



ARC EDUCATION PROJECT

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5TH

# ARC ThoughtMeet

A FOCUS ON DEMOCRACY AND  
EDUCATION

Thought Leaders: Joel Westheimer & Vicky Colbert  
Keynote speaker: Andy Hargreaves

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# Keynote 1: Andy Hargreaves

## WELL-BEING IN A POST-PANDEMIC WORLD: BUILDING BACK BETTER

“We are in the midst of a profound transformation, a huge parallel, and a massive opportunity... all at the same time.”

Economic greed has led to the greatest problems in the world: racism, violence, refugee crisis, climate change, and now a pandemic. They are all interconnected and they threaten the democracies in the world.

We are in the midst of profound information and a massive opportunity to build a greener, more sustainable way of living for our children and young people.

Building back better equates to a people-centred recovery focusing together on well-being, inclusiveness, and reducing inequalities.

The 4th way was developed as a response to the world in education and beyond being driven by numbers, data, spreadsheets, and testing scores (Hargreaves & Shirley, 2009, 2012).

The 3 cornerstones of a 4th way are:

- a. An inspiring and inclusive political vision
- b. A civil engagement of the public in public education
- c. Change that was driven by a collaborative profession

Fourth way values, policies and practices, have gathered momentum over the past decade. The ARC Education Project is an example of the embodiment of what the 4th way is about. As the fourth way was gathering steam, along came the greatest global pandemic in a century. It put 1.6 billion children out of school, set up virtual learning alternatives in an instant, put teachers and their classes under a global microscope of parental observation, and turned many of our assumptions about education upside down and inside out. The pandemic didn't just propel us further into a fourth way. It threw us into an entirely new fifth dimension.

# WHAT IS THE 5TH DIMENSION?

Watch this space! This August, the ARC Education Project will release Andy's newest thinking: Education in The Fifth Dimension: Leadership in the post-pandemic reality

## Further readings:

Hargreaves, A., & Shirley, D. (2009). The fourth way : the inspiring future for educational change. Hawker Brownlow Education.

Hargreaves, A., & Shirley, D. (2012). The global fourth way: Architectures of educational excellence. Corwin Press.

Hargreaves, A., & Shirley, D. (forthcoming). Well-being and socio-emotional learning: How to build everyone back better.

Louv, R. (2006). Last child in the woods: saving our children from nature-deficit disorder. Algonquin Books of Chapel Hill.

Marc Brackett. (n.d.). Marc Brackett, PhD. <http://www.marcbrackett.com>

McGonigal, K. (2019). The joy of movement. Avery.

Shirley, D., & Hargreaves, A. (2021). Five paths to student engagement: Blazing the trail to learning and success. Solution tree.

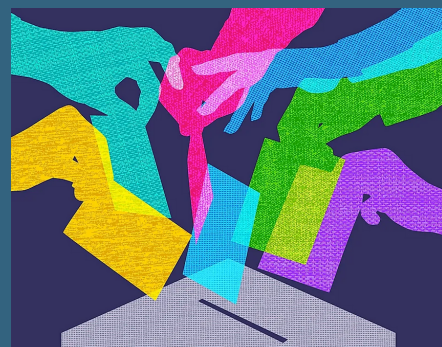
Terra, R. (Director). (2020). The beginning of life outside 2 [Film]. Maria Farinha Filmes.

The Lego Foundation. (n.d.). Coping with changes: Social-emotional learning through play. Future Learn. <https://www.futurelearn.com/courses/coping-with-changes>.

Yale Center for Emotional Intelligence. (n.d.). Managing emotions in times of uncertainty and stress. Coursera. <https://www.coursera.org/learn/managing-emotions-uncertainty-stress>.

# Full democracies:

Countries in which not only basic political freedoms and civil liberties are respected, but which also tend to be underpinned by a political culture conducive to the flourishing of democracy. The functioning of government is satisfactory.



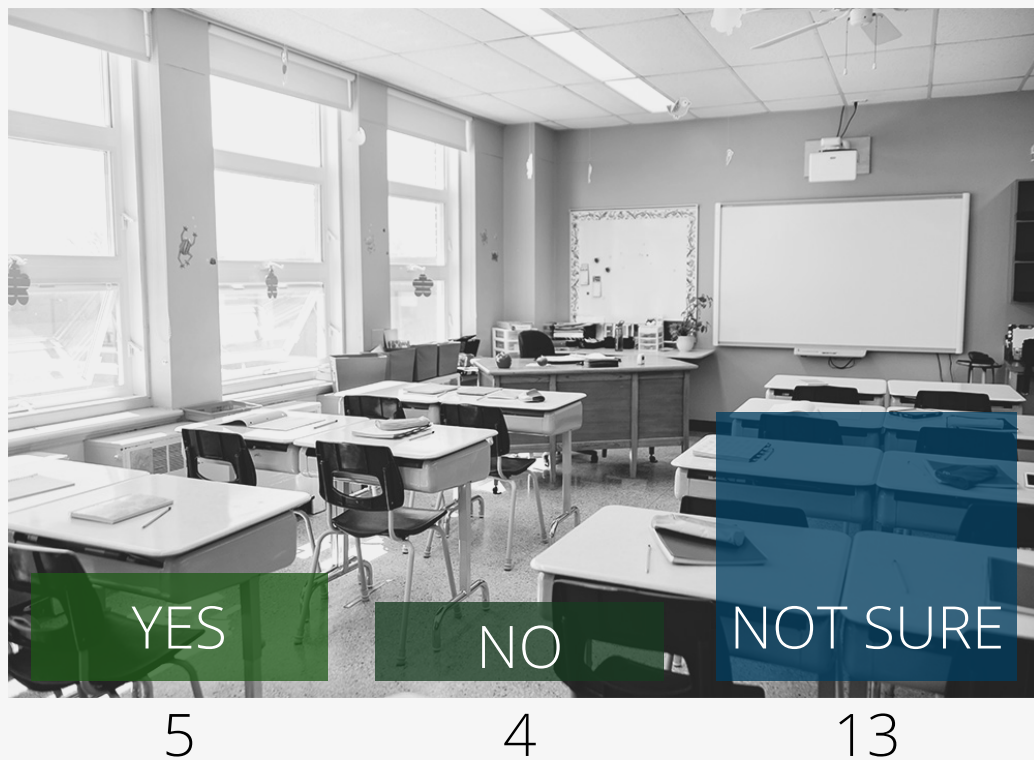
Media are independent and diverse. There is an effective system of checks and balances. The judiciary is independent and judicial decisions are enforced. There are only limited problems in the functioning of democracies. (The Economist Intelligence Unit, 2021, p. 57)

Democracy Index 2020

Type of Regime	Score	Countries	Countries (%)	World Population (%)
Full democracies	8.01 - 10	23	13.8 %	8.4 %
Flawed democracies	6.01 - 8	52	31.1 %	41.0 %
Hybrid regimes	4.01 - 6	35	21.0 %	15.0 %
Authoritarian regimes	0 - 4	57	34.1 %	35.6 %

Source: The Economist Intelligence Unit.

If I were to drop you in a classroom - somewhere on the planet - to watch a lesson . . . would you be able to tell whether you were watching a lesson in a democratic country or not?



22 Responses





# Keynote 2: Joel Westheimer

## CAN EDUCATION SAVE DEMOCRACY?

“What should be different in schools in a democratic society than in schools, let's say, in a dictatorship?”

Political scientists are now talking about de-consolidating democracies in formerly called consolidated democracies (Brazil, USA, Netherlands, France).

We are in a time of diminishing commitments to democracy: Almost half of the millennials think they would prefer to live under a strong leader who didn't have to bother with the processes of democracy.

What is our responsibility as educators? What kind of citizens do we want to see leaving our school? To this end, a guiding question for schools in a democratic society is: **How should we live?**

Schools have the difficult but very needed task of teaching critical analysis of important ideas; they have to teach current controversies of the time because those are the ones that will make students get involved.

A democratic education should develop social justice oriented citizens who question the roots or causes of the problems in society.

A democratic society requires old and young people to think critically about the world around them and to get involved.

### **Further readings:**

Crick, Sir B. (2000). In defense of politics. Continuum. Joel Westheimer. (n.d.). <http://www.joelwestheimer.org>

The Economist Intelligence Unit. (2021). Democracy index 2020. In sickness and in health? <https://www.eiu.com/n/campaigns/democracy-index-2020/>

Westheimer, J. (2015). What kind of citizen? Educating our children for the common good. Teachers College Press.

A portrait of Vicky Colbert, a woman with blonde hair, smiling. The image is partially covered by a blue semi-transparent rectangle on the left side, which contains the text for the keynote.

## Keynote 3: Vicky Colbert

### ESCUELA NUEVA ACTIVA: QUALITY EDUCATION FOR EQUITY, CITIZENSHIP, AND 21ST CENTURY SKILLS

“Escuela Nueva is one of the longest bottom-up innovations of the developing world.”

Escuela Nueva [New School] is a child-centred, active, participatory, cooperative learning framework developed for rural, isolated, invisible, multigrade schools in Colombia which became a national policy for education.

Strengths of Escuela Nueva: Simple, scalable, replicable, focused on quality education, and aiming to reduce inequity.

Escuela Nueva integrates curriculum, teacher training, community participation and administrative strategies in a systemic and cost-effective way.

The role of teacher is that of mentor, guide, and facilitator. Teacher training happens in micro centers (learning circles) where teachers interact and reflect on common problems, which promotes collaborative learning.

Students are learning agents with teachers who offer critical affective and academic interventions. Escuela Nueva uses pair work and group work to promote dialogue and interactions. Escuela Nueva also acknowledges different learning paces, and flexible promotion for students.

Escuela Nueva nurtures democratic and participatory values and active citizenship through school governments.

Escuela Nueva’s learning guides are a hybrid between a textbook and a workbook, promoting participation of parents and community.

## Further readings:

Forero-Pineda, C., et al. (2006). Escuela Nueva's impact on the peaceful social interaction of children in Colombia. In A. W. Little (Ed.), Education for all and multigrade teaching. Challenges and opportunities. (pp. 265-300). Springer. <https://doi.org/10.1007/1-4020-4591-3>

Fundación Escuela Nueva. (n.d.). Fundación Escuela Nueva. Volvamos a la gente. <https://escuelanueva.org/en/>

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Kirp, D.L. (2015, February 25). Make school a democracy. The New York Times. <https://www.nytimes.com/2015/03/01/opinion/sunday/make-school-a-democracy.html?mcubz=1>











OECD (2020), Lessons for Education from COVID-19: A Policy Maker's Handbook for More Resilient Systems. <https://doi.org/10.1787/0a530888-en>.

United States Agency for International Development. (2003). Girls education monitoring system (GEMS), Effects of Active Learning Programs on Girls Persistence and Completion of Primary School in Developing Countries. <http://www.educategirls.com/GEMSMultigradeReport.pdf>



## What resonated for you from the 3 keynotes today?

- Democracy is fragile and needs nurturing.
- The importance of a critical orientation to social justice; and of encouraging children to ask critical questions and think about how to respond to them.
- The tension in education between critical questioning and democratic participation on the one hand; and conformity, standardisation and testing on the other.
- Do our children see their future in our democratic systems? When they look at their lives and the lives of their parents, do they see themselves represented? Are our education representative, and of who?

Democracy is fragile and need nurturing  9	importance of encouraging children to ask critical questions and think about how to respond to them  8	Do our children see their future in our democratic systems? When they look at their lives and the life of their parents do they see themselves represented? What are our education systems doing, are they representative, and of who?  7
The tension in education between critical questioning and democratic participation on the one hand, and conformity, standardisation and testing on the other...  7	Critical orientation to social justice  6	
As an Indigenous person it takes me to who I am and where I come from and how that .model has been oppressed over time  5	Education for democracy  3	The importance of spirituality  5
	That spirituality is not religion but is connecting to someone higher than ourselves. Its  3	focus on what school is for - learning to be human?  3



# A Question from the ARC delegates: What role does artificial intelligence play in democracy and education?



Zoom Group Chat



- Joel: the amassing of big data and massive amounts of information. Artificial intelligence, AI, computers, with all the amassing of large amounts of data, now compares how people think and imitates that process. There are a number of implications. At one point computers will be able to think like humans and make decisions like humans, and humans could turn to computers to make decisions about how to live.
- Vicky: A robot cannot do: learning to learn, learning to lead processes, to work in teams, to take criticism and not use force. The limitation of robots is they cannot work in teams.

To:











Everyone ▼

More ▼

|Type message here...

## What more can we do to ensure children and young people experience democracy in their schools and classrooms?

- When you are not deliberate about nurturing democracy, you are eroding it. But we also have to embrace democracy as complex in order to have a growth mindset.
- The school has to “live the democracy” through more dialogue-based teaching. The question “How should we live?” should be included in the curriculum, triggering an important discussion with our youth.
- Give teachers and students time to think and to talk - coherence for change.
- Do not lose the increased respect, freedom, creativity, and trust that has been afforded to the teaching profession during the pandemic.

When you are not deliberate about nurturing democracy, you are eroding it.  3	The school has to «live the democracy» through more dialogbased teaching.  3	time to think is needed - coherence for change  2
Democracy is messy, chaotic and tense. We need to embrace that as a growth mindset!  2	Give them time to talk and lisent to them.  2	These are important issues: How should we live? What a great basis for a discussion with youth  2
Don't take views and beliefs for granted, we need to be engaging in system discussions about democracy and importance of this in our education system  2	Joel's citizens framework was essential  1	Opportunities arose during Covid for the empowering of teachers and more freedom for them to experiment in their teaching. It is critical how to maintain that.  1
	Include engaging questions in curriculum design and classroom How should we live? Focus on current issues as Joel charat in his presentation  1	