Schools, the results of the documentary review are presented, providing the background and the legislative rationale, as well as the results of the interviews conducted to understand the impact of this public initiative of educational innovation in terms of social justice and educational equity.

From the documentary review, the first aspect to highlight is the background of the high-schools in the Spanish context. At state level, the High School of Madrid was created in 1918 under the auspices of the Junta para la Ampliación de Estudios and the Ministry of Public Instruction and Fine Arts of Santiago Alba, which allowed it to open as a “pedagogical experiment” (Palacios, 1988). The Instituto-Escuela de Madrid, inspired by the Institución Libre de Enseñanza and the European new school movements (Martínez Alfaro, 2016; Martínez Alfaro et al., 2018), had two main objectives: (a) to experiment with new teaching methods and (b) to establish a model of actual practice in teacher training. Its influence was decisive in the country's educational approaches, especially in the 1930s, when attempts were made to extend

this model to other regions such as Catalonia, Valencia, Seville and Malaga. The opening of a High-school/School in Barcelona in 1931 by the Generalitat de Catalunya with the authorisation of the Ministry (Sánchez Sarto, 1936) is noteworthy for its contextual relevance.

However, the coup d'état of 1936 and the subsequent military dictatorship put an end to these public initiatives of pedagogical renewal, leaving education in the hands of the Catholic Church and the military regime for decades. Despite this setback, signs of change began to emerge from the 1960s onwards, taking advantage of loopholes in the official system. In Catalonia, the emergence of the Collective of Schools for the Catalan Public School (CEPEPC), whose ideals were reflected in the 1983 Act of the Catalan Parliament, was an important milestone. This law paved the way for the integration of family and teacher cooperatives into the public network, thus establishing a new educational vision in the region. By way of illustration, it is worth highlighting the Costa i Llobera School which, when it became public, maintained an integrated offer of the different stages of education, although it had to maintain the separation of stages at a formal level due to the current legal framework (LOGSE, 1990). It would be a forerunner of the current public high school model in Catalonia.

Moving forward in time, the approval of the Catalan Education Act (2009) marked a milestone by establishing a new regime for educational centres under the name of high schools. These schools, as stated in Article 75, have the specificity of being able to provide both primary and secondary education in an integrated manner (without prejudice to the inclusion of other general education courses), allowing for a smooth educational continuity, despite the separation of the educational stages defined by state legislation. Three years after the implementation of this measure, a total of 18 high schools had already been established throughout Catalonia (Martínez et al., 2012), a number that has significantly increased to more than 80 centres today.

Similar initiatives have been developed in the Spanish context. In Galicia, for example, more than sixty Integrated Public Centres (CPI) have been created to provide education up to the end of compulsory schooling. Similarly, in Castilla y León and in some areas of Andalusia, schools have also been created that operate according to this inclusive model. According to Aymerich (2020), the main reason for the creation of these centres is the demographic problem, in response to the depopulation of rural areas, where the school becomes a crucial element to counteract this phenomenon and keep these communities active.

It should also be noted that the exponential growth of secondary schools in Catalonia has led to the creation of the “Network of secondary schools (Xarxa d'instituts-escola)”, with the aim of promoting spaces for pedagogical reflection in order to encourage the exchange of experiences on these innovative educational initiatives. As a result of the accumulated knowledge, criteria for the implementation of the new high schools have been established at the policy level (GENCAT, 2022). This document details the specific characteristics that define these unique schools, including the following:

- It should provide an educational offer covering the entire basic education (3-16 years).
- It must have a single, coherent educational project that guarantees the continuity of the educational action that takes place at the different stages of the educational system within the centre.

- It should be constituted as a single building or a group of buildings forming a single school site, with adequate infrastructure for all school ages.

On the other hand, from the interviews conducted with key actors related to the high-school/school under study, four categories have been identified that derive from the impact of this educational innovation initiative in terms of social justice and educational equity: (a) purpose and rationale of the initiative; (b) community and territorial orientation; (c) school segregation; and (d) role of teachers.

Purpose and rationale of the initiative (a): As highlighted above, a key feature of secondary schools is the continuity that is established between the different stages around a single educational project: “There is a continuous curriculum, a common educational core, not only in school, and the maintenance of tutorial action” (E2).

This continuity is reflected not only in the structure (b), but also in the educational sense of the project and in the educational relationships that develop. In this respect, it is similar to Nordic models such as the Norwegian, Finnish and Swedish models, which are committed to integrated basic education (Martinez et al., 2012). This helps to create a true school community within the school, with stronger and more enduring educational links over time. In this sense, one of the participants interviewed states that “for example, on the issue of bullying at school, [...] by having more direct knowledge of each personal and family situation from kindergarten [...] we can detect and improve these bullying situations and this has an impact on the fight against inequality” (E1).

In addition, the continuity inherent in the high-school/school brings significant improvements in terms of transition and coordination between different school stages, an aspect that is often problematic for students and has a significant impact on early school drop-out. “The transition between primary and secondary education [in the Catalan education system as a whole] remains a challenge, with notable difficulties between the stages and methodological gaps during the changeover” (E2); however, “this initiative offers greater opportunities for continuity, reducing school drop-out [...] through a comprehensive educational project and a cohesive teaching staff as a team” (E3). At the same time, it also allows for “very continuous monitoring from primary education onwards, which means that we can follow the pupils very closely” (E1). In this sense, in the successful cases, there is less disruption in the pedagogical principles that guide the educational action, in the methodological proposals, in the curricular coordination, in the relations between the different actors in the educational environment, in the tutorial action and in the school environment itself. This has important implications for the students’ and their families’ sense of relevance, as well as facilitating the shaping and evolution of school identities, elements that have long been identified in the literature as key to school success (Hargreaves, 1994) and which help to reduce school dropout and thus improving educational equity.

Community and territorial orientation (c): The high-school/school has a clear community orientation at its core. Although there are some schools that are born as such, most are created by merging an existing school and a secondary school for reasons of school mapping, the extension of a primary school or the integration of incomplete schools in rural areas. In this sense, in the rural context, secondary schools are directly linked to “the physical survival of the population itself” (E2), since the merging of schools ensures their survival in areas affected by depopulation, which plays a crucial role in keeping the rural area alive, since “pupils who finish sixth grade are not [forced] to go to the next village to do ESO (obligatory secondary education), but can do ESO in the village itself” (E1), allowing for a better rooting in the locality

and the community. This aspect is a key factor for social justice in these territories, going beyond the exclusive sphere of the educational centre: “To ensure equity, we have developed a local action plan in the village, led by the school’s pedagogical coordinator in collaboration with local entities” (E3).

School segregation (c): School segregation is a phenomenon that has significantly affected the Spanish and Catalan education system (Síndic de Greuges, 2019), with marked differences between private and public schools. It is important to note that public schools have managed to maintain an integrated school offer, while public schools have mostly opted for the split-stage model. However, the high-school/school could be a solution to reverse this trend and compete directly with private provision in this area. For example, E1 tells us how the high-school/school he runs is the result of a merger between a former private religious charter school and the village public school. Demographic decline meant that demand for the charter school declined over time, leading to it eventually being taken over by the municipality, which also took over the teaching staff: “Primary school lines were being closed, but the public ESO lines were maintained” (E1). In this sense, it can also be an opportunity to strengthen public schools.

Role of teachers (d): The secondary school model advocates the integration of a single teaching body where both primary and secondary teachers live together in the same educational environment and collaborate in the construction of a common educational project. According to one interviewee, the very nature of these schools promotes a vision in which “we all participate in the same activities to achieve common goals” (E1), which implies that annual planning and staff activities are developed together. However, this is not an easy task: “When we brought the two schools together, it was very difficult to create a common project because no one knew how to form a single faculty because primary and secondary have very different dynamics: the way of working with children. We have to be very generous with both sides; we have to look for things that unite the faculty; it took years to find common projects for the different stages” (E1). If the initial difficulties can be overcome, there is a noticeable change in the teaching culture: “We have learnt to work as a team, in a faculty that used to be more individualistic” (E1). A change in teaching culture that is highly beneficial for the promotion of other social justice projects, as it encourages a more collaborative and common-good approach.

To ensure the success of these educational innovation initiatives, it is necessary to create a unified body of teachers. The creation of a specific professional profile for secondary school teachers has been proposed, on the premise that it requires “clear specific training [...] and a teaching team willing to learn” (E2). This would help to overcome the initial rivalry between the two teaching communities, which “will want to maintain their privileges” (E2). This rivalry is underpinned by the current staffing rules, which are not sufficiently adapted to the reality of secondary schools: “You can define a certain profile for substitutes or positions, but teachers are still recruited either from primary school (generalists) or from secondary school (specialists) [...] which is not very conducive to the objective of integration and globalisation that the high-school seeks” (E1). In this sense, there is a need for a unified university education for future teachers, which would facilitate the necessary change in the teaching profession.

3.2. Educació 360 as a private educational innovation

Barcelona Provincial Council, the Federation of Pedagogical Renewal Movements (FMRPC) and the Jaume Bofill Foundation are promoting the Education 360 initiative, which brings together town councils and local authorities, networks of educational

centres, associations of teachers and educators, leisure and third sector social, cultural and sports organisations in Catalonia and university research groups, with the aim of linking education and learning from different spheres. It is a project that links school and out-of-school time and, in their words, offers an enriched educational experience.

From the documentary review, the first aspect to highlight is the background of the Educació 360 movement. The debate on school time recurs in the pedagogical debate in Catalonia (Domenech and Vinyes, 1997), where there are conflicting positions on split or continuous school days, and in the international academic community as a whole (Suter and Gordon, 2021). In 2019, important actors in Catalan education, such as the Federation of Pedagogical Renewal Movements (FMRPC) and the Jaume Bofill Foundation, produced the report *Educació a l'hora: uns altres horaris escolars són possibles* (Sintes, 2019). This document argues that full-time education guarantees equity and quality for all students, while listing the elements that they consider fundamental to the establishment of a timetable regulation in the Catalan education system. These ideas are largely reflected in the document 2/2020 approved by the plenary of the Educational Council of Catalonia on 28 April 2020 (GENCAT, 2020). In parallel, during 2018 and until today, the Educació 360 movement is being created and consolidated by an alliance of institutions, driven by the Bofill Foundation, a private non-profit organisation.

Furthermore, at the international level, it is important to note that the proposal to implement a full school day is not new in Europe. This concept has gained momentum in countries such as Germany, where it was consolidated with the 2003 reform of the 'Ganztagsschulen', an initiative aimed at integrating out-of-school time into the educational project of each school (Strietholt et al., 2015). This reform sought not only to extend the time students spent in school, but also to take use this additional time to offer activities complementary to the academic curriculum and provide a more complete educational experience. Similarly, in 2018, the French government launched the "Plan Mercredi" and the "Plan Educational Cities". Both programmes share the common goal of promoting quality educational content to ensure a smooth transition between school and out-of-school time. The "Mercredi Plan" focuses specifically on enriching Wednesday afternoons with educational, cultural and sports activities, while the "Plan Educational Cities" encompasses a broader strategy to improve educational provision in urban areas, involving not only schools but also community institutions and resources. These international initiatives, among others, highlight the importance of considering not only the amount of time spent in education, but also the quality and variety of educational experiences offered during that time, both inside and outside the classroom (Radinger and Boeskens, 2021).

On the other hand, from the interviews conducted with key actors related to the Educació 360 movement, four categories have been identified that derive from the impact of this educational innovation initiative in terms of social justice and educational equity: (a) purpose and rationale of the initiative; (b) community and territorial orientation; (c) school segregation; and (d) role of teachers.

Purpose and rationale of the initiative (a): As mentioned, the main objective of this initiative is to promote and strengthen learning opportunities at any time and place in life, integrating and developing proposals that involve different actors, times and educational spaces to ensure a comprehensive and equitable education: "It's about not differentiating between school and out-of-school time, about networking with different educational actors and being connected to the immediate environment" (E4). Conceptually, according to one of the interviewees, conceptually, this means extending "the concept of the right to schooling to the right to education [...] because in order to

give opportunities to everyone, it was necessary to work on school timetables in order to achieve an equitable and comprehensive education” (E5). This idea is in line with in-school and out-of-school theory (Erstad, 2012; Vadeboncoeur et al., 2014), an approach that recognises the importance of educational contexts and experiences both inside and outside the school environment. It is about recognising and taking advantage of learning opportunities in a variety of settings. As one interviewee put it: “If we think about our life path we realise that the breadth of life is what gives us opportunities, it gives us who we are or how we are, if we have done sports and if we have done music, if we have gone to the CAU or the Escoltas (scouting movements), all this defines who we are and how we are” (E4). Thus, in line with the new ecology of education, lifelong learning is no longer sufficient, but we must also pay attention to lifelong learning (Banks et al., 2007; Coll, 2013).

Community and territorial orientation (b): The integration of school time and school activities with out-of-school time and the contexts in which they take place aims to strengthen the link between the school and the community, as well as with other actors: “The intention is that the whole cultural environment of these children and adolescents can be available to them [...] they feel that it is something that they can access, culture, museums, specific activities for them apart from those that are carried out in the centre” (E5). It is not so much where you live that is important, but valuing the environment in which you live: “not because you live in Barcelona you will have more opportunities, or if you live outside you will have fewer opportunities, but they will be different” (E4). In short, the aim is to transform school education plans into neighbourhood education plans, along the lines of Educating Cities (Aramendi et al., 2022). In this sense, it seems clear that the territory becomes a key source for ensuring equity and equal opportunities. This experience also has a direct impact on the other institutions in the area that become part of the educational community, thus acquiring added value and reinforcing community harmony and well-being.

School segregation (b): This initiative has a significant impact on the issue of school segregation, as the literature highlights the great disparity in the provision of extracurricular activities between different schools, especially in relation to school ownership. Indeed, these activities are recognised as one of the main causes of educational inequality (Tarabini, 2020). In this sense, the initiative seeks to reduce the differences and gaps between schools and different family contexts, ensuring that all students have access to opportunities both in and out of school hours, creating a unified plan that is inclusive for all. In fact, one of the interviewees explains that the initiative works in more disadvantaged or rural areas because many of them lack resources and equal access, and therefore the solution to access other educational opportunities was to “pool resources” (E4). In this sense, it is not a question of “putting in more resources, which in some cases we do, but of reorganising and distributing what we already have” (E5).

Role of teachers (c): This initiative requires a reorganisation of school time, where it is necessary to “draw up different timetables in which the school has one day, the teachers have another day and the pupils have another day” (E4). In this sense, “it is about working in a network, giving space to different educational agents” (E4), which is why schools participating in Education 360 include profiles such as community educational action coordinator, community facilitator, audiovisual facilitator, social integration technician, social educator or school promoter. Community education action coordinators, for example, are responsible for establishing links with the community and coordinating activities that enrich the school environment. In other words, it is no longer just teachers who interact during school hours, but an ecosystem

of educational actors who must learn to work together. This requires the creation of shared spaces to develop joint proposals, as well as raising teachers' awareness in order to reposition themselves as education professionals.

3. Conclusions

This article looks at two educational innovation initiatives implemented in Catalonia, one public and one private, in order to analyse their impact in terms of social justice and educational equity. Despite the differences in their objectives and rationales, both the high-school/school and the Educació 360 movement share the clear purpose of promoting social justice in education. The analysis looked at three key elements in relation to educational equity: community and territorial orientation, school segregation and the role of teachers. The results show that both initiatives, recognised as successful by the education community as successful, have an impact on these three dimensions. Both the high-school/school and Educació 360 are characterised by their community and territorial approach, considering the school as an integral part of the environment and seeking to strengthen the link with the community through mutual commitment and action. Both aim to reduce school segregation, work to reduce inequalities between groups and ensure equal opportunities for all. Both also recognise the crucial role of teachers as catalysts for educational change and the improvement of social justice in education. Therefore, we argue that these elements of analysis are fundamental to the evaluation of educational innovation initiatives, especially when social justice and educational equity are considered as central reference criteria for such evaluation. In fact, these three elements are useful and significant for analysing, reflecting on and evaluating equity and social justice in initiatives implemented in contexts other than Catalonia. In particular, but not exclusively, these elements could be applied to the study of other comprehensive education proposals or in projects that integrate academic and extracurricular time.

We also pose a series of concluding questions to invite the reader to reflect on the implications of these initiatives in terms of social justice and educational equity, and to encourage the consideration of new categories for a more critical analysis: Is the right to quality basic education better guaranteed by a unified and comprehensive structure? What are the interests behind the division of basic education into separate stages and, at the same time, the unification of these stages? Is there a risk of promoting school segregation by encouraging continuity within the same school? Does the extension of schooling contribute to educational equity, or does it become a new source of inequality? What are the interests involved in strengthening the link between school and extracurricular activities? Can all schools afford a model of extended school time? And, finally, when educational innovation initiatives are proposed, are their implications for social justice considered from a multidimensional perspective, taking into account the different interests at stake and the actors involved?

However, it is important to highlight two major limitations of this study. First, the geographical limitation of the cases analysed, focusing exclusively on Catalonia, may limit the applicability of the findings to other contexts. While the qualitative approach allows for an in-depth understanding of the phenomenon in this region, it would be valuable to carry out comparative studies that explore similar initiatives in other regions or examine how they could be adapted and implemented in different socio-cultural settings. Second, the selection of participants in the high-school/school interviews was limited to members of the management team, which prevents a more diverse picture from being obtained. Including the perspectives of other key stakeholders, such as

teachers and other members of the educational community, would provide a more complete and enriching analysis of the initiative.

Acknowledgements

This work has been made possible thanks to the funding provided by the Ministry of Science, Innovation and Universities for the R&D&I project “New educational policies and their impact on equity: school management and teacher professional development”, reference PGC2018-095238-B-I00. We would also like to thank the interviewees for sharing their experiences and knowledge, and the entire project research team for their support.

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