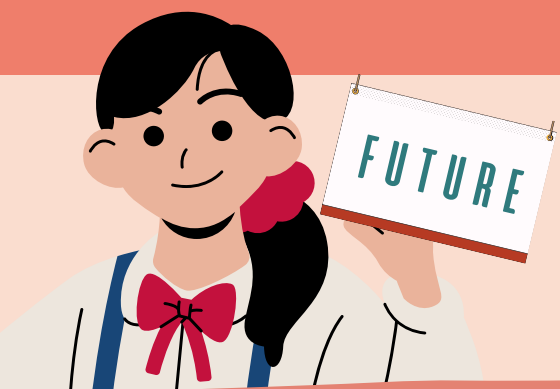


# FUTURE EDUCATION: CURRICULUM AND EDUCATIONAL PRACTICES IN AUSTRALIA, SPAIN, AND CHILE

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<https://doi.org/10.3916/C73-2022-04>



## INTRODUCTION



**The images of the future** young people have been conditioned by the stories present in the media, films, books and also in school.

**Educational curriculums,** are made of a selection of knowledge that privileges some ways of understanding the future over others.

## OBJECTS AND METHODS

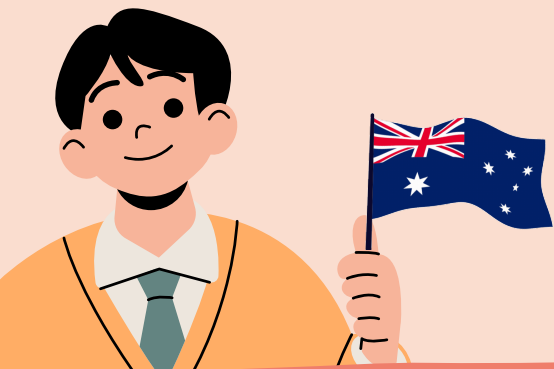
The article investigates the presence and absence of futures education in the **Spanish, Australian and Chilean curricula**, and their degree of development regarding futures education.



Qualitative analysis

Semi-structured interviews with 6 Social Sciences teachers

Four dimensions of futures education: situate in time, anticipate, imagining alternative futures, and social action.



## CONCLUSIONS



The Australian curriculum explicitly includes education for the future.

The Spanish and Chilean curriculum include it only tangentially.

The socio-cultural context of schools and the will of the teaching staff are elements that determine the implementation of futures education.

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