



**FUNDACIÓ**  
*Fundació*  
**JAUME**  
*Jaume*  
**BOFILL**  
*Bofill*



# 1 What is the Jaume Bofill Foundation?

The Foundation is an independent, socially-committed Catalan institution which has worked with quality and rigor to promote reflection, discussion, research and other initiatives to improve society and increase the education knowledge-base in Catalonia for over 40 years.

Since 2010 its work has focused on education with the aim of building a cohesive and fair society and the reduction of inequalities among individuals and groups. The Foundation understands education as a process that addresses the whole of society and requires everyone's participation.



A handwritten signature in black ink that reads "Ismael Palacín".

**Ismael Palacín**  
Jaume Bofill Foundation Director

The distinctive features that characterize the institution are:



**Institutional independence.** It does not depend on public administrations, political parties, religious groups or other established social or economic groups. Therefore the Foundation can freely address the major local and global ideological, political, and social moral issues facing us today.



**Quality and rigor.** It promotes the critical knowledge of society for its transformation, focusing its activities on education. It does so with quality and rigor, relying both on the emerging talent of people and the choice of perspectives and levels of analysis, as well as transforming new knowledge into concrete action.



**Collaborative ethos.** It develops its activities in a co-operative, relational way with individuals and institutions.



**Commitment to Catalonia.** It works in the field of education and does so with a commitment to achieve a freer, just, cohesive and inclusive country.

# 2 Sphere of Action

The Jaume Bofill Foundation works in four strategic fields:

## 1 The education system, improving its quality and equity.

It encourages educational leadership. It does so by promoting a new system of governance and leadership in education, as well as a professional culture based on commitment, training, evaluation and innovation. In addition, it encourages individual talent within the framework of inclusive schools, promoting educational practice of diversity management. Finally, the Foundation promotes cohesion policies that prevent school segregation and seeks equal opportunities for all students.

## 2 The family, promoting its educational role.

It identifies and disseminates information about good practice that reinforces positive values in society alongside civic and socially-responsible attitudes regarding the family, while at the same time promoting wider social change. The Foundation works to promote a partnership model of shared responsibility for education among families, schools and other education institutions.

## 3 Social, cultural, media and economic agents, stimulating their educational responsibility.

It works to raise awareness about the important role that social, cultural, media and economic agents have in the transmission and building of values and important references relating to belonging. It also activates collaborative initiatives that reinforce the value of education and networking in the wider education context. Finally, it promotes social leadership focused on strengthening social networks, and democratic citizenship.

## 4 Individuals, promoting their responsibility for their own education.

It encourages individuals to take responsibility for their own education at all stages of life and identifies and prioritizes the transfer of knowledge, skills, attitudes and basic values. In this sense, the Foundation seeks answers to the challenges posed by its immediate context, the wider environment and ongoing social change. It also promotes new educational tools that enhance training.



### 3 Projects, Programmes and Research

The Jaume Bofill Foundation focuses on improving and developing education for all in order to achieve a more cohesive and equitable society.

To fulfil this goal, it develops research projects; designs and implements intervention programmes; carries out project evaluations; organizes seminars, conferences, and public debates; and every year facilitates scholarship through educational research. Several of these projects, programmes and research activities are described here.

# 3 Projects, Programmes and Research



## EDUCATION YEARBOOK

This research is an overview of the **state of education in Catalonia**. It aims to be an objective and wide ranging yearly report. The Education Yearbook brings together different views on education and map the strengths and weaknesses of the Catalan education system. It includes contributions from national and international experts addressing specific issues such as **data, school organisation, education policy, innovation on education**, etc. The Yearbook puts the right to education and equal opportunities at the centre of the debate.



## EDUCATION TODAY

Education Today is a two-day event in Barcelona with a varied **programme of lectures, debates, workshops and meetings** to discuss the current situation relating to **education in Catalonia** based on data from the Education Yearbook and the participation of **international experts**. The annual event aims to generate reflection, debate and analysis on both the current situation of education in Catalonia and the challenges it will have to face in the near future.



## EDUCATION RESEARCH FELLOWSHIP AT THE OECD

In collaboration with the Organization for Economic Co-operation and Development (OECD), the Jaume Bofill Foundation makes an **annual call for a fellowship** to provide a professional experience at the OECD Directorate for Education, based in Paris. The person chosen works on international comparative research on **mutual learning** and assessment of the educational systems in different countries.



<http://slidesha.re/180ktvD>



## EDUCATIONAL GUIDANCE (12-16 YEARS)

A survey is carried out with a representative sample to study in-depth **educational guidance practices** in high schools in Catalonia; to identify and highlight examples of **good practice and key elements** of a model for transitions in Catalonia. The aim of this research is to promote educational guidance as a key element for success and failure at school and to challenge policymakers to give time, attention and resources to this issue.

# 3 Projects, Programmes and Research



## EVALUATION OF PROJECTS

The evaluation of projects is intended as a process of **advice, reflection and learning** based on the analysis of an education programme. This process allows us to **analyse data** and extract indicators from the projects assessed with the aim of improving them. The evaluation also aims to model the program itself so that it can be replicated and scaled up at a later date.



<http://slidesha.re/180ktvD>

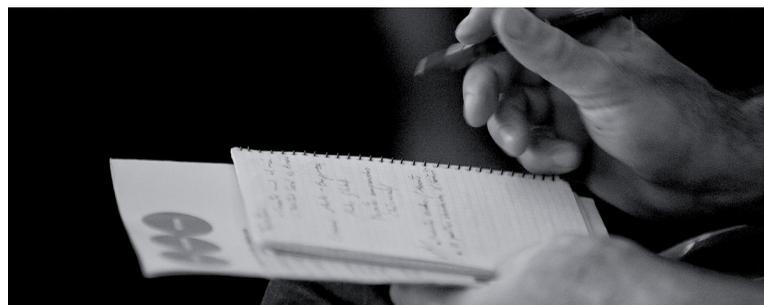


## FAMILY-SCHOOL AND SUCCESS: IMPROVING LINKS TO IMPROVE RESULTS

Following an international seminar and the publication of a report on the subject Family and School and Success at School, we have worked in **six schools** for the last two years. Using an action-research modality for assessment, we have worked with teacher teams, school directors and teaching staff in order to move towards a **model of family-school relationship** that favours success at school based on the links between families, the school, and the environment.

The follow-up has been based on action-research, and each school has to generate changes to apply to a plan for its **improvement** and has also to

**evaluate the results**; introducing a **new discourse** and discussion as well as a change of perspective in the family-school relationship. Implementing improvements that make knowledge an asset for the stakeholders in the school. Extracting knowledge for other schools and producing a best practice guide.



## FAMILIES WITH A VOICE

This is an action-research project that, through a major participative process, wants to know and strengthen the parents' movement organized around schools so that their leadership becomes a cornerstone in **improving the local education system**. One of the objectives of this programme is to define a roadmap for **family participation** and involvement in the education system by the end of 2030.



<http://www.familiesambveu.cat/>

# 3 Projects, Programmes and Research



## ILECAT (INNOVATIVE LEARNING ENVIRONMENTS OF CATALONIA)

ILECat is based on the OECD Innovative Learning Environments project that tries to identify concrete cases of innovative learning from all over the world. In Catalonia, this programme focuses on building a **leadership model** to foster learning. This model will help to **create networks** and establish relationships among education professionals to improve how to learn to become a leader, while offering ways to apply a policy that fosters the model.

 <http://slidesha.re/180ktvD>



## INTERNATIONAL PERSPECTIVES ON EDUCATION (IPE)

Conferences and seminars with discussion panels that deal with the trends in international education policies, which contribute to generating debate and **dissemination of knowledge and experiences**. This initiative was launched in June 2012, promoted by the Jaume Bofill Foundation, in collaboration with the OECD Directorate for Education and Skills. It has the support of the Economic Circle in Barcelona and the LaCaixa Foundation. Its aims are to bring forward different **international reports** and their findings

from research, and to assess them through **dialogue** with different local stakeholders and experts to **identify policies** that would be suitable for application in the Catalan context.

 <http://slidesha.re/180ktvD>



## LECXIT

This Programme aims to improve **children's reading comprehension**. Volunteers give support by participating in individual reading sessions with children and help them to improve their reading skills.

 <http://www.lectura.cat>



## MAGNET

This programme was launched by the Jaume Bofill Foundation with the support of the Catalan Government's Ministry of Education. It aims to **support education centres** in the development of a learning project by setting up **connections with leading institutions**. This partnership should enable schools to develop an innovative, attractive education project, acting as magnet to and becoming a reference point in their local communities, not only among the families, but also within the wider education community.

# 3 Projects, Programmes and Research



## MUNICIPAL CONSULTANCY FOR EDUCATIONAL POLICIES

This programme provides Catalan municipalities with advisory services in education policies. It aims to bring **qualitative knowledge** about the specific characteristics of the municipality in relation to schooling processes, composition of schools, equality in education opportunities, and social cohesion. It also considers the knowledge and experience of active agents in the territory on the **dynamics of school concentration and strategies** to make up for educational inequalities. And finally, it provides useful tools and know-how to improve the performance of the education system while offering **equal opportunities for all**. E.g. Support for the analysis and monitoring of the social and education situation of high school students in Cerdanyola del Vallès, Barcelona.



<http://slidesha.re/180ktvD>



## ORDIT

This is a leadership and **social transformation programme** based on an intensive and highly experiential seminar for young people between 23 and 35 years. The seminar combines elements of reflection and the exchange of first-hand **experiences and knowledge**, with social, political, economic and cultural dynamics, as well as some more formal **training elements**.



<http://www.ordit.cat>

<http://slidesha.re/180ktvD>



## PANEL ON SOCIAL INEQUALITIES IN CATALONIA (PAD)

PaD is a project that has carried out a longitudinal survey in Catalonia since 2001 that provides a unique **perspective on the reality** of the country. The results obtained make it possible to generate a series of **educational materials** that are useful to show how Catalan society is today, with a special emphasis on its social inequalities. These materials are **available for schools and other education agents**, including people working in the field of leisure time with educational purposes, and people involved in social volunteering.



<http://www.paneldesigualtats.cat>

<http://slidesha.re/180ktvD>



# 3 Projects, Programmes and Research

## PROGRAMME FOR THE INTERNATIONAL ASSESSMENT OF ADULT COMPETENCIES (PIAAC)

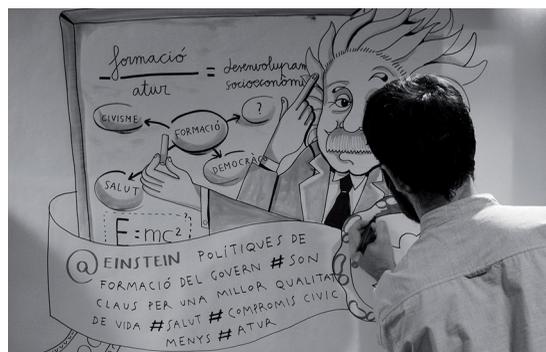
This study analyses the OECD PIAAC database from the perspective of social and educational fairness in order to give shape to the design and implementation of educational policies in Catalonia. It seeks to **generate discussion** on the OECD survey about adult skills and about the role of the educational system and life-long learning for the social and economic development of the country.

## PROGRAMME FOR INTERNATIONAL STUDENT ASSESSMENT (PISA) CATALONIA REPORT

This research aims to explore the data from the PISA 2012 survey among 15-year-old young people in Catalonia, **analyzing the results** with an emphasis on **educational inequalities** in the school and among students in Catalonia. It compares the results with those abroad and in other Spanish autonomous regions and analyses them since 2000. It gives continuity to the line of equity, efficiency and excellence of the previous PISA studies carried out by the Jaume Bofill Foundation.

## RESEARCH AND STRATEGY ON PROFESSIONAL TRAINING AND OCCUPATION

This research analyzes the state of vocational training in Catalonia in order to identify its major political challenges from the perspective of employment in Catalonia. Major international trends and good practices in **vocational training** have been systematized and the political feasibility of implementing some of them in Catalonia has been analysed. It also seeks to provide data and evidence to refute some commonplace misconceptions and provide useful knowledge to improve the model of Vocational Education and Training (VET) in Catalonia. We are developing a **strategy of mobilization and impact in VET** as well as an agenda for action and research in our own country. Lines of action in this project are: the governance model of VET in Catalonia, dual training in Catalonia, continuous career guidance, and EU policies on Youth Guarantee.



# 3 Projects, Programmes and Research



## SERVICE-LEARNING PROJECT

Service-learning (aprenentatge servei-APS) is an education initiative that combines **learning with community service** in a single well-articulated project. The participants are trained while working on real needs in their community in order to improve their work. Service-learning is, therefore, an educational project with a **social purpose**.



<http://www.aprenentatgeservei.org>



## TRAINING AND FAMILIES

This is another transversal programme from the Foundation that seeks to give **support to families** in relation to parental tasks, specifically the processes involved in bringing up, **educating and socializing** children. In addition, it promotes a reflection on the basic contents and formats that a training space for Catalan families should have. Finally, it also seeks to make the outputs available to parents who are not regular users of this kind of opportunity.



# Our Team

The Jaume Bofill Foundation's leadership and staff members bring a broad range of talents to the organization with experience drawn from scholarly, scientific, non-profit and private professional disciplines. We work in partnership with people who share a passion for education and social transformation to ensure we deliver the highest quality work we can.



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