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AN INTRODUCTION TO “EDUCATIONAL VIEWS
ON THE CITY: EXPERIENCE, EVERYDAYNESS
AND PARTICIPATION”

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The approach running through the monograph presented here is based on the need to renew – or reinvent – the educational view on the city. In his article *La ciudad en el currículum y el currículum de la ciudad*, Jaime Martínez Bonafé proposed an interesting frame for a reciprocal relationship, by means of a back-and-forth process, in which the city and education mutually influence each other.

The city transforms into a cultural complex where knowledge and experiences combine, represented in its streets and squares, but also in its dynamics, traditions and narratives. All of us, therefore, play an active role in shaping the city, both through our actions and through our significations. The educational view we will uncover in these papers reconsiders the imaginaries around which we construct ourselves as subjects, and from which we connect our lives in society. In this context, the analysis from this new viewpoint is framed within aspects like experience, everydayness and participation.

The education–city relationship takes different forms: neighbourhood and school, streets and citizens, discourse and transformation. We explore these issues through the articles in this monograph, opening up less familiar cultural, linguistic or corporal dimensions of the city. These articles analyse educational situations and developments, where territory interrogates pedagogy in an exchange that gives city and education new meanings and that proposes new types of relationships.

The monograph begins with an in-depth study by **Ricart Huerta**, based on the analysis of a vast set of data gathered from teachers in various Latin American capital cities – Buenos Aires, Lima, Montevideo and Santiago de Chile – the final part of which is devoted to the city of Valencia. Through cultural studies and visual culture, the article is framed in the search for common spaces for the teaching community. In this context, the city is reclaimed as a cohesive force, able to trace the gaze of the education community, reflected in its attractions, concerns and desires.

The teaching community perspective runs through the next two articles that explore how educators are forged as active agents in the society in which they live, again highlighting the city as space that favours their development as reflective intellectuals and agents of change. They refer to the city not simply as a stage on which to act, however; their research and proposals reveal the city in its multiple dimensions. In their paper, set in the city of Medellín, **William Moreno, María Isabel Herrera, Daniel Hincapié and Santiago Marulanda** highlight the role of the body, of displacement and presence. This article rises to the challenge to re-signify the city in the Colombian context, in the new phase resulting from the peace agreements, in which university students explore the territory in which they will work as professionals. The students are taken to the most damaged sectors of the city, evidence of a social model that, whether they like it or not, they are part of, and that leads the author to propose an education model that deals with conflict through presence, participation and respect. In her article, **Silvia López de Maturana** takes up this social thread, describing the experience of training infant school teachers at the Universidad de la Serena in Chile through immersion in the community, and actively participating in whatever events happen there. Within the frame of participatory action research, she analyses the training and transformation processes that affect students, teacher and community, where new educational synergies are generated from their recognition of the wealth of knowledge held by community members and their discovery of new questions and new ways of relating.

This is followed by two articles that challenge the traditional logic of school spaces and times, that present two proposals in which the city plays a vital role. In the context of infant education, **Júlia Gomar and Julia Pineda**



describe a decentralised school project for children between the ages of three and six, unfurled throughout the territory in a locality in the region of Valencia. Taking the idea of following a route as an educational activity, they challenge us to consider education in movement that explores the potential in the urban environment of which it forms part. The school is no longer just the design of a building: the school and the educational activity unfold throughout the territory, discovering other spaces, other experiences, other agents. Despite the limitations the authors themselves recognise, they provide a space where disciplines and professionals relate to each other in a project to jointly consider inclusive proposals around questions of neighbourhood and childhood. In turn, **Paulo Felipe Lopes and Lucia Helena Álvarez** describe the Programa Educação Integral, enacted in the Brazilian city of Belo Horizonte. Their paper reports the experience of extending the school day through an ethnography of the participant young people and teachers, and explores the relationship established between the school and the neighbourhood, uncovering profound processes of identity and belonging to the territory interwoven with complex power relations. They develop a valuable tool for collective action through the school to enhance the community and respond to the immediate problems facing the city's peripheries.

Continuing the theme of how educational processes influence the city, **Xavi Sarrià's** paper explores the construction of young people's identity in the context of the País Valencià and the teaching through Valencian programmes. The author identifies a generation growing up in complex sociolinguistic circumstances, particularly in the cities and large towns, where youth cultures and education in Valencian played a vital role.

The monograph concludes with two contributions from beyond the school environment, proposing an educational view through participation or urban experience. **José Luis Muñoz and Sara Colorado** explore ways of participating in decision-making processes. They look at institutional channels designed to include the youngest members of society, often without a voice to convey their ideas, and focus on children's and adolescents' councils as spaces for learning and participating, highlighting the importance of creating spaces for analysis, discussion and building the cities where they live.

In *Extramurs*, the paper by Almudena Cotán addresses the social problem of urban accessibility affecting people with disabilities. It does so through the life story of a university student with physical disabilities. Her paper highlights the physical, urban, social and psychological barriers and obstacles that make the lives of people with functional diversity hard and difficult, in order to defend the need to rethink their environment.

Finally, this presentation would not be complete without reference to the Stoa section of the journal, which in this issue, ties in fully with the theme of the monograph. It reproduces the conversation I had with **Jaume Martínez and Jaume Carbonell**, on the Delta of the Ebro River, halfway between Valencia and Barcelona, in which we began to think about the monograph, and which greatly helped us to clarify its focus. The conversation revolved around three main points. We began by discussing the references pedagogy has used to approach the question, which also linked in with reflection on experience in the city, especially the possibility of transformation, and closed with their views on the future. The same section also includes an interview with Professor **Carlos Calvo**, recently awarded the title of Doctor Honoris Causa by the Universidad Euro Hispanoamericana, Xalapa, Veracruz, Mexico. He takes us on a thought-provoking journey through his proposal for training teachers in line with the educational experience in real social contexts, a narrative takes on conception of childhood as the learner constructing him or herself. This idea in some way links tomorrow's teachers with their pupils through a shared process, the educational process, which must be committed to and closely linked to the context. A view that with the city and its conflicts, turns the predominant notion of the school upside down, and in doing so, revolutionises teacher training.