



Metodologías participativas con un enfoque intercultural e intergeneracional. Una experiencia educativa en la ciudad

Participatory Methodology with an Intercultural and Intergenerational Approach: An Educational Experience in the City

José Alberto Gallardo-López.
Universidad Internacional Isabel I.
josealberto.gallardo@ui1.es

David Muñoz Villaraviz.
Colegio de Educación Infantil y Primaria San José Obrero.
davidvillaraviz@gmail.com

RESUMEN.

Esta investigación recoge una experiencia docente en el marco de un proyecto de innovación educativa de la Junta de Andalucía, cuyo eje vertebrador es una Muestra Anual de Comunicación (MuAC) que, tras tres ediciones, se ha consolidado como un espacio de encuentro entre educadores y alumnado de todas las edades, diferentes culturas y realidades socioeducativas. El objetivo principal es convertir al estudiante en el protagonista de su aprendizaje, en contextos intergeneracionales e interculturales, además de mostrar y compartir buenas prácticas educativas en espacios emblemáticos de la ciudad. De esta forma, las personas implicadas intercambian experiencias docentes a través de metodologías participativas que garantizan un aprendizaje significativo y permiten visibilizar las múltiples tareas educativas innovadoras que se llevan a cabo en los centros educativos. El estudio realizado analiza, desde una metodología cuantitativa, la información recogida en las tres ediciones de la MuAC y establece una comparación, en la que se refleja el número de participantes por año de edición, niveles educativos, centros docentes participantes, el conjunto de talleres y actividades socioeducativas realizadas y el grado de satisfacción de la experiencia. Tras el análisis, deducimos que la experiencia fue altamente satisfactoria, llegando a participar en la edición de 2018 más de 1000 estudiantes y 87 docentes, pertenecientes a 12 colegios, 9 institutos de educación secundaria, 1 universidad y 12 organizaciones socioeducativas. Este tipo de actividades mejoran las relaciones sociales, promueven los procesos de enseñanza-aprendizaje desde un enfoque intercultural e intergeneracional y amplían el concepto de vecindad entre la ciudadanía que participa.

PALABRAS CLAVE.

Intercultural, Intergeneracional, Innovación educativa, Metodología participativa.

ABSTRACT.

This research includes a teaching experience within the framework of an educational innovation project of the Junta de Andalucía, whose backbone is an Annual Communication Sample (MuAC) that, after three editions, has consolidated as a meeting place for educators and students of all ages, different cultures, and socio-educational realities. The main objective





is to turn students into the protagonist of their learning, in inter- regional and intercultural contexts, besides showing and sharing sound educational practices in emblematic areas of the city. This way, people involved exchange their experiences with teachers through participatory methodologies that favor meaningful learning. They also make visible the multiple innovative educational tasks that are carried out in their educational centre. The study basically analyzes from a quantitative methodology, information collected in the three editions of the MuAC and establishes a comparison, in which the number of participants for year of publication are reflected, educational levels, educational institutions participating, the whole workshops and socio-educational activities carried out, and the degree of satisfaction with the experience. After analysis, we conclude that It was a highly satisfactory experience, we involved in the edition of 2018 more than 1000 students, and 87 teachers from 12 different schools, 9 secondary schools, 1 University, and 12 socio - educational organizations. This type of activity improves social relationships, helps to promote teaching and learning from an intercultural and intergenerational approach, and expands the concept of the neighborhood among the citizenship that has been participating in this experience.

KEY WORDS.

Intercultural, Intergenerational, Educational Innovation, Participatory Methodology.

1. Introduction.

We live in a society in constant change and development, with continuous educational challenges, where common values acquire a fundamental importance. In this sense, *"intergenerational programs represent a strategy to act from the school context in favor of a society for all ages, since the school must be a space open to the community"* (Abarregui, 2018, p. 213).

As teachers, we must be aware that society has a shared responsibility when it comes to educating the citizenship that makes it. Thus involving different educational agents in these functions is a very interesting way to develop a common learning. If we propose socio-educational interventions from an intergenerational methodology, involving students of different ages, families, teachers, and different organizations and institutions in the activities proposed to. We are already forming the basis of a very powerful starting point for community education.

Communication is paramount in this teaching-learning environment, *"providing diverse possibilities of exchange of experiences through multiple forms of interaction ... it facilitates a sense of belonging, the adoption of different positions, the ability to see their own experiences in the light of others, debate and defend their own choices, address new situations, regulate their own action "* (Montero, and Baena, 2013 , p.96).

In addition, the use of new learning techniques and methods to promote inter-culturality, such as cooperative work, is very positive since, by structuring learning from heterogeneous groups working towards a common goal, it improves cognitive development and affective, processes of socialization, critical thinking and academic achievement (Gallardo Vázquez and Gallardo-López, 2011a; Johnson and Johnson, 2009; Santos, 2017; Gallardo-López and Gallardo Vázquez, 2018; Cotán, García-Lázaro and Gallardo-López, 2021). It is important to point out



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that, in this type of cooperative methodologies, the members of the working group are required to assume an active role, and there is an adequate distribution of the tasks to be carried out. Currently, the increase in multicultural diversity that our society is experiencing is evident. This fact directly affects the situation of the realities in educational centers, where it is clearly recognizable in their classrooms. According to data from the Ministry of Education, Culture and Sports (MECD, 2017), in the Teachings of General Regime in Spain, in the academic year 2006/2007 there were a total of 594,077 foreign students in our educational centers, and this figure increases progressively reaching 687,899 in the academic year 2016/2017. The Autonomous Communities with a higher percentage of foreign students than the total number of students, in the General System Teachings for the 2016/2017 academic year, are the Balearic Islands (13.6%), La Rioja (12.9%) and Catalonia (12.4%). In addition, the percentage origin of these students is: Africa (30.5%), European Union (29.4%), America (25.2%), Asia and Oceania (10.2%) and the rest of Europe (4.7%).

These figures invite us to reflect critically on the role that educational centers must fulfill as agents of socialization and construction of multicultural and diverse identities. From a perspective of intercultural pedagogy for diversity, it is essential to create spaces that generate learning that facilitate *"a greater understanding, openness and mutual enrichment of students from different cultures"* (Chamseddine, 2018, p.197) and to increase empathy and sensitivity towards the knowledge of other forms of behavior and interpretations of social reality (Gallardo Vázquez and Gallardo-López (2011b). According to UNESCO (2006), the cultural diversity coexisting in our societies is a manifestation of the complexity and heterogeneity of life on earth.

On the other hand, the occupation of community territorial spaces turns the school into an institution that acts as a critical actor of social change. In this sense, citizen participation in the community extends the scenarios where social teachings and lessons can be produced to face new challenges with a direct link with the environment. Works as those of Ainscow (2001); Traver, Sales and Moliner (2010); García and Villar (2011); García (2012); Echeita, Simón, Sandoval and Monarca (2013); Lozano, Cerezo and Alcaraz (2015); o Quaresma and Zamorano (2016) point out the possibilities and advantages offered by direct cooperation between the school and the environment, experiencing a transformation and reciprocal feedback.

2. Material and Methods.

The General Directorate of Educational Innovation and Teacher Training approves the MuAC project (Reference: PIN-039/16) as a research and educational innovation project, within the scope "Proc those teaching-learning".

The Annual Communication Exhibition (MuAC) is an event where students and teachers of all educational levels participate: Infant Education, Primary, Secondary, Baccalaureate, Training, and Higher Education.

MuAC is a communicative experience, it is a space in which the educational community, and any organization linked to education, can express their concerns and share their knowledge. It is also an intergenerational and intercultural meeting point, where students from different educational levels and different teaching centers interact and create synergies, approaching



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various socio-educational realities. All this takes place in emblematic and neuralgic spaces of the historic center of Seville, where educators and students show and learn from activities that they have previously prepared in their respective educational centers, with an innovative and creative methodological approach.

This educational experience creates a jovial and relaxed atmosphere, conducive to take advantage of the many possibilities that communication has as a fundamental tool to optimize learning, from a formal, non-formal, and informal perspective.

2.1. Goals.

The general objectives set to create and consolidate the MuAC are the following:

- Turn students into the protagonist of learning in intergenerational and intercultural contexts.
- Show and share sound educational practices with students, in emblematic locations of the city.
- Expand the possibilities of cooperating, exchanging, and making visible the multiple innovative educational tasks that are carried out in educational centers.

To achieve these general objectives, a series of specific objectives are formulated:

- Create an educational association of teachers to manage the event.
- Consolidate the pedagogical event in the educational agenda of the city of Seville.
- To create an intergenerational and intercultural play space that enriches the autonomy of the students, favoring their teaching- learning process in a cooperative way.
- To optimize the teaching competence in a real framework of exchange of face-to-face experiences.
- Encourage teamwork and collaborative work of all members of the educational community.

2.2. Evaluation Methodology.

The valuation methodology carried out in this research is quantitative, and designed and implemented partially through a questionnaire assessment, (Likert), intended to collect information related to various aspects of the experience, such as overall satisfaction after the MuAC event, the educational usefulness of the proposed activities, issues related to educational values, the level of involvement and participation of students, and the benefit obtained in the exchange of experiences of innovative educational practices with other professionals in the sector. The questionnaire was administered and completed *online* by a sample composed of 34 teachers (MuAC 2016), 49 teachers (MuAC 2017) and 87 teachers (MuAC 2018).





The internal consistency obtained in the questionnaire, as by statistical Cronbach, was 0.771. In this sense, this value indicates that the internal consistency for the instrument is acceptable ($\alpha = 0.7 - 0.8$) according to the categories proposed by George and Mallery (2003) so that the estimated reliability can be considered as adequate and sufficient.

3. Results.

From the constitution of the association to the present day, MuAC has grown in quantity and quality. Proof of this are the results, exposed in this article, of the three editions held: MuAC2016, MuAC 2017 and MuAC 2018.

3.1. I MuAC 2016.

The first pilot experience took place on March 30 and 31, 2016, at the Palace of the Marquises of Algaba, the House of Sirens, and the Alameda de Hércules in Seville. The first edition featured 16 workshops, where one of the workshops commemorated the thirtieth anniversary of the death of the erudite Argentine writer Jorge Luis Borges.

Table 1. Number of total participants, by courses and educational levels in I MuAC.

MuAC 2016 (278 students per day)												
Childish			Primary									
3 years	4 years	5 years	1st	2nd	3rd	4th		5th		6th		
0	0	2	2	2	2	27		3		47		
High school				High school		Training Cycles				Sevilla University		Other (two)
				Grade Medium		Grade Higher		Grade	Master			
1st	2nd	3rd	4th	1st	2nd	1st	2nd	1st	2nd			
49	38	30	9	4	0	52	0	10	0	0	0	1

The total participation was: 4 schools, 4 institutes, the School of Crafts of Gelves, and the information center Europe Direct Sevilla. Participated, counting both days, more than 30 teachers and more than 400 students. In addition, the experience had a great media impact¹.

3.2. II MuAC 2017.

The second experience took place on April 26 and 27, 2017, coinciding with the day that the Universal Exhibition of Seville began in 1992. Of the 31 workshops, 5 commemorated the 25th anniversary of Expo'92. In addition to using the same spaces of celebration as the previous edition of MuAC, a workshop was held in the Casa del Pumarejo, a palace house of the eighteenth century in the historic center of Seville.





Table 2. Number of total participants, by courses and educational levels in II MuAC.

MuAC 2017 (705 students per day)													
Childish			Primary										
3 year s	4 year s	5 year s	1st	2nd	3rd	4th		5th		6th			
0	0	0	0	0	0	0		Fifty		72			
High school				high school		Training Cycles				University of Seville (1)		Other (3)	
1st		2nd		1st		2nd		1st		2nd			Grade (two)
116	36	39	40	95	30	53		77	60	25	5	7	

Broadly speaking, the second sample doubled, in almost all aspects, the results of the first. The new incorporation of the University of Seville among the 22 participating organizations is very relevant. A total of 49 teachers accompanied the 705 students each day. This edition was also covered by the media².

3.3. III MuAC 2018.

The third experience took place on May 10, 2018. Of the 41 workshops, 10 were part of the Murillo Year project. This city project is a multidisciplinary event that involves various institutions to bring baroque painting to citizens through a program of cultural activities, restoration and research that aims to draw new routes for the study of the painter and his time. The chosen spaces were again: the Palace of the Marquises of the Algaba, the House of the Sirens, and the location of the Alameda de Hércules.

Table 3. Number of total participants, by courses and educational levels in III MuAC.

MuAC 2018 (1010 Students)													
Childish			Primary										
3 years	4 years	5 years	1st	2nd	3rd	4th		5th		6th			
0	50	25	50	0	25	25		179		117			
High school				high school		Training Cycles				University of Seville (1)		Other (12)	
1st		2nd		1st		2nd		1st		2nd			Grade (4)
101	79	48	13	29	0	8		88	80	40	6	47	

We can say that the third edition trebled data of the first edition, with more than a thousand students and 87 teachers involved. It should be noted that all educational stages are represented, and almost all courses or levels. In the line of previous editions, the press, radio and television echoed the event³.

After the analysis of the information collected in the three editions of the Annual Communication Sample, we can establish a comparison between them, which reflects the number of participants per each edition year, educational levels, and participating teaching centers.

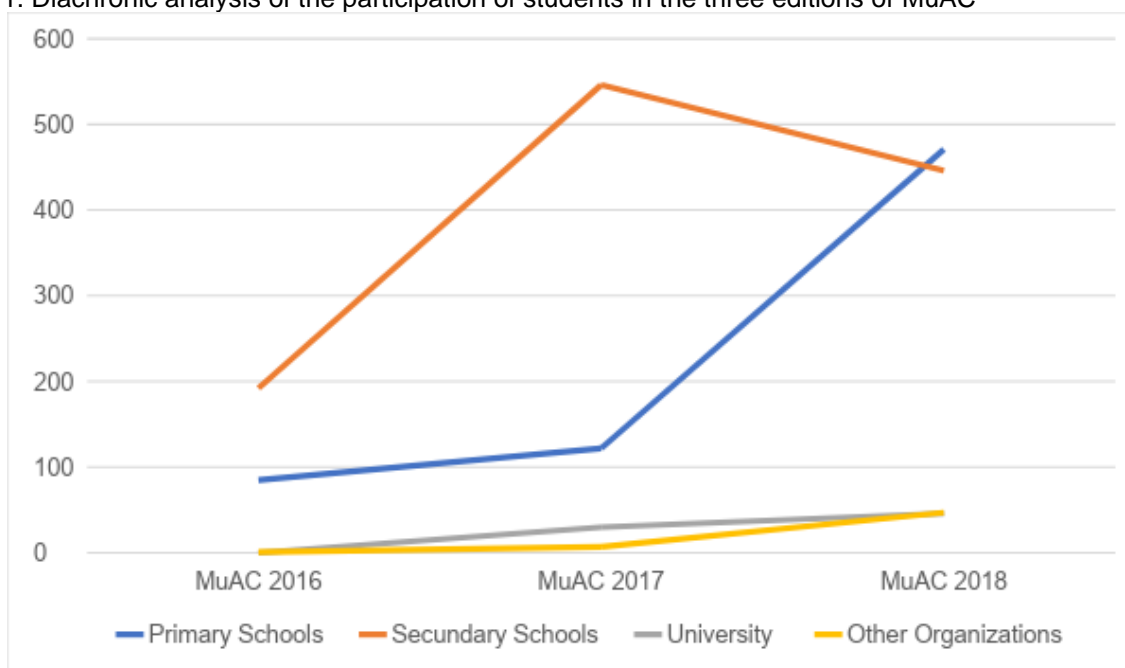




Table 4. Comparisons of MuAC editions (I, II and III MuAC).

Year	No. of Schools that participated	Number of students who participated by educational stage		No. of Institutes that participated	Number of students who participated by educational stage			No. of Universities that participated	Number of students who participated by educational stage		No. of Other Organizations who participated	No. of students who participated
		Childish	Primary		High school	high school	Training Cycles		Grade	Master		
2016	4	2	83	4	126	4	62	0	0	0	2	1
2017	5	0	122	13	231	125	190	1	25	5	3	7
2018	12	75	396	9	241	29	176	1	40	6	12	47

Figure 1. Diachronic analysis of the participation of students in the three editions of MuAC



After observing the data, we can see a significant increase in the number of students who carried out the teaching-learning activities proposed by the MuAC initiative, except in the case of high school students who substantially decreased their participation.

3.4. Questionnaire.

One of the instruments used to assess the educational experience at each meeting edition, is a questionnaire Likert scale, with a gradient or valuation level 1 to 5 (where 1 indicates "not satisfied", 2 "bit satisfied", 3 "undecided", 4 "satisfied", and 5 "very satisfied"). The instrument is composed of 8 items:

- Item 1. Overall satisfaction after the event.
- Item 2. Educational usefulness of the activities presented.
- Item 3. Degree of pedagogical innovation of the activities.
- Item 4. Protagonism of education in values.
- Item 5. Intergenerational and intercultural approach to the event.
- Item 6. Involvement and participation of students.





Item 7. Adaptation of the participatory methodology.

Item 8. Satisfaction about the exchange of teaching experiences.

Next, the descriptive analyzes of the data collected in the evaluation questionnaires for the three editions of MuAc made:

Table 5. Descriptive statistics MuAc 2016, 2017 and 2018.

MuAc 2016									
		Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8
N	Valid	3. 4	3. 4	3. 4	3. 4	3. 4	3. 4	3. 4	3. 4
	Lost	0	0	0	0	0	0	0	0
Half		4.03	4.26	3.85	4	4.21	4.09	4.38	4.32
Median		4	4	4	4	4	4	5	4.50
Fashion		4	4	4	4	4	4	5	5
Standard deviation		.797	.751	.702	.696	.687	.866	.853	.806
Variance		.635	.564	.493	.485	.471	.750	.728	.650
MuAc 2017									
		Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8
N	Valid	49	49	49	49	49	49	49	49
	Lost	0	0	0	0	0	0	0	0
Half		4.20	4.37	3.92	4.10	4.35	4.16	4.43	4.35
Median		4	4	4	4	4	4	5	5
Fashion		4	4	4	4	4	4	5	5
Standard deviation		.790	.698	.759	.684	.663	.773	.764	.779
Variance		.624	.487	.577	.469	.440	.598	.583	.606
MuAc 2018									
		Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8
N	Valid	87	87	87	87	87	87	87	87
	Lost	0	0	0	0	0	0	0	0
Half		4.34	4.49	4.16	4.36	4.38	4.32	4.51	4.43
Median		4	5	4	4	4	4	5	5
Fashion		4	5	4	4	4	4	5	5
Standard deviation		.697	.626	.761	.664	.651	.739	.663	.772
Variance		.461	.392	.578	.441	.424	.546	.439	.596

In the 2016 edition, 23.5% of respondents indicated that they felt very satisfied after the event, 38.2% found the activities carried out with great educational value, 58.8% were satisfied with the degree of pedagogical innovation, and 70.6% say they are satisfied with the stressed presence of education in values. On the intergenerational and intercultural approach, 50% indicate to be satisfied, and 35.3% very satisfied. On the other hand, 52.9% admit being satisfied with the involvement and participation of students, and 55.9% is very satisfied with the exchange of teaching experiences. Finally, on the adequacy of the participatory methodology used in the experience, 35.3% indicate to be satisfied, and 50% very satisfied. In the 2017 edition, 30.6% of respondents indicated that they felt very satisfied after the event and 59.2% satisfied. 44.9% found the activities carried out with great educational value, 49% were satisfied with the degree of pedagogical innovation and 65.3% said they were satisfied with the presence of education in values. Regarding the intergenerational intercultural approach, 44.9% indicate that they are very satisfied. On the other hand, 57.1% admit being satisfied with the involvement and participation of students and 55.1% is very satisfied with the exchange of teaching experiences. Finally, on the adequacy of the participative





methodology that has been implemented in the experience, 34.7% indicate to be satisfied and 51% very satisfied.

In the 2018 edition, 42, 5% of the respondents indicated that they were very satisfied after the event, 54% found the activities carried out with great educational value, 36, 8% were very satisfied with the degree of pedagogical innovation and 43.7% satisfied. In addition, 50.6% say they are satisfied with the presence of education in values, and 43.7% very satisfied. On the intergenerational and intercultural approach, 47.1% said they were satisfied and 46% very satisfied. Finally, 49.4% acknowledge being satisfied with the involvement and participation of students and 57.5% are very satisfied with the exchange of teaching experiences. Finally, on the adequacy of the participative methodology that has been implemented in the experience, 29.9% indicate to be satisfied, and 57.5% very satisfied.

4. Discussion.

In order to enrich the relationships established by people of different ages and to create common spaces of mutual learning, the possibility of intergenerational education is raised. We start from the idea of a heterogeneous society and we try to eliminate any conception of a homogeneous reality, since educating from common bonds facilitates the interaction and the exchange of values, and learning in favor of the construction of a diverse society where all people have equal respect, rights, and recognition.

This didactic proposal underlines the process of learning in a novel, fun, and meaningful way, as well as improving the interpersonal relationships of students of different ages and academic disciplines.

According to Martínez and Bedmar (2018), a contact established between students from two different age groups promotes mutual knowledge, in addition to contributing to inclusive education, without stereotypes between generations, since everyone can contribute something valuable to others by promoting values of respect, tolerance, and solidarity. In this sense, authentic learning is achieved by creating spaces for dialogue and exchange of different perspectives, dealing with topics of common interest from a complementary double vision.

According to the ideas of Pérez (1997), we can say that social pedagogy studies the potential of learning from coexistence. In this order of ideas, one must learn to live together in society, and this *"Requires cultivating respect for diversity to the extent that it is taught to discover and eliminate injustices, and to solve differences in a constructive way"* (Cabrera, Moreno and Fajardo, 2017, p.2). Therefore, in this type of experience the most important thing is to understand others from the individual differences that characterize them, since the real value of positive interactions is in group growth and learning, but always respecting one's own particularities, and the uniqueness of each individual (Díez, 2003).

According to Bedmar (2003), among the benefits of intergenerational education we can emphasize that it is an education throughout life that teaches how to live in society, develops interest in individual knowledge, promotes learning through reflection, interaction and action, but also allows you to be yourself, both individually and collectively.

The intergenerational experience can suppose a process of participation and social coexistence, that enriches the social relations as a base of development, and allows for the





possibility of changing the individual and collective circumstances (Muñoz, 2017). These intergenerational educational activities, where there is an approximation between different ages, are a fundamental tool to work on transversality in the development of democratic, civic, and ethical values. In addition, these experiences, properly oriented, encourage the treatment of diversity and respect for human rights, and the basic freedoms of all people (Montero and Baena, 2013).

Normally, we are accustomed to using social spaces for leisure and free time and to develop educational processes that are very determined by age. In this sense, experiences which break with the established view, creating common spaces of generational exchange for learning, suppose civic exercises with a highly positive impact for all involved. In fact, we can say that a society cannot develop or evolve if its population groups do not establish continuous interrelations (Montero and Bedmar, 2009, Montero, García and Bedmar, 2011).

The involvement of the educational community in this type of pedagogical experiences is fundamental, forming part of the activities that are posed with the students in a direct manner. Studies like those of Jensen, Joseng and Lera (2007) or Montesinos, Martínez, Pomares and Serrano (2013), confirm that establishing a greater commitment and cohesion between family and school, the educational quality increases. These types of activities involve the implementation of teaching and learning strategies, necessary and innovative, to enhance integration among students of different ages, their teachers, their families, and staff- from different organizations and institutions linked to the school. In addition, they are carried out in key points of the city, in spaces shared by citizens, leaving the classrooms and opening the school to its closest social context with the aim of facilitating the integral development of the students, promoting and stimulating different forms of relations in terms of plurality, recognizing differences and multiplicity.

The participating students discover different areas of the city through the people who inhabit these spaces, breaking prejudices and labels pervasive in certain neighborhoods, or districts of the city. The individual's concept of the city, which is sometimes limited to his or her neighborhood, is enriched.

On the other hand, the activities planned from an intergenerational perspective occupying common spaces in the city also promote unexpected encounters and intercultural relationships. In this way, students, teachers, and faculty from different neighborhoods, share common spaces and interrelate with the objective of sharing experiences and cooperative and collaborative learning.

The relationships between people of different ages and different social, cultural, and economic characteristics, establish an unbeatable opportunity to build links among different groups. In addition to sharing spaces for leisure and free time, relational synergies are created for the exchange of interests, ideas, feelings, values and learning, thus enabling a critical and reflective perspective.

According to Iglesias and Espona (2017), *"it is assumed that it is a condition for inter-culturality to generate spaces of relationship between young people of different cultural origins and social conditions"* (p.148).





From the educational point of view, the social approach to pedagogy is essential. We must educate in social and cultural spaces where contact and the relationship among citizens promote coexistence, miscegenation and diversity (Figueredo and Ortiz, 2018). These intercommunity processes are a great tool for mediation since they establish scenarios of dialogue, relationship, and democratic participation (Márquez, Prados and Padua, 2018). Following Escarbajal and Leiva (2017), we can say that the success or failure of the inclusion of immigrants in the educational centers of our country, *"depends to a large extent on the attitudes and behaviors that are developed in the classroom and in the school as a whole on the part of the students, also of the families, but above all of the teaching staff"* (p.282). For this reason, the training and attitude of teachers in the face of interculturality is a key to the proper functioning of socio-educational practices.

This concern for the multicultural from the educational field has led to various authors such as Banks (2014), Olmos (2016), Martínez, Lloret and Céspedes (2017) or Verdeja (2018) approaching, with their research, to the challenges that this problem generates. In this sense, the attention given to cultural diversity is a teaching challenge of our time, and we must approach it proposing new methodological ways that allow us to fulfill in practice the objectives that we propose. Since, at present, the approach of traditional pedagogies is not very adequate to address the multiple processes by which students acquire their skills, *"understood as the ability to respond to complex demands through the internalization of knowledge, skills, emotions, values and attitudes"* (Fernández, Fernández and Rodorigo, 2017, p. 484).

We agree with Rodríguez (2018) that interculturality must be worked on from the schools, but *"opening up to the participation of the whole educational community ... and, above all, educating for personal, social, community values, development towards the educational transformation at all levels"* (p.53). Therefore, an authentic intercultural education must configure the school as a meeting place among cultures, open to the community, where education favors democracy and coexistence; and not only as hermetic spaces for the transmission of educational content.

Therefore, we can deduce that building the conditions for a positive social coexistence is, above all, an educational issue. This implies addressing this great challenge from the exchange of learning experiences with heterogeneous groups, taking into account cultural, generational, and diverse socio-educational characteristics (Fiorucci, 2017).

In short, intergenerational and intercultural educational projects carried out in common spaces, such as MuAC (Annual Exhibition of Communication) are becoming increasingly necessary. This need is manifested in the progressive increase in demand by teachers to participate in MuAC, edition after edition.

In addition, the flexible and efficient format of the educational event of the MuAC project guarantees the success of the activity, and its possible exportation to other territorial contexts. Likewise, the active role of all the students and teaching staff, encourages the establishment of constructive and balanced relationships, in a relaxed atmosphere and cordiality that continues with the broad cultural, social, and generational diversity, is presented as an additional attraction in that space of confluences, eliminating prejudices and improving coexistence, harmonizing knowledge and entertainment.



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¹ Article published in the newspaper El Correo de Andalucía: <http://ow.ly/kl6B30mT5Jr>

Report made in "In first person" program of Radio Nacional de España: <http://ow.ly/JgmL30mT5Ps>

² Article published in Diario de Sevilla: <http://ow.ly/dXi330mT6rW>

³ Article published in Diario de Sevilla: <http://ow.ly/1v1a30mT6wE>

Report made in "Artesfera en Radio 5" program of Radio Nacional de España: <http://ow.ly/aIZQ30mT6EU>

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