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**STREET EDUCATION IN SPAIN
(REPORT ON IMPLEMENTATION, EVALUATION
AND POLICY RECOMMENDATIONS)**

Sevilla: Universidad de Sevilla

**(INFORME - PROYECTO EUROPEO ELEF –
EUROPEAN LEARNING ENVIRONMENTS FOR
CITIZENSHIP AND DEMOCRACY)**

STREET EDUCATION / NARRATIVE REPORT / SPAIN

SESSIONS OF STREET EDUCATION IN SPAIN:

-Session held in the Cerezo neighbourhood, city of Seville, with the collaboration of the Fundación Sevilla Acoge:

Date: May 18, 2018; 4 pm to 8 pm.

23 participants (parents of more than half of the underage participants did not allow their children to be photographed, even without identifying their faces).

Key profile: Migrants.

-Session held in the San Jerónimo neighborhood, city of Seville, with the collaboration of the Anima Vitae Association:

Date: May 22, 2018; 4 pm to 8 pm.

21 participants (in this case, all participants appear in a photograph, showing their faces, with parental approval in the case of minors).

Key profile: Disadvantaged learners.

-Additional third session, in the San Jerónimo neighborhood, city of Seville, with the collaboration of the Anima Vitae Association:

Date: October 26, 2018; 4 pm to 8 pm.

14 participants (aged between 12 and 27 years-old).

Key profile: Disadvantaged learners.

Total Street Education participants: 58 participants.

The "Street Education" format aims to work in socially depressed areas on relevant issues related to environmental social problems involving citizens. These areas and the social groups living in them (in particular young people) are at higher risk of social exclusion and deprivation and of displaying extremist political ideas, radicalisation and discriminatory attitudes. These areas are also characterized by a larger immigrant population. This format is intended to promote awareness and democratic competition among the individuals with whom the activities designed are to be carried out.

The objective of the planned session is to involve people in the discussion of different social problems in a fun way from which different points of view can be contributed. The activity was planned to be carried out in collaboration with various local bodies and associations. The game has been planned as a common narrative framework that encourages the working group to question, doubt, think, reflect and share on the social problem of immigration. Different learning tools are used (small group discussion, creative activities, role-playing) and participants are encouraged to ask questions, reflect on everything they see and experience during the process. The centres are described below, as well as the work session designed.

Contexts and participants.

We have collaborated with two organisations with extensive experience in working with minors in disadvantaged areas: Fundación Sevilla Acoge and Asociación Anima Vitae.

The workshops have been held in different areas of the city of Seville. One intervention was carried out in the Cerezo neighbourhood, which emerged in the orchards of the Macarena area in the 1960s and which is an area with a large immigrant population (Fundación Sevilla Acoge).

The other workshop was held in the San Jerónimo neighbourhood, an area with a high immigrant population and almost on the outskirts of the city (Anima Vitae). Both organizations have worked with minors, mainly immigrants of different nationalities. Recordings of the sessions have been collected, as well as graphic documents (photographs of the sessions, working documents prepared, final Street Education questionnaire). We plan to hold further sessions in September and October 2018, always with the same associations.

It should be noted that in the intervention with Sevilla Acoge the families of the participants (minors) have not allowed to take photographs of their children, even if the face did not appear.

Working session "Without cultural limits": role-playing to work on immigration.

This work session is designed for secondary school students and/or adults living in a neighborhood with a large number of immigrants. We will call it "No Cultural Limits" and it is designed as a group activity, in which through various introductory activities and role-playing, a group of 20-25 people reflect on citizenship, democracy, immigration and possible conflicts around this situation.

First, we will reflect on various issues related to citizenship and democracy, and then we will deal with a practical case in which a socio-cultural problem is posed that must be approached from different perspectives. This problem is presented to the large group that, after dividing into sub-working groups, will receive a role for or against the assumption. Thus, each sub-group should argue the reasons that justify its own role and defend it against the others. Finally, in plenary session, all the arguments are presented and discussed in order to reach a solution through the general consensus of the large group.

In this case, the conflict that arises is that in the city there has been a high growth with respect to the opening of businesses run by people of other nationalities and cultures. There is a sector of the city that opposes these businesses because they consider that they detract from the traditional businesses that are run by Spaniards.

Objectives

The objectives to develop in this activity are to:

- Reflect on citizenship and democracy in general, and on the individual's role as a citizen in particular.
- Encourage respect and empathy for others regardless of nationality or culture.
- Overcome the prejudices and stereotypes that are generated around people of different nationalities, valuing positively their contributions to our society.

-Motivate users to participate in group activities that encourage individual and group reflection and enable their personal development.

Contents

The contents of this session will be fundamentally procedural and attitudinal, since it is intended that people value the different features of the cultural variety in which we find ourselves. Despite this, the conceptual contents will also be taken into account, as they form the backbone of the subject matter.

Conceptual issues:

- To know what it is to be a citizen and how democracy works.
- To know the concept of immigration (legal and/or illegal) and that of human rights, as well as the characterization of those persons who are considered immigrants.

Procedural issues:

- Establish adequate arguments for the foundation of the assigned roles, independently of personal opinion, in a democratic manner
- To defend coherently and in an organized manner the agreements established by the group
- To design instruments that allow the elaboration of conclusions
- Draw up a mural with the conclusions reached among the participants after reaching a group consensus.

Attitudinal issues:

- To value and respect the multiculturalism that shapes our current society.
- Encourage a positive and active attitude when working as a group
- Respect the opinions of colleagues even if they do not conform to our ideals.

Methodology

The methodology that we are going to carry out for the proposed activity will be active, globalizing and participatory, since the working groups will have to elaborate the information that legitimizes the assigned role and that they will then defend against the rest of the groups.

Learning will be approached from a meaningful perspective, as the ultimate goal of the session is for each student to build their own positive values about the cultural diversity in which society is involved today, because it is very important that there is respect in any social bond.

At the same time, we seek to promote a socializing education, so that participants will be arranged in flexible groups (four or five people per group) to carry out the activities. The reflection, the enhancement of the activities carried out and the role-playing game will be the learning axis around which the whole process will be developed to achieve the final objective, which is that participants value all people regardless of their origins by learning to live with each other and, in turn, they must appreciate and respect what each

of them contribute to our lives. In short, the aim of this session is to provide comprehensive training on a subject as close as immigration.

Activities

To begin with, work will be done on a flipchart that will be spread out over two sessions in two different spaces in the classroom. In the first session of the flipchart, each working group will have to describe, using their knowledge and ideas, what is it for democracy and what is the responsibility they consider that they have as citizens from different questions such as What is democracy, Do you think democracy works, Why do you think it works or why not, What do you think needs to be changed for a real democracy to exist, What does it mean for you to be citizens? These questions will have to be answered in simple sentences to answer each of the questions posed.

The second part of the work with the flipchart will focus on the emotions and feelings generated by real experiences with the democratic system and the concrete experience of the working group as a citizen (these can be negative or positive emotions and feelings). They will be asked to answer questions such as:

Do you feel you are a citizen?

Why do you feel you are a citizen?

What is freedom of speech to you?

What is freedom of expression?

What is an emotion or feeling associated with an unfair situation you have experienced?

These two pre-role-play activities will be approximately 20 minutes.

Once we have elaborated and reflected on the two previous activities, we will work on the basis of the role-playing game "Without Cultural Limits". The teacher/monitor/educator will distribute a text presenting a conflict in our city, which deals with the increase of various types of businesses (souvenir shops, bazaars, restaurants, supermarkets, mechanical workshops, etc.) run by immigrants, while there has been the closure of several businesses already existing in the city. This has led to a number of racist and xenophobic attitudes against the immigrant sector.

The text that will be given to the participants is a news story (fictional), which reports on the following:

Today, 15 December, a group of people from the small and medium-sized enterprise sector demonstrated outside the town hall. They argue that they have seen their turnover reduced due to the "uncontrolled" increase in small businesses by the immigrant sector. The demonstrators are calling for comprehensive regulation and even closure of these new companies because, according to them, "they are unfairly competing by maintaining longer opening hours and obtaining tax benefits for coming from other countries, including illegal sales".

Should the companies of these immigrants be closed down?

Is it true that they are in breach of the regulations or that they are acting illegally?

Should an agreement be reached between all the traders, regardless of their nationality?

The participants will then be grouped into groups of four or five people, whose composition will be decided by them, taking into account that the groups must be heterogeneous.

The teacher/educator/monitor will distribute by lot the roles to be developed, which will be for or against the closure of these emerging businesses run by immigrants. Then, for 30 minutes, each group should write a series of arguments that best support the position of the role they have been assigned. Each group should choose a spokesperson to defend the arguments and interests of its group against the other groups.

Each spokesperson of the participating groups will be "invited" to participate in a supposed meeting of citizen participation in a plenary session of the city council. After the presentation of all the spokespersons (5 minutes each) all the proposals will be discussed (10 minutes approx.) and the representatives of the session (the teacher together with one or more of the participants) will have to decide how to act on this problem, either by closing these businesses or by drawing up some kind of agreement.

Roles in favour of closure:

1. Association of small merchants in the city centre: they provide, among other justifications, that there is unfair competition from immigrant businesses because they have much longer opening hours than those required by law. They also point to the case of the *manteros*, who illegally sell a variety of goods.
2. Former workers of traditional businesses: they show attitudes against immigrant businesses because they think they have been laid off from their previous jobs because of the decline in sales. They also point out that in immigrant businesses they only hire people of the same nationality

Against closing:

1. Pro-immigrant rights NGOs: they claim that these people have very limited resources and that positive discrimination against this group should be encouraged by providing them with economic aid (subsidies) and tax reductions in terms of the payment of social security, etc.
2. Chinese food restaurant: they defend that we all have the same rights, both Spanish and immigrant.
3. Group of immigrant citizens: they state that they have great difficulty in finding work and that they are excluded from selection processes in companies, so they are forced to establish small family businesses that also provide very few benefits.

Once the roles are handed out, participants will raise questions about the activity. After that, the groups will get to work to develop a series of arguments to develop the assigned role, can make use of examples from their daily lives where they have been able to find themselves in similar or similar situations, and can be guided by the teacher.

The students should write down in their research notebook the arguments they have reached as a group, in short, everything that is of interest for this topic.

After that, the role-playing game will begin, where each group will defend its role, previously mentioned, and its arguments through its spokespersons.

The teacher, in turn, will guide the role-playing game at all times to achieve our ultimate goal, that is, that all learners value people from different cultures to the conclusion that we are all equal.

At the end of this part, participants will share their ideas with each other about the role-playing game. To this end, the teacher will be in charge of mediating the debate and will give the floor to anyone who wishes to speak.

We will arrange the students and the teacher in a circle, so that we can all look at each other when a participant is expressing their opinion.

The final conclusions reached by the group-class on the activity will be recorded in the research notebook for the subsequent creation of a mural on cardboard, which will be hung somewhere in the class, under the title "No limits between cultures" to serve as a mediator between future conflicts.

Resources

Teacher/educator, students/participants, classroom, table, chairs, consumables, flipchart, research notebooks and cardboard.

Evaluation

The evaluation that we are going to carry out throughout the didactic intervention consists of a continuous and global evaluation, since in the development of the same one we will be taking notes of everything that seems to us relevant, as well as of all the completed tasks and of those aspects that influence the activity. This evaluation is adequate, because we consider that the students can feel more comfortable and show more interest at the time of carrying out activities where they build their own knowledge about the subject they are working on, without having to be evaluated through an exam. In addition, because it is a game it can be very motivating and they can learn concepts, (about immigration, etc.), as well as develop attitudes of empathy, solidarity and respect towards them, and put into practice a series of procedures related to the construction and defense of ideas and arguments.

The aspects to be evaluated throughout the unit will be:

- That participants learn to value the importance and richness of different cultures.
- The participation of the whole class group, as well as individually in the development of the role-playing game.
- Cooperation among all students.
- That the role is represented in an active and positive way.
- Originality and spontaneity.
- Respect for their peers.

The evaluation will be carried out using the student's research notebook, where information about the role-playing game, the sharing of all the arguments collected on a mural and the teacher's observations and notes are gathered. Finally, an individual questionnaire will be carried out, which is attached as an annex. The images relating to the experience are also attached.

STREET EDUCATION IN SPAIN: EVALUATION, POLICY AND NETWORKING

1) EVALUATION OF STREET EDUCATION IN SPAIN: IMPACT AND EFFECTIVENESS.

The questionnaires administered to the participants (a sample of these questionnaires has been included in the documentary repository of the Project, in Google Drive) show a wide acceptance of the intervention carried out. Despite the limited duration of the intervention (four hours for each of the three interventions), the participants stated that the methodology and the activities carried out helped them to communicate well with the other members of the group, favouring tolerance skills, knowledge of others and collaborative learning based on debate and discussion.

The feedback from the members of the two associations that have collaborated on our Street Education interventions is very positive. These people have told us that the participants in these interventions have positively valued the open methodological approach and the possibility of expressing themselves in a personal way, seeing that all opinions and voices are heard in the group.

The impact and effectiveness of our interventions have important limitations, mainly due to the short training times. In order to achieve more consolidated results, the intervention should be carried out over several sessions with the same group, with a fortnightly periodicity of the sessions. We believe that an appropriate number of interventions with the same group could cover a period of between four and six sessions.

2) POLICY RECOMMENDATIONS ABOUT STREET EDUCATION IN SPAIN .

The Street Education model of the ELEF project offers an innovative and flexible methodology, based on active, creative and collaborative learning. This model seems to us that it can be applied in multiple contexts: street education; social inclusion of migrant populations and ethnic minorities; conflict reduction processes in contexts of poverty and risk of social exclusion; contexts in which social and intercultural mediation is necessary.

Among the most noteworthy policy recommendations in Street Education and related areas, we mention:

- To better know, disseminate and disseminate the experiences, programmes and plans that are being developed in Spain.
- Favour greater communication and cooperation between the 17 Spanish regions, as there are currently few collaborative activities and joint work between the regions.

- The need to allocate more economic and human resources to increase social and community education interventions (including street education), since this sector is neglected by public policies and has suffered a sharp reduction due to austerity policies developed in recent years.
- Convenience of including quality and in-depth training on educational models of social, community and street education in the university programmes of social workers, social educators, counsellors, pedagogues, psychologists and social mediators.
- To develop a more systematic and continuous collaboration between the territory, secondary schools, the third sector, and social and community intervention programmes.
- Implicate municipalities more intensively in social, community, democratic and citizen education programmes.

3) ENHANCED NETWORKING AND COOPERATION OF LOCAL ACTORS ABOUT STREET EDUCATION IN SPAIN

The three Street Education sessions have been held throughout 2018, in the months of May and October. The planning, development and subsequent phase of these three interventions have enabled numerous contacts to be established with the associations directly involved in the collaboration of these interventions (Sevilla Acoge and Anima Vitae) and also with other social actors interested in the approach, contents, methodologies and groups to which this proposal for citizen training and social integration may be addressed.

The tasks of disseminating the results and the Street Education model derived from the ELEF project in Spain are being carried out between October and December 2018.

Among the initiatives already developed or in the process of being completed are the following:

- Sending emails to a list of members of the "Interuniversity Seminar on Social Pedagogy" (SIPS), which constitutes the most important network of Social Pedagogy in university and professional contexts in Spain. This email includes the Street Education model proposed in ELEF and the main products related to this intervention.

- Sending emails to a list of participants in the International Congress of Social Pedagogy, which is the most important scientific event in a university context in Spain. This email includes the Street Education model proposed in ELEF and the main products related to this intervention. This email list will refer to the authors of the papers accepted for presentation at this congress, and is being prepared throughout the month of November 2018, from information already available on the website of the congress:
http://www.sips2018.com/15235/section/9927/congreso-internacional-n-xxxi-seminario-interuniversitario-de-pedagogia-social_-pedagogia-social-in.html

Sending of emails to a list of associations and entities of the third sector of the region of Andalusia, in a first phase. Subsequently, these emails will be sent to associations and third sector entities in other Spanish regions. This email includes the Street Education model proposed in ELEF and the main products related to this intervention.

- Sending emails to a list of public entities in the region of Andalusia, in a first phase. Subsequently, these emails will be sent to public entities in other Spanish regions. This email includes the Street Education model proposed in ELEF and the main products related to this intervention.

- We plan to send out specific information and individual contacts to particularly relevant people in universities, associations and the public sector. Among these people we mention the professors and researchers who are playing an important role in the development of innovative models of social, civic, democratic and street education: Lluís Ballester-Brage, Susana Torío-López, José-Antonio Caride-Gómez, Xavier Úcar, Emilio L. Lucio-Villegas, Juan Sáez-Carreras and José García-Molina. This last colleague, whom we know personally, is a social educator and university professor who is very committed to social inclusion. García-Molina currently holds the political post of Vice President of the Castilla La Mancha region. These social and academic leaders can contribute decisively to the knowledge and application of the Street Education model proposed by the ELEF project.

- This dissemination of the ELEF Street Education model will allow a wide dissemination and knowledge of our proposals, which will contribute to impact the programs, plans and policies related to street education, social inclusion, citizen training of groups at risk of exclusion and the integration of vulnerable and disadvantaged populations.