

## 1.1. Practices of inclusion in formal and non-formal education contexts

### SP - (18682) - BEYOND THE PANDEMICS: TOWARDS THE BUILDING OF A “PUBLIC SPACE OF EDUCATION”

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#### Short Abstract

As e-Learning becomes the ‘new normal’, the proliferation of digital platforms for remote teaching-learning is forcing the traditional classroom to migrate into hybrid educational spaces, thereby naturalizing the so-called “pandemic pedagogies” (Williamson et al., 2020; Dussel, 2020). However, the ready-made complex and skill demanding corporate platform’s that are being diffused by the Global Education Industry are not suited to every social context (Verger et al., 2016). Education as a *common good*, and the building of a *public space of education* are two central concepts running through a research project carried out in five Portuguese municipalities located in low density rural territories (ICFE, 2021; Mota, 2019). Our research departed from the following questions: How can schools become agents of community agency? How can we enable locally responsive school-based educational innovation in response to post-pandemic learning loss, particularly in rural low-density territories? And how could we meet the new demands posed by the post-pandemic “digital school” and “global classroom”?

The research proposal involved a new *contract* between school and society, which implied the construction of new links between family, communities, and stakeholders (Nóvoa, 2009; Nóvoa & Alvim, 2020). The project research strategies were carried out *with* the local community and *for* the local community. Firstly, by building historical sources founded on the gathering, systematization, and production of knowledge about schooling experiences, through oral history methodologies (Llewellyn & Ng-A-Fook, 2017; Fitzgerald, 2020). Secondly, through the identification of the historical educational heritage at the local level, via historiographic methods and ethnographic fieldwork (Lawn & Grosvenor, 2005; Lawn, 2009; Yanes-Cabrera et al., 2019). Thirdly, by building tangible materials (programs, curricula, and thematic modules) associated with teaching, and teacher’s training, in the field of local history through *community-based* teacher participatory research methodologies (Pine, 2009), the organization of *communities of practice* (Wenger & Snyder, 2000; Wenger et al., 2002) and *place-based curriculum* strategies (Sobel, 2004; Shulsky & Hendrix, 2016). As a result of this approach the project achieved the following outcomes: 1) the building of knowledge centered on the educational material and immaterial local heritage, thus connecting teachers and schools with their “local” or “rural” communities; 2) the organization of these materials on a web platform, thus providing educational materials, resources and guidelines for Curriculum Design and Development (CDD); 3) the implementation of a continuing teacher education and training (CTET) program, encouraging “local” connectivity between teachers within school clusters (CFAES); 4) the construction of a Public History digital archive about the local/regional educational heritage, thus linking global citizenship to situated, place-based knowledge (Cauvin, 2016; Houdek & Phillips, 2017). At the local level the pandemic has put the teaching profession at the center of the educational debate attributing to the continuous training of teachers a major responsibility in the E@D and digital acceleration. But beyond that, the research project showed that it was possible to institute new modes of regulation based on socio-community dynamics and enhanced the role of the school as the central nucleus of community life, towards the building of a “public space of education”.

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