Symposium. 19 SES 03: Living & Learning On the Edge: Constructions And Contestations Of Precarity.

Education and Social Change in Spain: from Crisis to Opportunity.

Pablo Cortés González

pcortes@uma.es

José Ignacio Rivas Flores

i_rivas@uma.es

Analía E. Leite Méndez

aleite@uma.es

University of Malaga
'ProCIE' Research Group

Introduction

- Current situation in Spain
 - Attacks to the very heart of our universal rights
(it increases children poverty into 26,2% according to UNICEF)
 - Full perspective of Education, as a need of change.
- Current policies are based on a segregation perspective.

720 VIVIENDAS. LA PALMILLA

ESPACIO PÚBLICO

Introduction II

- La Casa de la Buena Vida
 - Social Movement
 - Social Agents
 - Based of solidarity, love and justice values.

They work, reflect and theorise on an everyday level, *moving from a logic that entails convincing people that a problem exists and how to avoid it, to a logic in which, from a fact that has been acknowledged and identified as a problem by the people themselves, a joint action can be constructed. It is a complex process that needs to be constantly relaunched, without becoming repetitive and always remaining valid* (Cortés & Villanueva, 2009).

More info. www.aicgpp.es

About the ethnography developed

- Context: **Palma Palmilla District.**
- Scheduling: **From April 2009 to early 2013**
- Methodological components:
 - The researchers' story by way of an auto-ethnography.
 - Story through “embodied” anecdotes.
 - Micro-stories.
 - Other Interviews.

Results of the ethnography

- *Personal conflicts. The case of 'Toñi'.*
- *Social relations and cultures.*
- *Tough but common experiences: death and prison.*

What do you expect from a woman like Toñi? I know she does wrong, but at the same time she is also a victim; all her childhood has been involved with selling drugs, she doesn't know how to read or write, she only knows how to sell, it's her only means of survival. I don't justify her behaviour, but we can't really compare her ways with those of other people. For these people I would make proper insertion plans to help them find a decent job in exchange for them stopping dealing. The truth is that everyone knows (Chule).

The problem is the lack of education and information. We are stigmatised; Palma-Palmilla is where all the immigrants and drug dealers go, where nobody pays their bills or anything. That's the mentality. If you put Palma-Palmilla on your CV, you won't get hired even if you're the best person for the job. It's not just a problem for women but the kids too, and the men, the grandparents... everyone suffers the same, that's the problem. I think they built it just for the marginalised.

comments such as “my dad and two brothers are dead” (Mary), “I’ve got 5 brothers up there above” (Carlos) or “my husband and my brother are no longer with us” (Rosi), are commonplace

More Elements to consider

SOCIAL EXCLUSION AND NEIGHBOURHOOD

- Spatial exclusion
- Free time
- Job insecurity

Discussion and last comment.

From Crisis to Opportunity

- Structures and institutions
 - Education and social change

Collective action, as evidenced by our research, is **configured as a major alternative to oppose this policy of segregation** we mentioned at the beginning.

Symposium. 19 SES 03: Living & Learning On the Edge: Constructions And Contestations Of Precarity.

Education and Social Change in Spain: from Crisis to Opportunity.

Pablo Cortés González

pcortes@uma.es

José Ignacio Rivas Flores

i_rivas@uma.es

Analía E. Leite Méndez

aleite@uma.es

University of Malaga
'ProCIE' Research Group