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**Title of the project:** Investigación Acción Participativa en las Escuelas

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**Web page:**

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**Area:** Urban Governance, Commons, Internet and Social Innovation

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## What

The project "Participatory Action Research in Schools", hereinafter PAR in Schools, promotes collaboration between the university and public schools and high schools with the aim of strengthening ties with the social and economic actors in the neighborhoods where they are located, seeking to understand and deal with the problems perceived by the students themselves, their friends, their families or their teachers. The particularity of this project is the joint design and development of a participatory action research by primary or secondary school students and volunteers interested in social action, usually university students, guided and trained by the IGOP.

PRA in schools aims to have an impact on different aspects. On the one hand, it seeks to strengthen the connection of educational centers and their students with neighborhood agents and facilities. On the other hand, it promotes awareness and critical thinking about the environment and existing social inequalities. All this through training on research methodologies and techniques, so that students acquire new knowledge and skills that complement and reinforce the school curriculum.

## Who

The PAR is developed with the coordination of the IGOP School, teachers from the Master's Degree in Social Policies and Community Action and NUS Processos Creatius SCCL, who offer training and guidance to the community team of trainers, in collaboration with different schools and institutes in the Nou Barris District (Barcelona).

## Why

The IGOP School promotes the link between the university and its environment, as well as the promotion of participatory research processes with different actors in the territory. In the case of PRA in Schools, we also seek to socialize knowledge among primary and secondary school students, promoting critical thought on inequalities and community empowerment.

The project's main objectives are:

- To strengthen the links of the educational center with the wider educational community (family and actors of the territory, such as entities, professionals of public services, institutions, etc.).
- To generate shared thoughts and cooperation dynamics between schools and their environment.
- To contribute to the problem identification and generation of proposals and actions from the territory itself and the community.
- To test new ways of social research through the logic of co-production of knowledge between university institutions and schools.
- To explore pedagogical strategies that combine the acquisition of basic skills and the development of citizenship awareness.
- To stimulate and reinforce participatory attitudes and social commitment among children, also contributing to their collective empowerment.
- To foster a critical and proactive vision of social reality.
- Reinforce the sense of belonging to the community as a positive value.

## How

At the beginning of each academic year, the IGOP School opens enrolment and disseminates information among the university community in order to put together the team that will work with students from various collaborating centers. The first part of the course consists of theoretical training on social inequalities, participatory research methodologies, power and conflict management in the classroom, among other aspects. The second part takes place in the schools, which are visited every two weeks.

With the support of this team, primary or secondary school students, depending on the edition or center, carry out participatory research on issues in their environment and how they affect themselves and their families.

The research must have a social purpose, of transformation or improvement of the community's living conditions. Moreover, it includes participation; the community is not "the object of study" but the main subject, the actors who help to construct reality. Children use interviews and surveys, family discussion notebooks, collaborative mapping, visits to public facilities and spaces, and other techniques. At the end of the project, they present their conclusions in a final action that can take place in different facilities in the territory, including the IGOP School headquarters.

### Project Phases:



### Themes addressed:

Initially, the topic was chosen by the educational center, in order to subsequently involve the students in the definition of the phenomenon to be studied. The topics addressed were the following:

1. **Term 2013/2014** " Collective responses to the crisis". (Escuela Maestro Morera)
2. **Term 2014/2015** "Public Space use". (Escuela Maestro Morera)
3. **Term 2015/2016** " Power relationships ". (Escuela Maestro Morera)
4. **Term 2016/2017:**
  - "The media and the neighbourhood of Ciutat Meridiana" (Escuela Maestro Morera)
  - "Coexistence in the Roquetes neighbourhood" (Escuela Antaviana)
  - "Violence in the neighbourhood of Roquetes" (Institut – Escola Turó de Roquetes)
5. **Term 2017/18:**
  - "Public health in the neighbourhood of Roquetes" (Instituto – Escuela Antaviana)
  - "What young people in the Roquetes neighbourhood think" (Institut – Escola Turó de Roquetes)
  - "What is poverty? How does it affect our neighbourhood of La Guineueta?" (Escuela Ágora)
  - "Culture and inequalities" (Escuela Maestro Morera)
6. **Term 2018/19**
  - "What is sexism and how is it reflected in the neighbourhood of La Guineueta?" (Escuela Ágora)
  - "How have the games in public space evolved over time in our neighbourhood.?" (Instituto – Escuela Turó de Roquetes)
  - "The Ciutat Meridiana neighbourhood's awareness of the nature that surrounds us and how we treat it" (Escola Mestre Morera)

**7. Term 2019/20:**

o Stories of neighborhood protests at Rec Comtal (Escuela Ciudad Condal de Vallbona – BCN– e Instituto-Escuela El Vivero de Can Sant Joan –Montcada i Reixac, en colaboración con la entidad de Can Sant Joan “La Perifèrica”)

o N/A (Escuela Àgora; desarrollo del proyecto a cargo de la entidad “Ètic-Habitat SCCL” de La Guineueta).

**8. Term 2020/21:** “Violence in the neighbourhood of Turó de la Peira”. (Escuela Turó).

**9. Term 2021/22:**

- Multiculturalism in the neighbourhood of Turó de la Peira (Escola El Turó)
- Uses and conflicts of the use of space in the neighbourhood of Vallbona (Escola Ciutat Comtal)

**10. Term 2022/2023:**

- The contamination of the LAFARGE factory and the use of public spaces in Can Sant Joan neighbourhood. (Institut-Escola El Viver)
- Contamination and the origin of the places in the Turó district (Escola El Turó de la Peira)

## When

The project began in 2013, when the IGOP School approached an elementary school to jointly investigate and discuss the inequalities caused by the crisis of 2008 in the most vulnerable neighbourhoods of the city of Barcelona.