

LEVERHULME
TRUST —————

REDEFINING EDUCATION FOR AN INCLUSIVE ECONOMY: BECOMING RELATIONAL

Deborah Ralls

Leverhulme EC Research Fellow

The University of Manchester

deborah.ralls@manchester.ac.uk

MANCHESTER
1824

The University of Manchester

RESEARCH FOCUS: EDUCATION POLICIES & PRACTICES FOR INCLUSIVE URBAN ECONOMIES,

- Across the globe, there is increasing evidence that cities are looking for new ways of addressing issues of inequality and urban poverty by setting out to build more inclusive economies. An emergent area of interest is the growth in popularity of the social and solidarity urban economy (EESC, 2017; UNRISD, 2016; Vickers et al, 2017).
- Rather than following individualistic, market driven approaches serving private concerns, a SSE approach represents the belief that a change in relationships based on solidarity and co-operation is a fundamental component in developing sustainable and inclusive economic activities and policies in our cities.
- So far, however, there has been little focus on how **education** interventions could build stronger relationships with urban communities and help to lay the foundations for more inclusive social solidarity economies.

RELATIONAL THEORY: REDEFINING EDUCATION FOR A SSE

- Relational theory provides a helpful way of understanding the relational identities and associated notions of power and positionality that emerge in urban education contexts (Ralls, 2017).
- Research has found that theories of the relational are helpful in supporting the development of policies and institutional structures that promote social justice and solidarity (Burkitt, 2016; Cordelli, 2015; Donati and Archer, 2015).
- Relational theory focuses on how relationships can be constituted to generate the 'relational goods' (such as **interpersonal trust, emotional support, care and social influence**) (Cordelli, 2015) that are required if there is to be a fundamental shift to a more reciprocal relationship between the state, civil society and citizens (Mulgan, 2012).

THE RESEARCH

- This 3 year international research project examines the comparative way in which education institutions in four different cities around the world engage with their locality through various relational mechanisms and infrastructures (such as governance, curriculum and pedagogy).
- The cities (Barcelona, Berlin, New York and Rio de Janeiro) have been identified based on evidence of their attempts to develop, in different ways, an enabling and supportive urban context of cross-sector partnerships and collaboration that can help to build a successful social solidarity economy (Vickers et al, 2017; Solidarity NYC, 2013).

BECOMING A RELATIONAL CITY?

- The cities (Barcelona, Berlin, New York and Rio de Janeiro) have been identified based on evidence of their attempts to develop, in different ways, an enabling and supportive urban context of cross-sector partnerships and collaboration that can help to build a successful social solidarity economy (Vickers et al, 2017; Solidarity NYC, 2013).
- The research looks for examples of policy and practice in education that actively encourage engagement with the locality through various relational mechanisms and infrastructures (such as governance, curriculum and pedagogy), in order to redefine traditional relationships of knowledge and power between professionals and communities.
- The study considers how more relational approaches to policy, governance, curriculum and pedagogy impact on relationships, not only between institutions and their stakeholders but can also positively impact on democracy and social justice in urban places.

LITERATURE REVIEW: SSE & EDUCATION

How is education generally discussed and researched within the SSE context?

A review of the literature on SSE and education shows that there are 2 main recurring themes:

1. a tendency to focus on teaching children, young people and adults **about** the SSE, co-operatives etc:

‘Education about the social solidarity economy (SSE) is a critical part of RIPESS’s capacity building strategy’ <http://www.ripest.org/working-areas/education-to-sse/?lang=en>

2. Improving academic outcomes for sustainable and inclusive growth - **OECD Champion Mayors for Inclusive Growth; OECD Territorial Approach to the SDGs (sustainable development goals)**

e.g. City of Kitakyushu & SDG

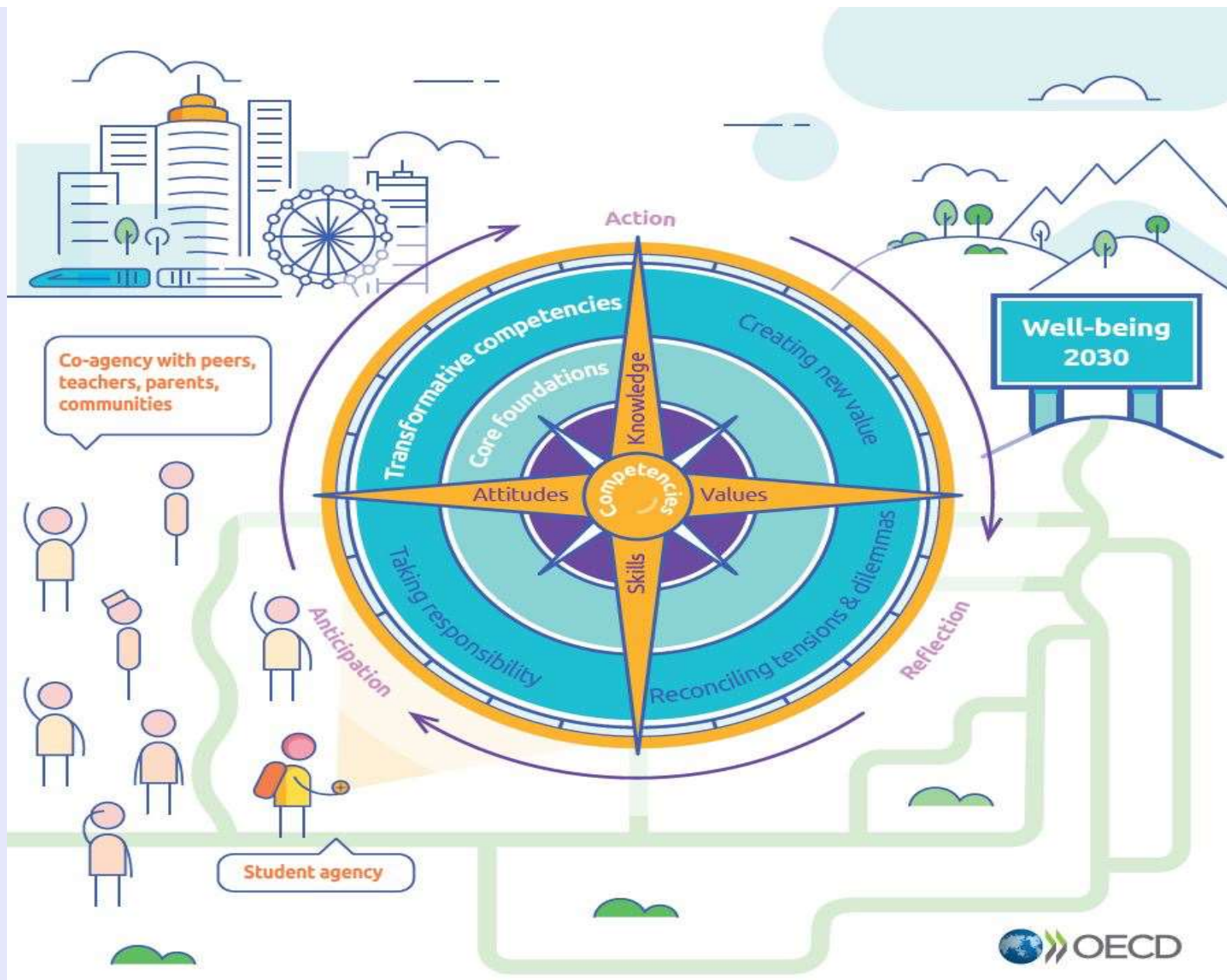
‘**Civil society, universities and research institutes, as well as private sector actors, are also engaged on the SDGs.** For example, the department of regional development of the University of Kitakyushu seeks to support sustainable development by promoting education for sustainable development (ESD), agriculture, social welfare, supporting disabled persons and revitalisation of local shops. Through the Kitakyushu Eco-town project, intensive industry- academia-government collaboration further helps to address environmental, economic and social goals of the City of Kitakyushu.’ <https://www.oecd.org/cfe/territorial-approach-sdgs.htm>

A KEY OVERSIGHT?

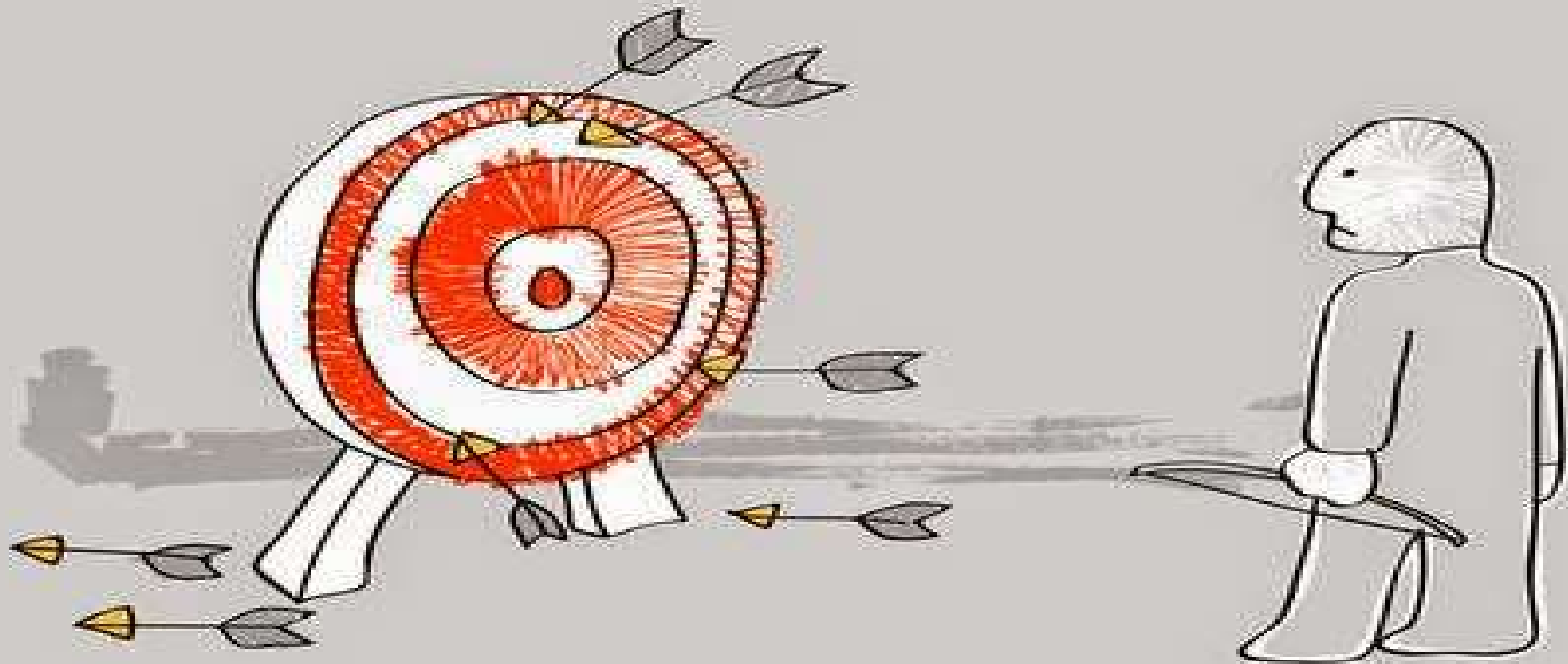
- The literature on education and inclusive growth/social solidarity economies tends to overlook correlations between education policy and practice and the development of the characteristics, relationships, skills and knowledge required by a socially just, democratic urban economy.
- Yet, how likely is it that selective, marketised education systems based on policies of consumer choice, teacher-centred transmission pedagogies and the achievement of the individual will create those characteristics, relationships, skills and knowledge?

SSE, SOCIAL JUSTICE & EDUCATIONALISTS: A PLEA FOR AN INTERDISCIPLINARY APPROACH

- Current international thinking in the field of social justice and the economy calls for education “to focus on learning environments and on new approaches to learning for greater justice, social equity and global solidarity” (UNESCO, 2015, p. 3) - to empower young people to help build flourishing, sustainable and inclusive communities that foster notions of social justice and solidarity (IEA, 2017; OECD, 2018).
- SSE should provide a context in which such learning environments and approaches can flourish. However, at present, SSE policy, practice and research provides few opportunities to consider how the lived realities of everyday practices in education – and the impact of policy upon these practices - could help or hinder the development of a more inclusive and socially just place.
- **What are the types of relationships, characteristics and power dynamics that are required for a SSE to flourish?**
- **How can schools, universities and education projects work ‘from the bottom up’ to help children and young people grow into *relational*, SSE citizens of the future?**



SO...ARE WE MISSING THE POINT?



WHAT SORT OF EDUCATION POLICES & PRACTICES CAN BEST FUTURE-PROOF INCLUSIVE, RELATIONAL URBAN CITIES?



PUBLIC DISCOURSES & INSTITUTIONAL FOUNDATIONS

Looking for the who, what, where & with whom of education – initial steps:

- **What are the discourses of public services/policy/schooling that support a social-solidarity approach to education?**
- **What are the institutional foundations that support a social-solidarity approach to education?**
- **Barcelona, Berlin, New York & Rio de Janeiro:** attempts to reimagine and redefine school-community relationships revealed repeated patterns of certain theories, policies and approaches

YEAR 1: KEY QUESTIONS& FINDINGS

- What are the **discourses of public services/policy/schooling** that support a social-solidarity approach to education?
- What are the **institutional foundations** that support a social-solidarity approach to education?

DISCOURSES THAT RECOGNIZE AND HIGHLIGHT HOW... EDUCATION, COMMUNITY AND PLACE ARE INEXTRICABLY LINKED

- **New York:** Community schools. The Community Schools Initiative recognizes that in order for students to achieve academic excellence, schools must support the whole child, as well as their family. A Community School serves as a centre of the neighbourhood. Creating ecosystems of schools & communities – the community network is essential so that families can be empowered and be advocates – ‘all in it together’.
- **Berlin:** Gemeinschaftschulen (community schools). The community school should lead to more equal opportunities and justice through close cooperation between teachers, school staff, pupils, parents and extracurricular partners, the community school is developing into a democratic learning and living space.
- **Barcelona & Rio:** Schools as Learning Communities endorsed by city policymakers– 7 principles of: egalitarian dialogue; cultural intelligence; transformation; creation of meaning; instrumental dimension & equality of differences.
- **Barcelona:** Public Hearings for Children & Young People. Pedagogical Innovation Council – make children the centre. Focus on democratic participation.
- **Rio – Finding spaces of possibility:** University of the Peripheries: the paradigm of potency - affirm voices from the peripheries and create spheres of participation in order to ensure democracy's expansion in the city.

INSTITUTIONAL FOUNDATIONS I: PEDAGOGIES

Pedagogies:

- Cities as classrooms eg: productive pedagogies (Barcelona & Berlin), social justice makerspaces (NYC)
- Student centred learning, active learning, project based - reciprocal relationships with children and young people as citizens and democratic decision makers.
- Community service learning (Berlin & Barcelona)
- Dialogic learning, reciprocal learning
- Creativity – using arts based learning, ‘makerspaces’, passion based learning (NYC).
- Pedagogies of the peripheries – pedagogies of coexistence (Rio).
- Education theorists such as Marta Mata, Dewey, Freire and Renzulli inform institutions’ pedagogical thinking

NYC RENZULLI – SCHOOL WIDE ENRICHMENT PROGRAMS **NO CHILD LEFT BORED**

- strong emphasis on the problem-solving, creativity, and critical thinking skills that are often neglected in a “drill-and-kill” environment.
- Personalization and differentiation—constructed around a student’s interests, learning styles, and expression styles—inspire learning.
- strong emphasis on the problem-solving, creativity, and critical thinking skills that are often neglected in a “drill-and-kill” environment.
- NYC Department of Education has recently decided that its current “gifted and talented” programme is discriminatory and perpetuates societal divisions and is looking at a Renzulli alternative of passion based learning - creating additional learning opportunities that foster curiosity for all students in a school instead of walling off opportunities for students labelled “gifted.”

INSTITUTIONAL FOUNDATIONS II: CURRICULUM

Curriculum:

- **Beyond the school walls**



- A curriculum that is situated and developed explicitly from place.
- Place and lived experiences inform the development of the curriculum.
- Democratic decision making. eg: city polices in Barcelona. Children's Agenda, Public Hearings for Children & Young People.

BARCELONA & THE COUNCIL FOR PEDAGOGICAL INNOVATION



- "Educative network committed to pedagogical quality and equity"
- The Pedagogical Innovation Council of Barcelona is made up of a **community of more than 170 institutions committed to the construction of an educating city** through the creation and generation of unique educational experiences.
- Its **multidisciplinary nature** and its **desire to generate close links with the educational community and citizens**, make the Council a dynamic network of educational experimentation.
- **What does the city offer?**
- The **Council is a city educational agent** that facilitates the interaction between institutions of various fields and establishes a connection point between all of them to generate a shared space capable of building an educating city.
- In this city, all social actors, all institutions, all people, become educators based on an explicit and shared commitment with educational values that refer to them. That is why the connection between institutions facilitates the creation of actions and messages that express common values such as coexistence, solidarity, social cohesion, and thus make it easier for everyone to grow, learn and teach, educate through participation and educate yourself by participating.

INSTITUTIONAL FOUNDATIONS III : GOVERNANCE

Governance:

- an explicit aim to engage students, parents and community members in decision making in school, providing a bridge towards active community engagement.
- Repositioning stakeholders' identities and redefining their relationship with their city, other residents, politicians and policymakers.



HOW, WHAT, WHERE, WITH WHOM?

Reimagining school-community relationships for an inclusive, relational city necessitates us to consider *more than* SSE as a subject itself, and *more than* socio-economic outcomes.

- It needs more radical forms of engagement between institutions and communities that seek to enhance a whole range of indicators by responding to the lived realities of people in communities in which schools are located, explicitly setting out to build a sense of relatedness and human collectivity (Amin, 2006) through education policy and practices.
- It requires us to consider the ***how, what, where and with whom*** of our city's population and their everyday lived learning experiences.

DISCOURSES THAT REIMAGINE MORE INCLUSIVE,
EQUITABLE SCHOOL-COMMUNITY RELATIONSHIPS

Reposition teaching and learning as *relational*:

- Beyond the school walls.
- Develop ongoing reciprocal learning opportunities between students, parents, communities professionals, policymakers and academics.
- Set out to bridge gaps in culture and power
- Build bridging relationships for democratic decision making.
- Set out to generate relational goods.

AND YET...

- These highly innovative examples of attempts to redefine education are *not* (yet) being explicitly linked to SSE/inclusive growth policies and practices in the 4 cities.
- We need to develop new ways of working as policymakers, researchers and practitioners if we are to recognize the impact of **how we learn, what we learn, where we learn and and with whom** has on developing inclusive, socially just city economies from the bottom up.
- I am hoping that the case study examples from my research, as it continues in years 2 and 3, can help develop some of these conversations and relationships.

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