Spain

Instituto Escuela Jacint Verdaguer

Students (age 3 to 16) can smoothly progress through all parts of their compulsory education in this integrated pre-primary, primary and secondary school. In this environment, the teacher, rather than providing answers, raises questions. Learning objectives emphasize student autonomy, responsibility and learning skills, in order to enable students to have an active role during inquiry-based learning, cooperative project work on authentic problems, and individual work. Music, drama, yoga, kinesiology and other activities are used to develop students' self-control, self-expression and social skills. In accordance with this methodological approach, there is a new organization of the curriculum as something open and arranged in three areas: instrumental areas, knowledge areas and expression areas (inner knowledge). The school created wide, open learning spaces to facilitate mobility and cooperation among students and teachers. The school makes use of extensive ICT resources, including a virtual learning environment, digital boards, student laptops, a robotics classroom, etc.

Main Focus of Innovation*:* CONTENT, RESOURCES, ORGANISATION

Other keywords: technology-rich, learning space

General Information

Name of the ILE: Instituto escuela Jacint Verdaguer

Location/Address: C/Gélida, s/n. Sant Sadurní d'Anoia. Barcelona. Catalonia. Spain

Website: http://www.jverdaguer.org/

ILE submitted by: Institute for Teacher Training and Educational Research and Innovation (IFIIE)

Rationale

Why do you suggest that it should be included in the project? How does it respond to 21st century learning challenges?

In the last four years, our school has been granted some of the most important awards on education in Spain ─the Marta Mata Award for High Educational Quality by the Ministry of Education; the Catalunya Award; the award for the best design of digital material by the Ministry of Education; Cercle D'economia Award for teaching; and the Baldiri Reixac Award for Catalonian Schools.

However, for us, what is more important than this public recognition is the great ability of our team to do things differently in order to enhance students' motivation, and their cognitive and personal development. We always try for each student to become leaders of their own learning. It is not an easy path, it has never been; any new method requires effort and time that, most of the times, falls on the same people. The team feels as a part of a lighthouse-school, not because of being a reference school for others ─the school is visited three times a week, average; it provides training to other schools; and takes part in different publications, discussions, lectures and advice─ but because of the fact of being in our own, near the sea, at the mercy of the elements and in danger of disappearing unless we get other schools take part in this process of change.

The transformation from industrial to knowledge-based societies implies an educational perspective different to the one used up to now. From a society which needed answers, we must move to another which asks questions that enable our students to find the best possible answer.

Another important factor of this process is the change of the transmitter, from the teacher as the only source of information to diversified information accessible to anyone. This is the reason why we try to develop the student's abilities to solve real life problems and leave the mechanical part for the tools which give us the solutions. It involves managing knowledge using methodologies such as *inquiry learning-based* and creating learning environments where students can be more independent and share knowledge with their peers, whether from the same school or other schools.

The introduction of ICT has also played an important role in the process. In 2001, because of the project requirements, the school suggested integrating technologies to improve the learning process; in order to do so, we had to decide what kind of technologies were needed and what they would be used for. At that time, the most difficult aspect was to have them at disposal in such a short term and limited economic resources. But we made it thanks to the help of parents –who understood the change and took part in it–, public administrations, collaboration with universities, the participation in projects of innovative companies, and the awards granted.

For us, the symbiosis between society, technology and information constitutes a unit itself which belongs to the project at all times. We have always believed that a society evolves and improves when information is available to them and when this information is increased with better technologies which give access to more information and which, in turn, improve the society we live in. Therefore, it is compulsory to have access to the latest resources, used at any social, economic or private sphere. Schools could not avoid facing this new reality.

The main challenge of a society like ours is to prepare students for their intellectual and personal development. This school cannot just aim to transfer knowledge but to create learning environments where each learner can develop their abilities in both independent and cooperative ways. On this account, we must organise classes and schools in a completely different way to the traditional one. The school must be at the learners' side instead of in front of them, and its resources must provide students with autonomy, self-assessment and cooperation. All this must be reflected in the arrangement of the physical space, curriculum, resources and the teacher's role –closer to the learner and asking questions rather than giving answers.

Evidence

Is there any evidence or indications showing that this initiative achieves the outcomes that it is aiming at?

Since the year 2000, the school has two main objectives: mental arithmetic and reading comprehension. Two projects were planned: "efficient reading" and "mathematics à la carte"; everyone took part in them. Results were assessed every year. In 2002, results were far above the average for Catalonia –we used comparative data at that time. These results further improved in the following years.

A few years ago, the Department for Education in the Autonomous Community of Catalonia –Departament d'Educació de la Generalitat de Calalunya– started to assess the key competences in schools. It is due to these assessments that we have data clearly showing that our school results are very high above the regional average; in mathematics, results beat the scores from private, *centros concertados*[1] and of course, the kind of schools we belong to, public schools.

Nonetheless, statistics do not always show reality. We face some dilemmas: can we assess how competent a learner is in our school? How can we know whether a learner is going to be successful when the educational system still requests for content based tests? Although it is not our case, we could be working for a very competent based system and even so, the results may not be as expected. As we pointed to earlier, we believe that the system organisation itself should change. The university entrance examination should be transformed in a way that takes advantage of the learners' abilities rather than only asking for a specific mark. We should work for an objective instead of working to pass an exam.

Having to sit on the fence makes our task more difficult; even though we get positive results, it takes a big effort from teachers. In this respect, the challenge should be rewarded by the system itself, which normally tells what should be done but the assessment does not meet the objectives, thus creating great difficulties in practice.

Our school took part in the first programme for schools autonomy in the region, Catalonia. To succeed we had to design a SWOT analysis, set the objectives, strategies and improvement activities for the following four years. At the end of each school year, we had to report back about organisation and results; once they were presented, an assessment committee announced the conclusions. Each of the four years the school was marked as *very satisfactory.*

But there are other indicators that encourage us to continue on this path. The university has carried out an observation process for a whole school year and they considered the methodologies used in the teaching/learning process to be highly positive.

[1] [TN] Private institution publicly funded on the grounds of an agreement with the competent education authority, which in turn makes these institutions comply with a series of requirements.

Learning Aims / Intended Learning Outcomes of the ILE

What are the core learning aims and which knowledge, skills or attitudes are to be acquired? (These may include outcomes related to learners' social, interpersonal, or meta-cognitive development)

The school project clearly defines the objectives we would like to achieve throughout the process. The goals are very general but the actions to achieve them are not.

These objectives are:

1. To develop the learner's autonomy and responsibility for their own learning process.
2. To increase the learner's participation, collaboration and cooperation in the social and learning process.
3. To enhance the learner's empathy, self-control and constructive criticism.
4. To prepare learners to live and coexist in the real world and find solutions to new problems.
5. To prepare learners for long life learning.
6. To develop the learner's scientific thought and reflection, and to offer them the challenge of creating new knowledge.

In order to achieve these objectives, we organized the curriculum –and what it implies– in three main areas:

The FIRST Area refers to the instrumental areas required to have a proper access to knowledge. This field is the only one where teachers still have the role of knowledge transmitter (to speed up reading, writing and arithmetic learning). However, not only is there a one way explanation from teachers to learners: at some points, learners become other learners' teachers –for instance, during "paired reading".

In this area, we work on mental arithmetic, efficient reading, self-dictation, literary creation, silent reading, the self-assessment of activities developed by the school to be used by learners to analyse their own learning process, and the problem-solving applied for the content of the subject (that is, problem-solving within a given environment).

The SECOND Area, and the most innovative one, relates to the acquisition of knowledge. It is in this field where we enhance autonomy and cooperation by means of two methods: the Digital Work Programme and the Project Work. Although both projects are based in inquiry learning, while the Digital Work Programme is individual the other one is cooperative. Also, a goal for both is that learners find solutions for problems brought up from real life.

Work Programmes are designed to develop autonomy, individual effort and the key competences; their structure is similar to the one of a *webquest* but wider and longer lasting.

Project Work enhances the exchange of information, idea-sharing, discussion and the public presentation of results. Methods used are very different, however, the one that has given us better results are *puzzles*. Any project topic is the result of an agreement between those topics suggested by the teachers and the ones suggested by learners.

The THIRD Area refers to feelings, emotions, self-control, and conflict resolution.
We believe that those students who have learnt about their capabilities as a human being and their body requirements are better able to meet the challenges of life. As a consequence, the work through Music, Drama, Yoga, Kinaesthetic or Physical Education cannot be forgotten as a way to help achieving the objectives.

In short, instrumental areas should be consolidated first to allow students to enhance their interest in acquiring knowledge and share them in a way that would lead them to a happier life.

In practise, knowledge develops itself through team work and didactic units on very different fields like:

- historical thinking from current proposals related to our past;
- geographical location using modern methods, strategic location of services, third world aid adapted to the environment, climate, etc., displacement, migration... All of them are today's topics that learners will deal with through comparative references from each of the studied units;
- Scientific research using through experimentation and previous hypothesis.

Experiments will be carried out in their own environment and the school's labs;
- The simulation of different situations to be solved. For instance, a close conflict or outstanding current news for which opposing groups of learners debate and reason out each proposal and argument;
- Visits, trips, exchanges, holiday camps, where students learn an adequate way of life and they have direct contact with reality.
- Reaching conclusions, improvements, interpreting graphs and results, taking real data from the civil service.
- etc.

Learners

Which group(s) of learners is it aiming at? Who is eligible to take part? How many learners are there? What are their ages?

The project is addressed to all students. We would not understand another way of consolidating education and everything it brings along without team work and common objectives.

At the Escola Jacint Verdaguer High School there are students from 3 to 16 years old. It covers all years of compulsory education for 754 students. Very early, since they are kids, we work as a team enhancing responsible autonomy so that, once they are older, they will have learnt to participate and collaborate effectively. Also, at a young age, they start making the most of the very different ICT resources provided by the school. When they are approximately 9 years old, this procedure will have helped them to develop the necessary abilities to work following the *inquiry learning-based* method we have suggested them.

Facilitators

Who are the teachers/facilitators? Who are the leaders? What are their professional backgrounds? What are their roles?

There is flaw in our national education system which causes an extra effort by steady teachers' teams. We mean that new teachers coming in every year are not aware of our school background or of how we work. The first thing that surprises them is that there are no textbooks and that there are lots of technological means that they have never used in other schools or not in a didactic way. And we are ought to manage this situation.

There is a permanent training issue we must face up to. In order to do so, the first thing we do is pairing off new arrives and expert teachers; second, there is training given by the steady teachers' team during the first term of each school year; and finally, there is the so called *pedagogic meeting* to create an environment ready for discussion over methodology in order to improve. Problems arise when, as it has happened in the last three years, unsteady staff is a constant feature and, so to speak, there is a permanent extra effort for the group of teachers that has to lead new arrives continuously. In spite of this, the steady teachers' team is full of motivation and courage. Although weariness is present at times, this team has overcome more difficult situations and we hope the new act favours stability and a structure of more suitable profiles for the specific needs of each school.

There are different levels of leadership in our school. The most important one is the steady teachers' team we have already mentioned. Another one, a commission called *PAC (Proyecto de Autonomía del Centro* that is, School Autonomy Project), responsible for gathering the teachers and school community concerns to plan whatever strategies are needed to keep improving; a third one would be the level coordinators who work together with the school management. And finally, the school management team and head teaching department as the ones responsible for managing requirements, evaluating the process and providing teachers with whatever resources are needed to help them to achieve goals, informing the school community and letting them take part in the school life.

An advantage we have over other schools is that teachers of Primary and Secondary education are located in the same school. This is a source of wealth that we constantly exploit. The right use of the formula *methodology + speciality* has brought us to fruition, made us stronger, and expanded our view over the common objectives to accomplish.

In the school, a commitment letter about the role of educators is available. It states that an educator is the one who accompanies, helps, guides and facilitates the learning process and personal development of every learner. Teachers who work here are not tools for providing information, but rather the opposite: they structure and plan in detail those learning environments where the building of knowledge will take place.
This means that there is more work outside than inside the class, for in the latter learners are the ones who work. This is the reason why a virtual learning environment is available for students; it helps teachers to follow every learner's learning pace and to help those who need them most.

Organization of the ILE

How is learning organised? How do learners and facilitators interact? What kind of pedagogy do they follow? What curriculum is used?

As we stated before, curriculum is structured in three main Areas and each of them works subject to their objectives.

The first main section refers to what we call ***the 3Rs*** –writing, reading and arithmetic, this is the instrumental areas– and there are three significant domains:

- Big team work: the algorithms of written and arithmetic languages are transmitted by teachers and by interacting with the bigger group or reduced groups (flexible grouping);
- Strategies to help students with mental arithmetic and reading comprehension:
In this domain we work systematically and in small groups. There is a graded series of mental arithmetic problems, and planned activities for efficient reading.
The former helps students to have a good command of mental estimation and approximation; the latter helps to read easily and to concentrate.
- Training what has been learnt: real situations to strengthen concepts. It makes possible for students to make sense of what has been learnt and to assess themselves. This is the reason why we have designed digital activities for self learning regarding the *3Rs.* We received a national award for these activities.
In this section, to strengthen the third language (English), the subjects of Physical Education and Arts are taught in this language.

The second main section is **knowledge**. Students build learning up through two big goals: individual effort (autonomy) and cooperation with others. Everyone uses the *inquiry-based* methodology by asking questions and suggesting activities through a Moodle platform containing the necessary information sources and self-assessment activities for students to follow up their own learning process.

To work out autonomous learning, students use the so called Work Plan: through different units, interdisciplinary questions are asked for the students to find answers which help them solve the main question arisen. The approach to any suggested activity is based on competences instead of on contents, which are implicit in the didactic unit itself.

In the case of cooperative work, the starting point is similar but each team member is responsible for a specific part of the project; it is the team dynamic itself which pressures each member into fulfilling their potential and makes learners perform as tutors, helping their partners whenever a task is too difficult for them. Throughout the whole process, every group is asked to expound what they have learnt; usually, digital presentations are designed for them to support their speech. This cooperative method is put into practise from the fifth year of primary education: on the Moodle platform, learners find what kind of duties and goals are to be shared and achieved by the team; the team members organise themselves and assign their own duties.

In line with cooperative work, there are workshops for smaller groups (10-12 members) to carry out more difficult activities to be put into practise by bigger groups:
TV/radio; robotics; drama; photography; animation; and for older students, technology and research workshops, using labs or the assembly unit room to experiment, deduce, create or build.

Last but not least, the third main section refers to **self-knowledge**: the kind of knowledge that makes people feel and express their emotions, fully show themselves as individuals, learn about the body and its possibilities, and which helps them keep focused. In this section and from this point of view, music, body language, kinaesthetic and artistic expressions are taught.

The students' works where they express their feelings are used to decorate the school.

To promote learning and motivate students to express or learn on their own, a virtual environment is available where every student has at his/her disposal a personal notebook, a wiki space, *letters to the editor*, open didactic units, supporting material, a virtual lab, and monthly questions to solve problems and enigmas. The access is free, they only have to register.

All this can be found at http://www.jverdaguer.org/. If clicked in AULA, it is possible to appreciate how curricula are organised in line with the methodological structure suggested. Not all of them, but some courses have free access to be used as an example.

Learning Context

In which context does learning take place? What does the physical learning environment look like? Are community resources used to facilitate learning and how?

Firstly, the timetable in which learning takes place is designed to fulfil the project and achieve the main objectives. In this sense, its structure does not rely on the subject contents but on the methodologies used (contents are implicit).

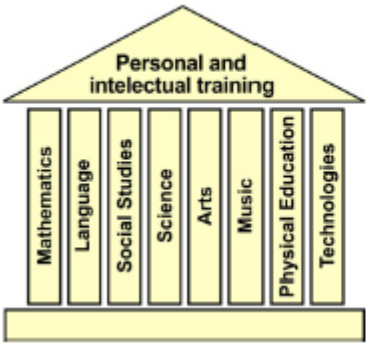
The following table is an example of a timetable for the first grade of secondary education:

3Rs LANGUAGE Explanation Practice - training	3Rs LANGUAGE Efective Reading Dictations Crazy tales Silent reading Reading Reading comprehension Rationale - training	Coop-Work Inquiriy-learning for Social Science	3Rs LANGUAGE * Groups: Paired reading Literary creation: writing Radio, audiovisual, tales	3Rs MATHS Monthly questions: enigmas, problems and games Practice: LOGO, we measure, we build Groups: mental arithmetic Training / games
3Rs MATHS Explanation Practice - training	3Rs LANGUAGE Explanation Practice - training	Coop-Work Inquiriy-learning for Social Science	3Rs MATHS * In pairs and individual training Formulating problems Rationale	3Rs ENGLISH * Theater: video, staging, performance
Systematic Work Work Plan: inquiry learning for Science	3Rs ENGLISH Explanation Practice - training	3Rs LANGUAGE *	MUSIC	Sytematic Work Work Plan: inquiry learning for Tech. Workshops
Coop-Work Inquiriy-learning for Social Science	Coop-Work Inquiriy-learning for Science	3Rs ENGLISH Listening Reading Writing	Systematic Work Work Plan: inquiry learning, interdisciplinary	Coop-Work Inquiriy-learning for Science
Systematic Work Work Plan: inquiry learning, interdisciplinary	Physical Education *	Coop-Work Inquiriy-learning for Tech	Coop-Work Inquiriy-learning for Tech	ARTS
Tutoring *	OPTATIVES	OPTATIVES	Physical Education *	Tutoring *

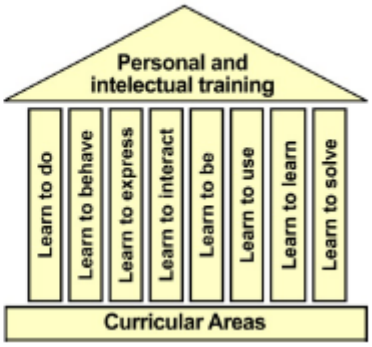
Secondly, the **curricula organisation**.

A curriculum is based on competences rather than on contents:

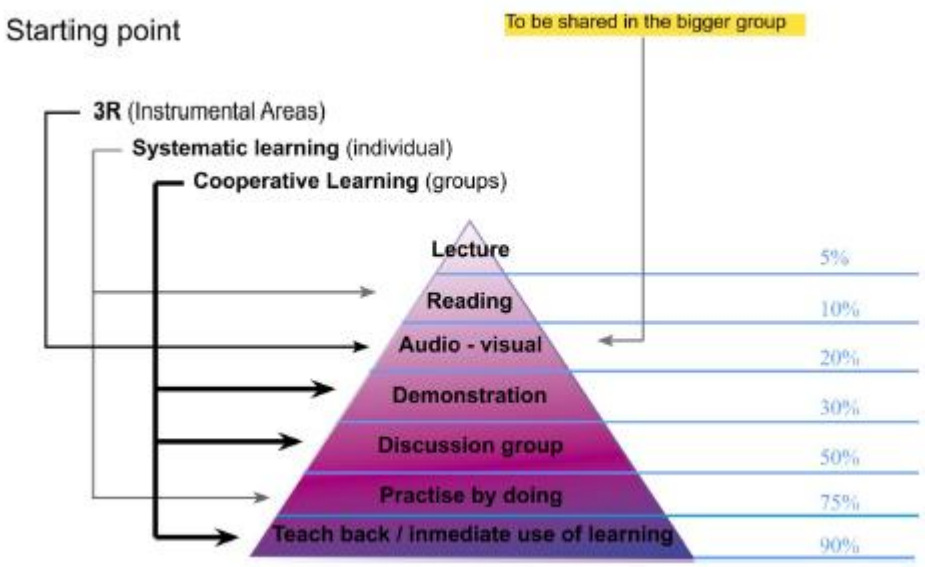
- Based on contents



- Based on competences

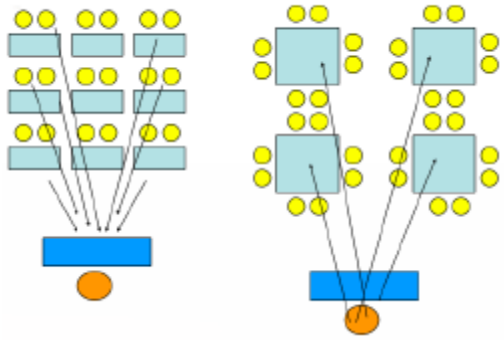


Thirdly, the **methodological basis** is structured in three main sections: 3Rs, learning work and interpersonal work. A study carried out by the National Training
Laboratories Institute (Bethel, Maine, USA) suit us to easily find out what should be highlighted the most:



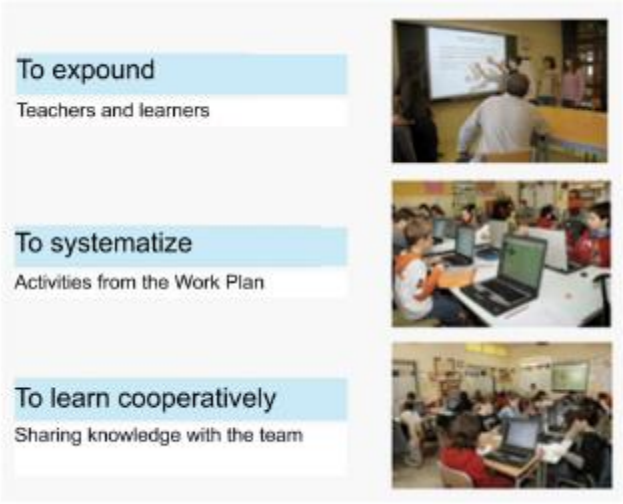
This structure together with the timetable, provide an approximation of the time devoted to each in each school: 25% for instrumental areas; 25% for autonomous learning and individual effort (Work Plans); 40% for cooperative work + workshops (project work and peer tutoring); 10% for inner work.

Another important aspect is **how work is structured**. From an organisation where students always pay attention to whatever their teacher explains, says or suggests, to structure where learners play a lead role in their training, participate and the teacher does not have his/her eye on them.



Another outstanding feature is the **learning tools**. They are all obviously linked to what has already been mentioned during the whole process. We handle resources commonly used by the new generation, ICT, without pushing into the background other tools, equally effective, known as "sweet technology" –always encouraging learners.

These tools support us to help learners to transmit what they have learnt, to discover, to search, to self-assess, to develop new strategies through games, to build or just to have fun.



In regards to the **curricula resources**, teachers develop didactic units by multiple means: didactic materials designed by the school (http://jverdaguer.org/jsmedia/cdweb/); books from the school or from the town's library–whenever there is a specific topic for students to work over a period time, we ask librarians to lend us all books available on that subject; Internet –teachers spend a great deal of time surfing the net searching for the best available materials: videos, texts, animation, listening, etc. Everything is organised and uploaded to a Moodle platform (http://www.jverdaguer.org/aula/) that is introduced to children since the fifth grade of primary education.

The truth is that behind these activities there is a work not always recognised, made by very competent professionals who have devoted part of their lives to change things a little, no matter the scant support received from the current educational context.

It is also important to mention that learners have an **agenda** where, every day, they can find what they are asked to do; parents can see it and so, help them at home.

History of ILE

Who initiated it? For what reasons was it started and with what purpose? Have these changed since?

Institute Escola Jacint Verdaguer has an innovative background. It started in 1989 when the classrooms layout was changed to suit the method *learning corners* for autonomous learning, as well as the introduction of project work and flexible groups. However, at that time, changes were not made in the whole to the whole school as that team was a bit hesitant. In any case, that was the beginning and that team laid the foundation.

A new revolution took place in 1992 when another school management team decided to run a project build on those bases. It was not easy. At that time, there were tough arguments but, gradually, good sense found its way through. A part of the staff did not want to take part in the project and went away. The ones who did not leave the school worked very hard, day by day, and worked also with parents trying to explain them that a better education was possible. Back then, the social image of the school was not very good, on the contrary, it was considered the last option compared to the other three private schools in the city.

As time went by students learnt, they went happy to school, and teachers worked hard –there were still many debates about methodological issues. The first classroom equipped with six computers was introduced then; however, although we did not know yet what to use computers for, we used them to write, worked with LOGO and did modest robotic experiments such as making the school bell ring by software programming.

A *Language Classroom* was also created: students could work not only through a written channel but also, auditory and visual –it was a real success, and people from all over the world visited the school. At different school grades –primary education used to cover eight years of compulsory education, there were children up to 14 years old–, teachers started to do project work and, at the end of the school year, they would explain to the other teachers they way they had created, organized and worked it. This encouraged other teachers to carry out project work in that line.

Later on, more classrooms were equipped with computers and the *computer room* –its name remains from the very beginning– had more computers. We realized computers had to be in the current classrooms instead of confined to a specific one.

In 2000, a national project called REDES provided the school with a big amount of computers and made possible we could work easier and have available every needed resource. It meant a major boost and the current bases were set at that time; it made total sense to introduce ICT to the kind of education we wanted. The most crucial year for the school history was 2005. We suggested the school also offering secondary education and so, to cover all years of compulsory education. It was admitted. Change started little by little, grade by grade; and it let us carry on the same kind of work for children up to 14 years old.

The image of the school turned to be socially recognized and demand grew over offer. Some private schools had to close down and some others, to host those students who could not get admitted in our school.

Although it was in 1992 when we decided to make deep changes, it was not until 2005 we created what today is called Institute Escola Jacint Verdaguer. Although everything has changed since then, it made possible to consolidate our current ideas, the role of teachers, curricula and time organization, resources and structure of the working spaces. Without courage, the help from great men in education –we have based our ideas upon theirs–, and visits to different samples of education from the traditional ones–Italy, Russia, Denmark, England, Basque Country and Catalonia–, we might still doing as done everywhere else.

Funding of the ILE

How is it funded?

We always had limited resources and worked hard to obtain what we currently have.

Funding came from multiple lanes: parents, they have always believe in this project and actively collaborate in every initiative; the central administration, they believe in us; agreements with companies from the educational area interested in finding their way in the market, we help one another; agreements with university, there is always valuable information available; the School Autonomy Project helped us to cover needs; the awards received in the last four years. All these made possible the kind of school that Institute Escola Jacint Verdaguer is today.

Nowadays, the school facilities are:

- interactive digital boards in every classroom and workspace;
- laptops for each student from 5th grade of Primary Education to 4th grade of Secondary Education;
- six computers per classroom from 4th grade of Primary Education to 4th grade of Secondary Education
- a robotics classroom
- three classrooms with more than twenty computers
- a music classroom equipped with pianos for every two children, all kind of instruments, and computers with music software;
- a television set equipped with chrome, cameras and sound;
- an equipped radio room;
- two labs: physics and chemistry;
- cameras, video cameras, scanners, printers, reprographics, measure sensors, zooming tools;
- four net servers: educational service; meteorology school; virtual desk for each student; school management;
- Wi-Fi connection;
- language classroom.

Learning Outcomes

What are the learning outcomes achieved by the ILE, including academic, social, interpersonal and meta-cognitive outcomes? How is learning assessed?

Although already mentioned in this document, we will just refer to the following indicators and results:

- Annual indicators for mental arithmetic: above 85%; the regional mean is 60%.
- Indicators for reading comprehension: above 83%; the regional mean is 30%.
- Indicators for the key competences in mathematics: 95% –last school results were lower although never below 80%; the regional mean is 74%.
- Indicators for the key competences in English language: 74%; the regional mean is 40%.

Nevertheless, as it was also mentioned earlier, what makes us completely proud is the targeted follow-up of our project by the Department for Education in the Autonomous Community of Catalonia; this department gave us the mark of VERY SATISFACTORY for the last four years. Together with the awards received and the fantastic school's social image –one of the most important features for us–, we could assert that, although improvement is always possible, everything is properly running.

Our students have a great ability to expound what they have learnt and although this could be mentioned as one of their strengths, there is a whole process of questioning, gathering information, developing concept nets, discussing, and structuring. We strongly believe our project get people ready to meet the new challenges of a society like ours, even if we will need more time to prove it.

Documentation describing or evaluating the ILE

Is there documentation on this learning environment? Is there a website? Films? Research reports or evaluations? Other forms of documentation? (please supply references or links)

The school's website is available for everyone who wants to learn a bit more about us. Information can be found on different media: written –Catalonian and Spanish– and audiovisual –there is a report related to this document's content.

Direct links are the following:

1. Home page: www.jverdaguer.org
2. Project summary: http://www.jverdaguer.org/el-centre/documents.html
3. The Marta Mata Award: http://www.jverdaguer.org/el-centre/documentsescola.html
4. Audiovisual report: http://xtecmedia.blip.tv/#1804203
5. The role of educators: http://www.jverdaguer.org/el-centre/documentsescola/37-documents-escola/75-paper-del-mestre.html
6. School's organization presentation: http://www.slideshare.net/jesteveg/projecte-centre?from=ss_embed

Other information you consider to be relevant to describe the ILE

Although there have been lots of change, we think that our job is still on progress, we like to insist work is still in progress. We do have time but still need better organised resources for the project to be considered complete.

We also understand this IS NOT a static task; we will never get what we would like because we are always beginning. In spite of it, we do believe that the bases in which education are based must be firm; they should not rely on chance but in coherence; and we are convinced we have this last feature.