

A look from the Pious Schools of Catalonia

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1. How do you understand a comprehensive school in full time?

A comprehensive school in full time is a school like the one Calasanz invented: the one that **gives** the best educational opportunities for all people and especially the most vulnerable.

This idea is realized that learning is not unique to the school environment but is realized in all spaces and times of daily life.

I always like to set the example that a school-age boy or girl who enters school early, stays for lunch and does an after-school activity spends 30 school hours at the center (from 9 to 13 and 15 to 17), plus 15 or 20 non-schooling (welcoming, noon and afternoons). Thus, of the total 45 hours, the 15 in non-formal hours mean one-third of the time. How can we not give importance to 15 hours of education per week in a person's development? How can we not give importance to giant, rich and diverse educational opportunities that occur precisely at this time? How can we not take advantage of these opportunities to connect learnings? Fifteen hours a week means a whole course every two years! That vision and the reality in which we live lead us to two important challenges. The first integrate formal and non-formal education. The second and very important: to make possible these educational opportunities for children at risk since in Catalonia formal education is guaranteed, but the social gap is concrete precisely in the possibility that free time activities can be accessed. For a percentage of our students, depending on the type of school, having a space where we can perform the tasks accompanied and in turn share a leisure time with other colleagues outside of school hours facilitates and influences their academic and emotional development and, in turn, this is germ that makes it possible to open up to new opportunities for the future.

2. How to coordinate formal education in school with non-formal programs?

Coordinating formal education with non-formal programs is very important. The educational event in a school is a well-organized and coordinated continuum.

Internally in our presences we have a person in charge of this coordination and who in some cases is part of the management teams. At the institutional level, all those responsible for coordinating non-formal education meet regularly to share experiences and mark a joint line. We know it's not enough and we've got a long way to go. For this reason, in the last assembly, we decided to incorporate a non-formal education policy to have a common model for our institutions that allows us to consolidate and project new horizons in this look of full-time education.



Another important aspect to note is that, since the 2015 Chapter, and even more so in the last of 2019, I have widened my gaze in the Province to work and build together between schools, foundations of social action, free time and groups and communities. A cross-cutting look that allows us to live together as an opportunity to take advantage of synergies and advance new projects. A good example of this is the offer of non-formal socio-educational spaces that we have been carrying out for a few years. These spaces have arisen from the

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joint work between foundations and schools. These are spaces of educational care, inclusion and integration, designed to enhance and consolidate the socio-emotional skills of children and adolescents and also to accompany their families and model them.

We have a lot of hope in the good fruits it is giving us and more will give us in the near future this joint work that completely crosses the border of schools.

3. How to build Christian community from the School?



The school, in all its dimensions, is a privileged space for the creation of a Christian community. Having the confidence of families to share their children's education is a luxury. And, given the situation of the church in Catalonia, institutions like ours have to take a decisive step towards building community. Every time we talk about building, we think about doing things together. We can't build alone, we have to build with people, listening and participating. And at this point building a Christian community is a major challenge that is only possible from openness,

acceptance and example. More and more people are asking for accompaniment on the path of life. More and more people are asking for guidance in many dimensions. Being attentive to these calls allows you to build community. Offering times and accompanying spaces makes it possible. In my opinion we need more spaces and times to share life experiences and also trained people who can lead them.

At the specific level in each presence different forms of community are crystallized always from the action that is performed.

Another opportunity we have is the rise of social action. Our families and our environments are increasingly sensitized to participate in the improvement of society, there is a growing commitment to social causes. Increasingly successful initiatives have as their main focus helping children and young people at risk. This is a great hope in building community and also in building a Christian community because social action is still the incarnate gospel. From here with the right example, experiences of the Christian community are born and grow.

The big challenge is to continue working on creating a community of people worth joining.

4. What steps are being taken in your school to reach this comprehensive model?

We're in process. We have always stressed the importance of the integral model, but we have never officialized it as now. At the last school assembly, we first adopted a specific policy for non-formal education: "Integrating non-formal education into the school's educational project to improve comprehensive student care"

The objective that we have during this quadrennial is to be able to achieve a joint and reference model for the whole province. Our goal would be for schools to group all the educational activity of the non-formal field as another educational stage within the organization, so that in the management teams there was also a reference in this field, a person who could lead pedagogically and socially these times, spaces and activities.

5. What are the links of the educational project to the social environment of the school and to families?

A Piarist school can't be an academy. Our schools have the windows and doors open to the environment and only make sense WITH the environment. A school only makes sense if it is rooted in the territory, if it performs a missionary function in its environment. Therefore, the link in its different dimensions is always present in a

school action. For this reason, we have organized the "Taules de Presència" (presence tables) in order to strengthen and share the link between different entities of the school environment. These meeting spaces facilitate joint work and strengthen the School community in the territory. The "Taules de Presència" must allow to respond to the specific needs of each specific territory by networking with other entities in the environment, with the Social Services, with a broad community view.

