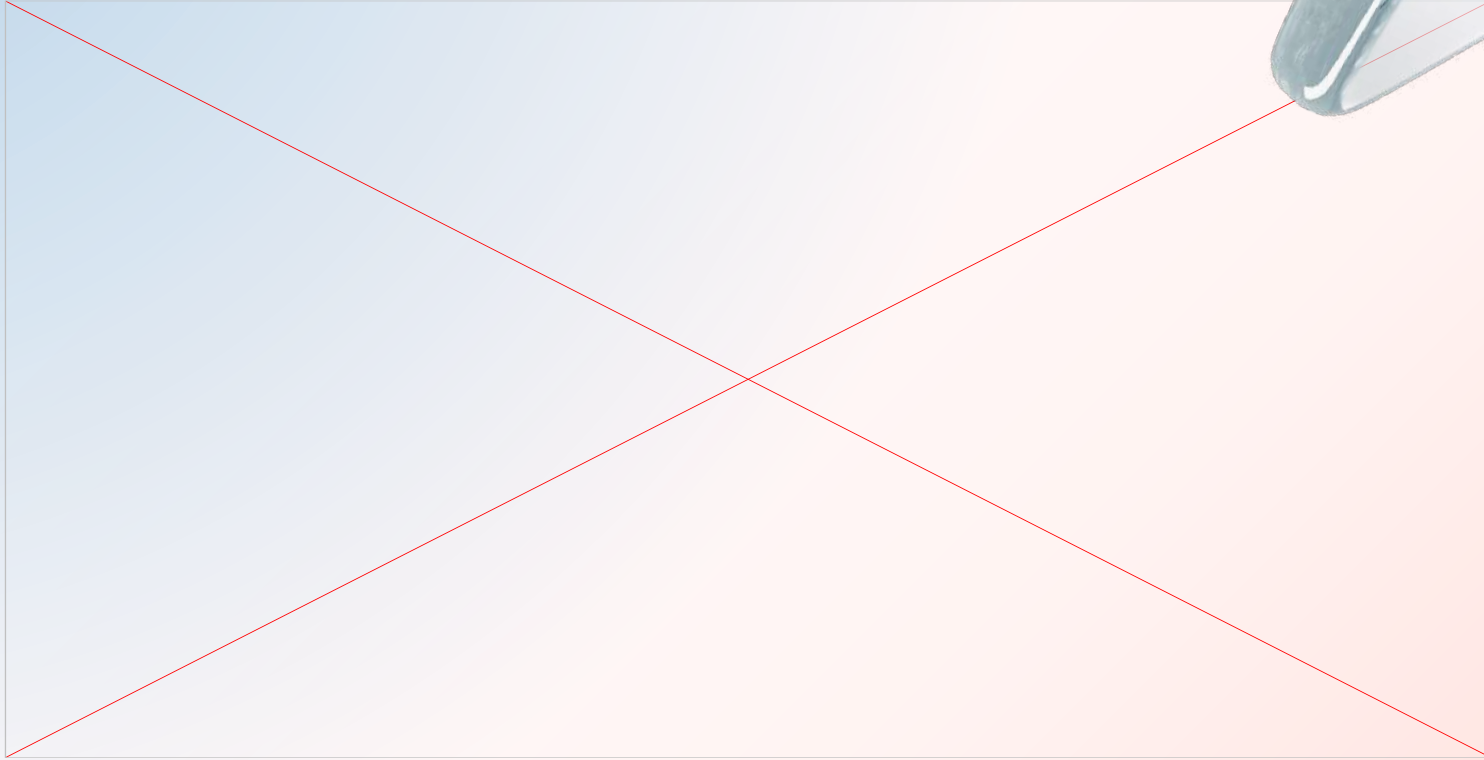
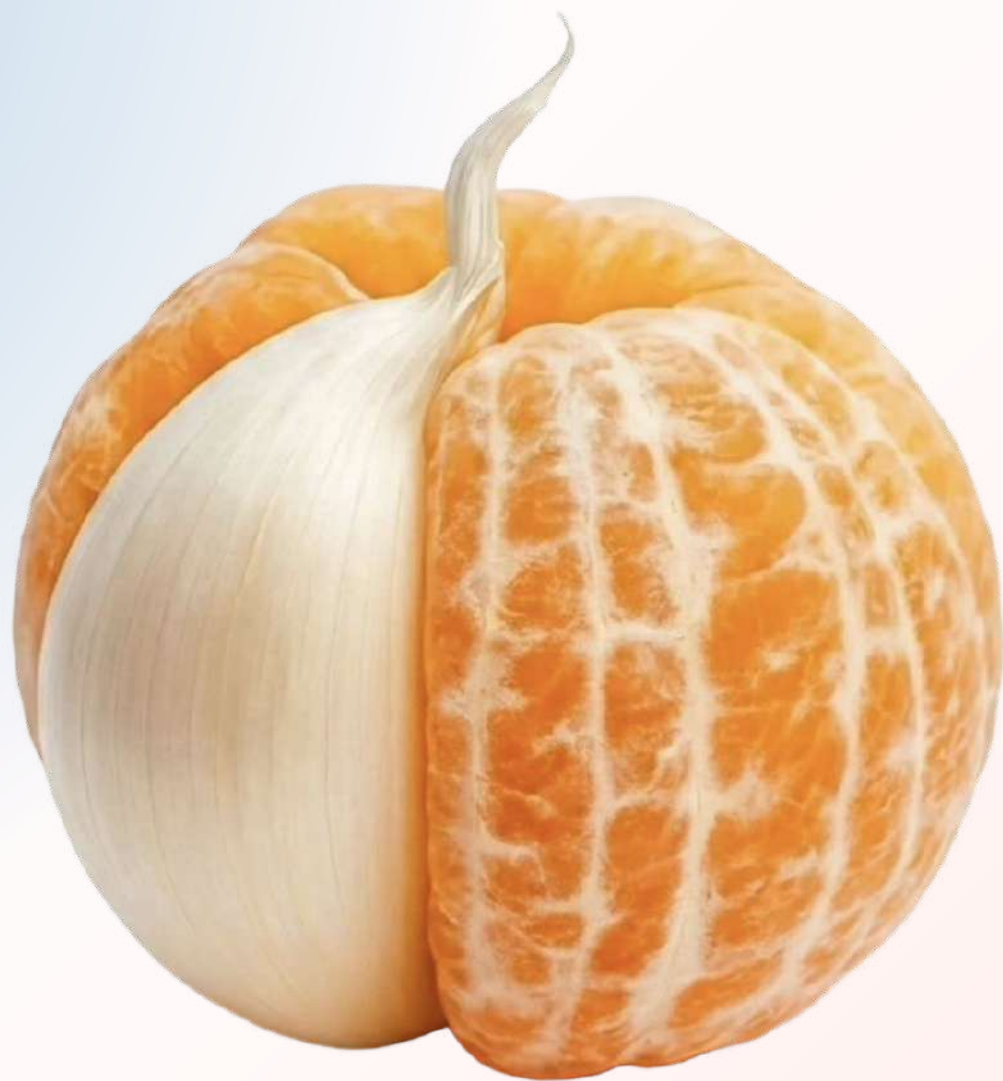




Hay ciudades que se visitan. Panamá se interpreta.



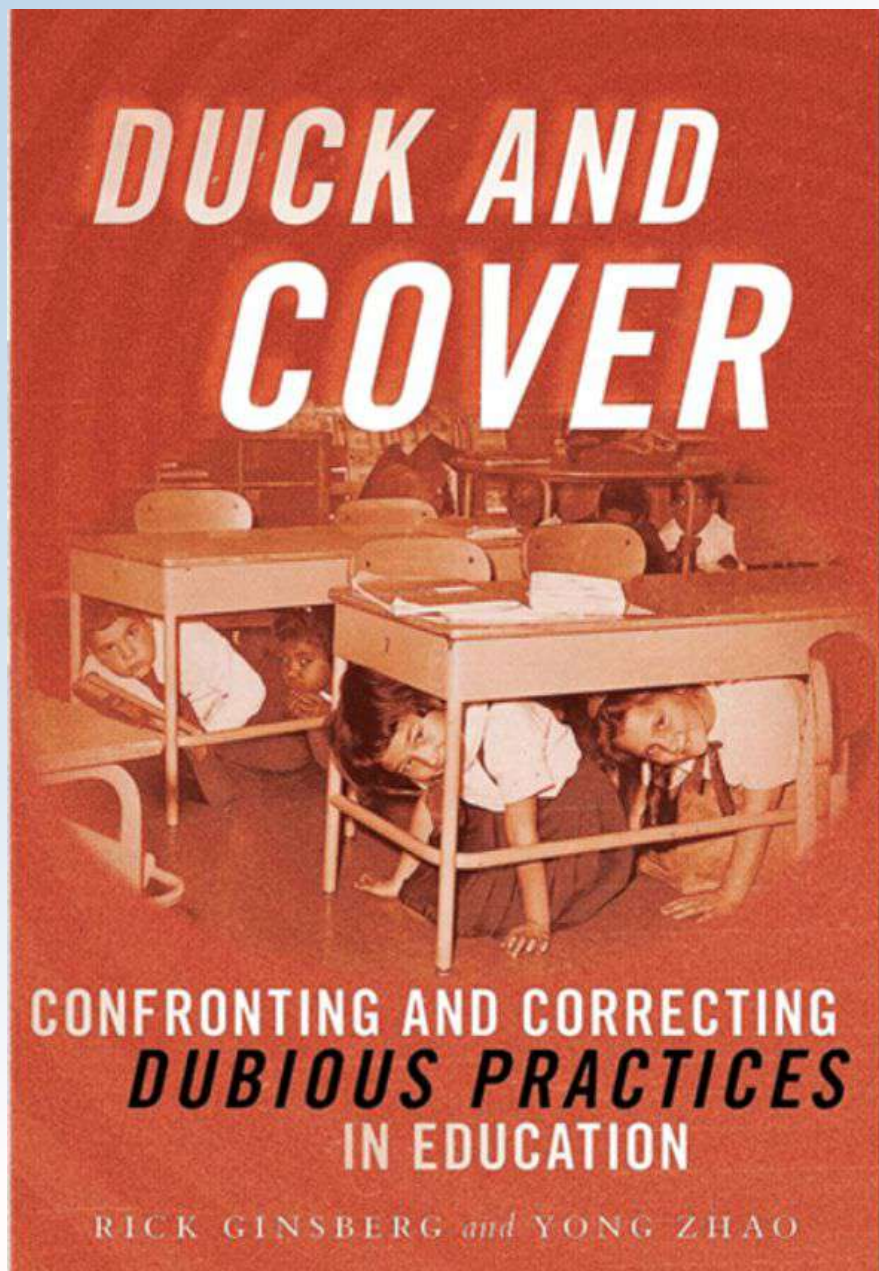


La escuela, entre lo bueno y lo nuevo.

¿Ha adquirido lo nuevo/innovador la carga
axiológica tradicionalmente atribuida a lo bueno?

¿Es lo viejo bueno por ser viejo?





Las prácticas reflexivas
son imprescindibles



El 65% de niños que hoy empieza la primaria van a trabajar en empleos que aún no existen

🕒 marzo 11, 2016



Gustavo Guaragna, CEO de Snoop Consulting, reflexiona sobre el impacto de la tecnología en el mundo laboral y los cambios que traerá en los empleos del futuro.



Forum 2016 Issues: The future of education

Access to education facilitates access to opportunity, and addresses skill shortages and mismatches in the labour market. The new world of work requires more in terms of resilience, flexibility and continued learning throughout life. As a result, traditional education is also at a crossroads. Simply earning a degree no longer guarantees a job, while the rise of online education, peer-to-peer and experiential learning has paved a popular alternative route.

It is now essential to ensure that schools prepare students for a world in which they will constantly be adjusting to new technologies, new business models, and new ways of working. People, including young people, need to be equipped with the type of skills that will allow on average 25 job changes throughout their lives.

OECD evidence shows that **65%** of kids today will do jobs that have not yet been invented. Being a lifelong learner is the most important attribute for success, and will grow in importance in our dynamic and competitive world. Knowing one's own learning style and developing the self-discipline and determination to grasp new skills throughout a lifetime will be critical.



The Future of Jobs elaborado por el Foro Económico Mundial de Davos (65%). 2016

[Agenda](#)[Events](#)[Reports](#)[Projects](#)[About](#)[Login to TopLink](#)[中文](#)[日本語](#)

The Future of Jobs

[▶ Industry Profiles](#)[▶ Country/Region Profiles](#)[▶ Industry Gender Gap Profiles](#)[Shareable Infographics](#)[Blogs and Opinions](#)[Press Releases](#)[▼ The Future of Jobs Report](#)[▼ Part 1: Preparing for the Workforce of the Fourth Industrial Revolution](#)[▼ Chapter 1: The Future of Jobs and Skills](#)[Drivers of Change](#)[Employment Trends](#)[Skills Outlook](#)

Chapter 1: The Future of Jobs and Skills

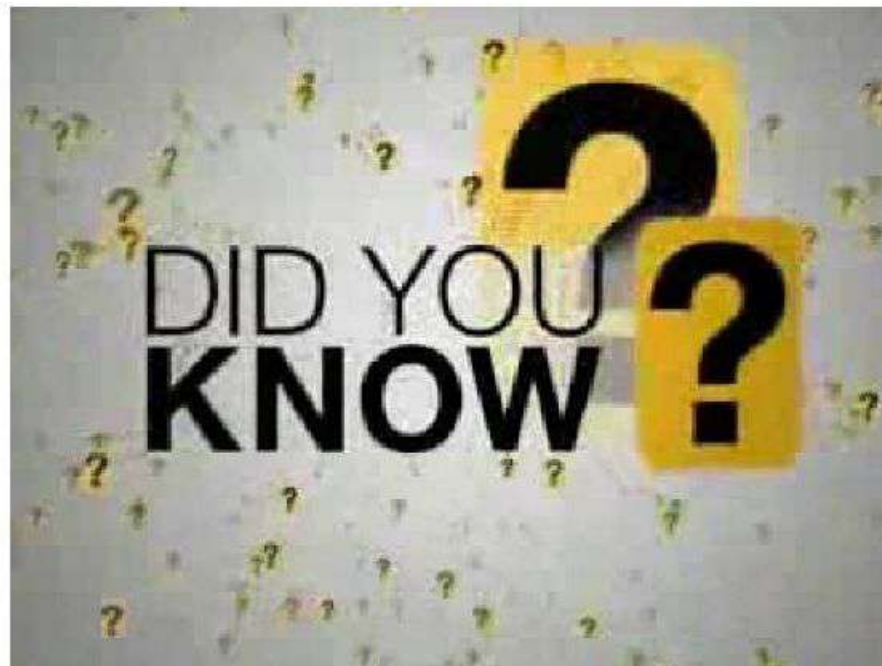
Introduction

Disruptive changes to business models will have a profound impact on the employment landscape over the coming years. Many of the major drivers of transformation currently affecting global industries are expected to have a significant impact on jobs, ranging from significant job creation to job displacement, and from heightened labour productivity to widening skills gaps. In many industries and countries, the most in-demand occupations or specialties did not exist 10 or even five years ago, and the pace of change is set to accelerate. By one popular estimate, 65% of children entering primary school today will ultimately end up working in completely new job types that don't yet exist.¹ In such a rapidly evolving employment landscape, the ability to anticipate and prepare for future skills requirements, job content and the aggregate effect on employment is increasingly critical for businesses, governments and individuals in order to fully seize the opportunities presented by these trends—and to mitigate undesirable outcomes.

¹ McLeod, Scott and Karl Fisch, "Shift Happens",
<https://shifthappens.wikispaces.com>.

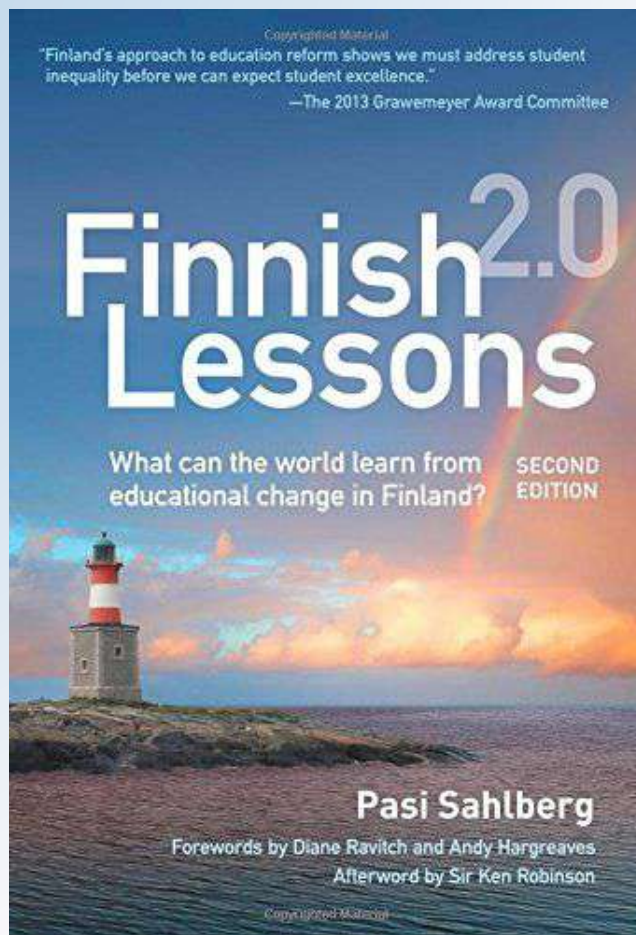
[Share](#)

2009

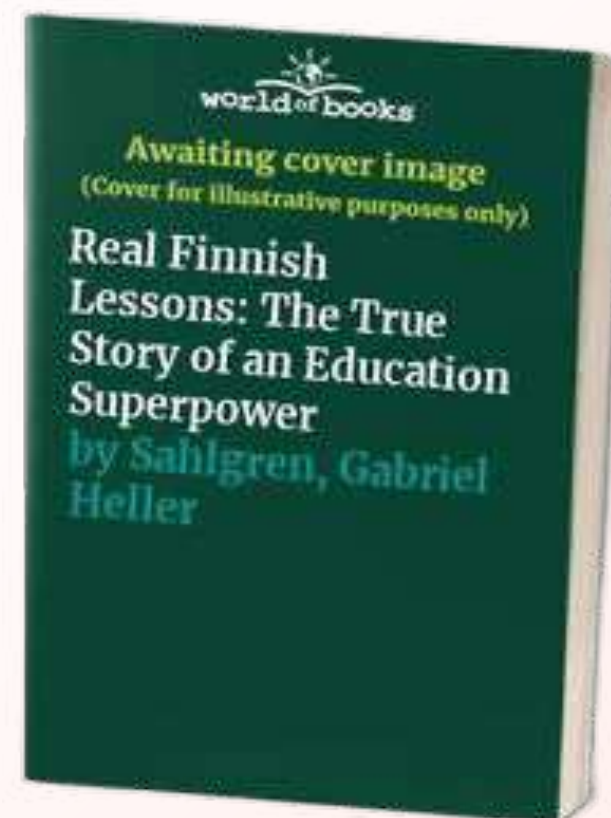


<https://youtu.be/Gv8pmlr3a7k>





2011



2015

WORLD CLASS

HOW TO BUILD A 21ST-CENTURY
SCHOOL SYSTEM

Andreas Schleicher



2018.

“Finlandia ha sido uno de los países con mayor éxito en los rankings educativos mundiales”.

“Su nombre se ha convertido casi en sinónimo de excelencia en educación; de hecho, muchos otros países han enviado expertos a Finlandia para que observen de primera mano las políticas y prácticas exitosas que podrían aplicar en sus propias escuelas”.



	PISA 2009	PISA 2015	PISA 2022	PISA 2026
Finlandia	22-8: +14	16-12: +4	9-29: -20	7 -31: -24

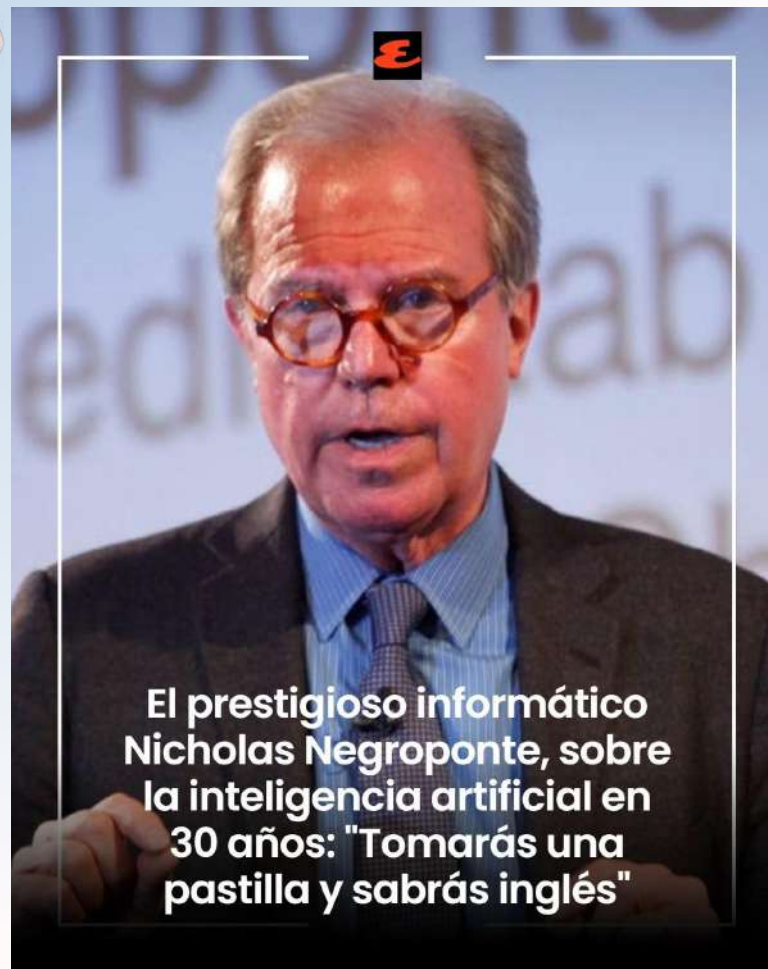
PISA-2022

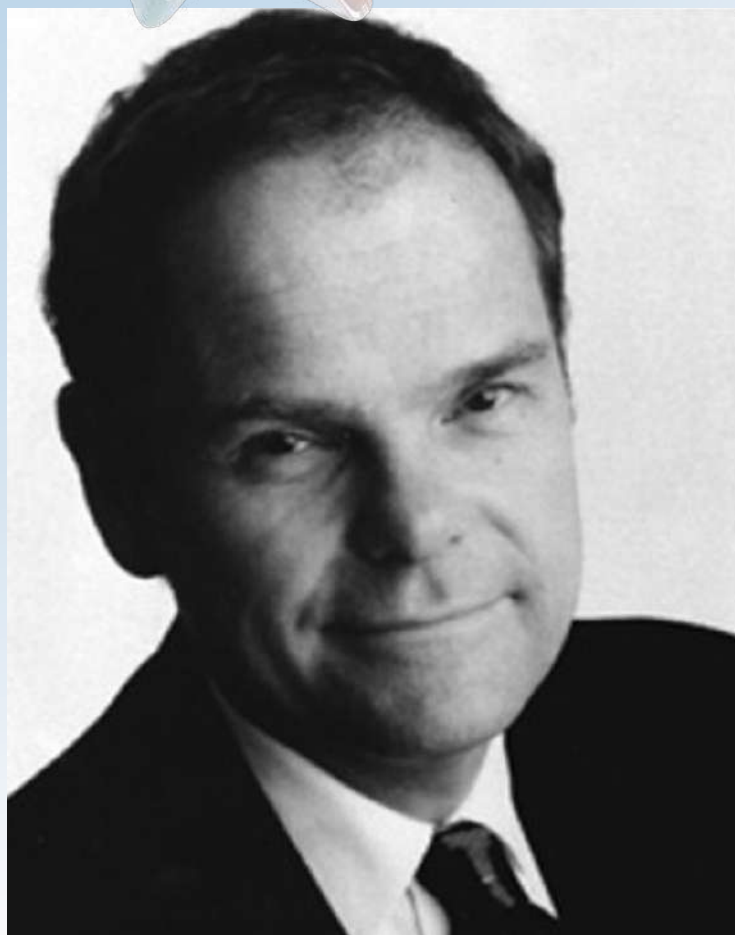
5-12-2023. Schleicher al *Financial Times*:

- “En los países ricos, los estudiantes se han convertido en consumidores y los profesores en proveedores de servicios”.
- “No tenemos que lograr el bienestar de los estudiantes a expensas del éxito académico, sino a través del éxito académico”.
- "Cuando apareció [Pisa] por primera vez, pensamos que Finlandia era la receta del éxito, pero 20 años después **no sabemos si ha sido parte de la solución o parte del problema**".

18-12-2023. Schleicher al ABC:

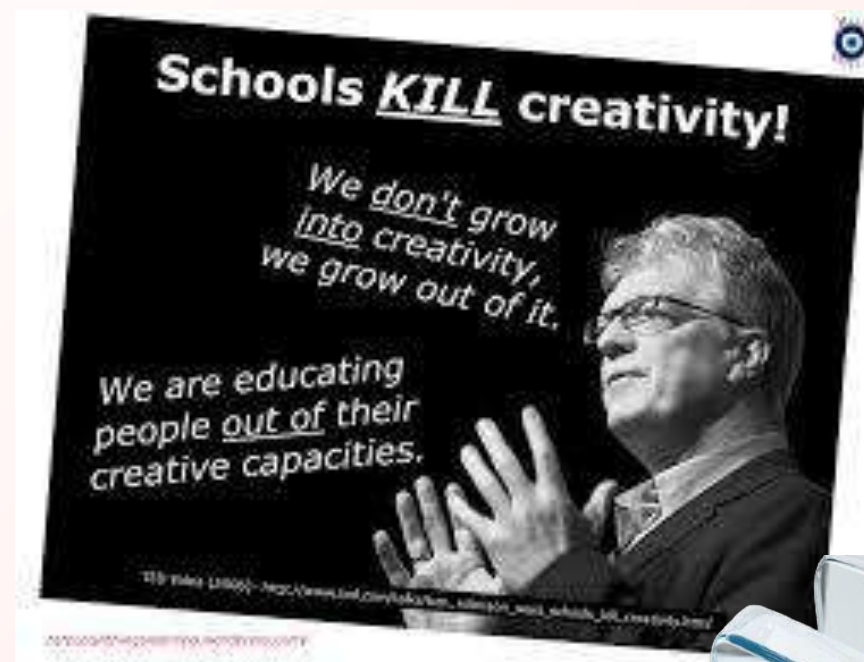
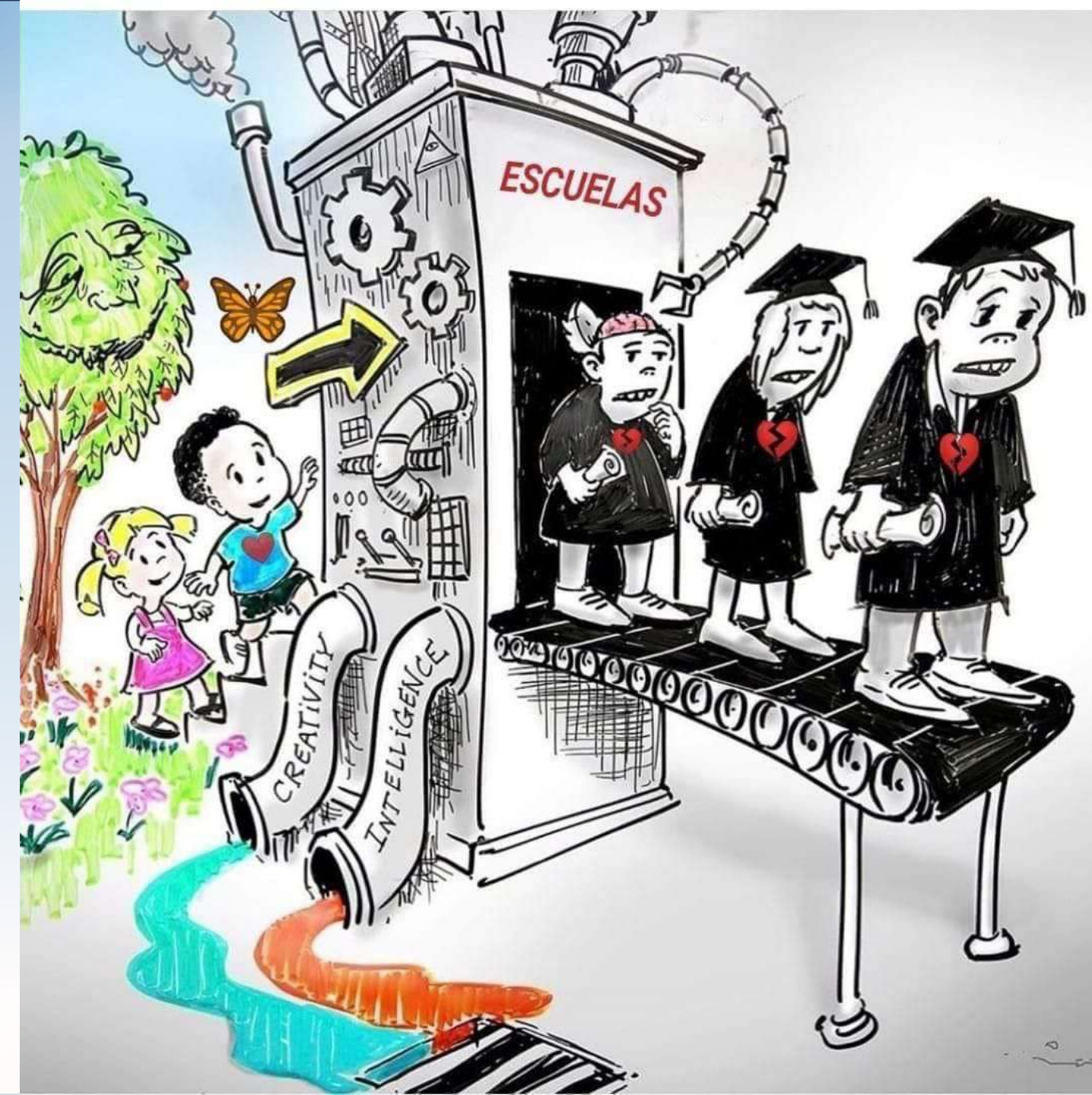
- Finlandia ya no es el paraíso de la educación: «Han ido demasiado lejos al mezclar matemáticas con historia»
- El país nórdico lleva años de declive
- Han implantado un currículo moderno «alejado de la realidad».





Teachers are no longer the fountain
of knowledge; the internet is.

— *Don Tapscott* —







1849



2026



1853



2026



1920



2026



1950



2026



1903



2026



1000 BC



2026



1500 BC



2026





Grupo de expertos de la Comisión (E03759)



Su trabajo se organizará en tres ejes:

- 1) Elaborar una definición práctica de “educación y formación de calidad”;
- 2) Identificar las políticas de educación y formación más efectivas.
- 3) Análisis coste-beneficio.

Respuesta:

No fue una tarea fácil.

Los resultados no siempre son transferibles a un contexto diferente.

Es extremadamente difícil distinguir qué define una inversión de calidad en educación.



10. ¿Qué significa “educar”?

