

## Inclusion, Educating City and Elderly People, a Current Inclusive Challenge

**Ana Amaro Agudo and Nazaret Martínez Heredia**

*Department of Pedagogy, Faculty of Education, University of Granada, Spain  
anaamaro@ugr.es ; nazareth@ugr.es*

### ABSTRACT

The world population has changed spectacularly in the last decades. The growth in life expectancy is forcing a restructure in our policies and, obviously, education. For 2050, there will be 2.000 sixty plus year olds. That is more than 20% of the world population. Besides, discrimination for ageing and, sometimes, abandonment and abuse of elderly people is a frequent and harmful attitude. The main objective of this article is to make a theoretical approach to the work that is carried out from educative cities to that effect. Local governments have an outstanding role when giving response to the challenge of a more and more aged society. One of the obligations of the cities that have joined this international movement is the fulfillment of the charter of EC. In it, it is said that cities should be aware of the mechanisms of inclusion and exclusion that affect them, and the varieties that are coated and will be developed by the needed policies of affirmative action, such as activities directed to the inclusion of that given collective.

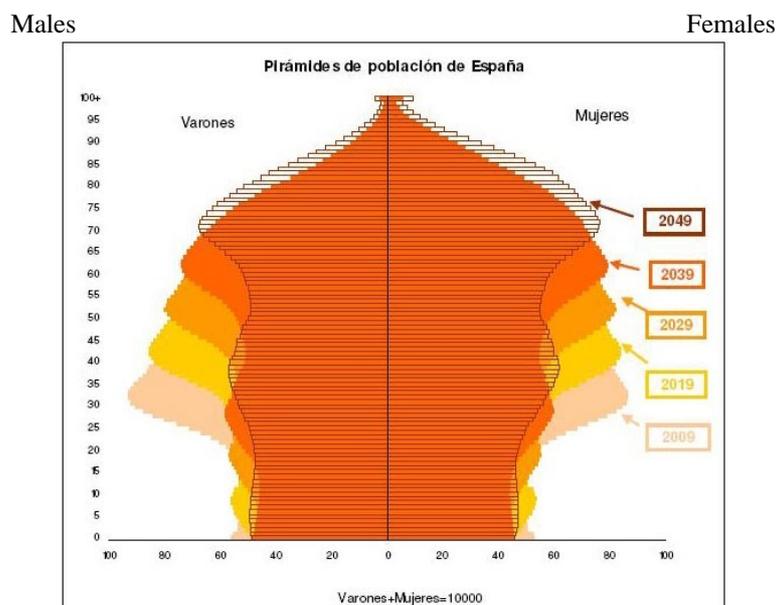
In a second part of the article, we will make a selection of the main activities with elderly people carried out in the Spanish territory, as a reference of the work towards the inclusion of vital importance for this collective around the world.

**KEYWORDS:** inclusion, elderly people, educating city, social exclusion.

### INTRODUCTION

Fernández (2015) explains that there is a continuous ageing of the Spanish population. Since the beginning of 20th century, there has been a great change in the Spanish population pyramid, with a progressive increase in 65 year old people with respect to the total. The 2014 report on statistics of elderly people in Spain shows that the future evolution of ageing points to a great growth of elderly population.

Spanish population pyramid



Males+Females=10000

**Figure 1:** Spanish population pyramid

Source: Instituto Nacional de Estadística (2014)

Ageing is a progressive, slow and irreversible evolution, which affects all living beings. This process starts with birth and ends with death, at fourth age. Despite being a road that every living being must fulfill, it is not a concrete or framed phase in the life of people. It is not something either homogenous or static. Every individual lives it in a unique way.

According to Martín García (2000):

the perspective of the theory of the vital cycle considers the process of ageing as a dual one of change and continuity along life, in which internal factors (biological and psychological) combine with external (social and cultural). These factors depend on our way of living and our own nature, making such process something we can change, both speeding it up and slowing it down. (p.168)

According to a research published by IMSERSO (2006), ageing successfully (actively) comes determined by four groups of factors: low probability of falling ill and with associated disability, high cognitive functioning, high physical functioning and compromise with life. Therefore, this role model of ageing is based on elements that are mainly individual. This is a clear case of multidimensional concept, where several conditions coincide: bio-medical, psychological and social. Due to this reason, the statement cannot be reduced only to some of its components (i.e. it cannot be reduced only to health or satisfaction). In the same way, this study explains that most of the conditions that define this type of ageing are:

- Psychological conditions (cognitive capacities)
- Behavioral conditions (physical competence, functional skills) and
- Psycho-social conditions (control and self efficiency, social participation, social realtions).

One of the essential aspects included in the research by IMSERSO (2008) is the Independence, where they recognize the right that elderly people have to have access to income, food, housing, medicines, as well as a suitable education and formation. And Self-realization, that highlights the need to favour free access to social resources that facilitate opportunities to develop its potential. Both aspects are key for the support of the aforementioned research. The approach to Active Ageing leans on the recognition of human rights of elderly people and the previously mentioned principles. It accepts their rights to have equal opportunities and treatment in all aspects of life as they grow older. Moreover, it backs their responsibility to participate of the political process, and any other aspects of everyday life, according to their needs, wishes and capabilities, as they give them protection, security and adequate care when the assistance is needed. It is a must for all public policies to be used as an axis of transformation in order to enable a change of paradigm on the image and value that society gives elderly people. By means of the active ageing, we pretend to enlarge both hope and quality of healthy life for everybody as they evolve into the development of their lives, and, consequently, getting older. Carrying on with the idea that is given from either national and autonomic documents, Active Ageing is understood as ageing safely, counting on all social, legal and sanitary supports that may be needed.

European Year for Active Ageing and Solidarity between Generations (2012) establishes the need for a life-long education, as a right, after all social, political, financial, sanitary and educative institutions adapt their objectives and approach to the society where they are included. According to Bedmar y Montero (2017) long-life education is an expression related to Permanent Education, and derives from the progressive need that people have to chose their own life project and personal development.

The manifestation of the right to formation and education throughout life is a need (the right to read and write, to have access to given resources, to develop and practise both individual and collective capabilities and competences, etc.). Present mankind gives a especial value to the concept of continuous education, which states that the educative process should not be limited to childhood and youth.

As García Mínguez (2009) points out:

the Universal Declaration of Human Rights proclaimed by the UN General Assembly establishes in article 26 that everybody has the right to education, noting some of its own characteristics: it supposes the integral personal development, value judgements and improvement as ideal components. (p.134)

Human beings must and can acquire formation, culture, knowledge and skills throughout our lives, as studying has no age. It is in the 90's that we first find, in the Delors report, the successful and expressive expression *life-long education* as an indication for the deviations of Permanent Education. According to Serdio (2008), what we aim with life-long education is to provide elderly people with the opportunity to develop their level of competence by assimilating new knowledge and skills, both intellectual and social.

- Improving and stimulating physical and mental welfare of elderly people, helping them defeat and eliminate solitude.

- Eliminating negative stereotypes on both old age and people, by stimulating intergenerational contact, solidarity and social support.
- Developing and/or generating skills for a better adaptation to community and social life, by stimulating social networks and social support systems.
- Developing and/or generating skills for the rise of self-confidence and self-dependence.

**EDUCATIONAL CHALLENGES. EDUCATING CITIES MOVEMENT**

The concept of educating city was born as an ideal, a reality dreamt by Edgar Faure and a group of contributors, around 1970. The idea, in those times, was a utopia on which they based the precedents for a distant city, but with strong foundations. The idea of a city that educates, both always and well, is, by itself, contradictory. Therefore, it should be appropriately built, satisfactorily and coordinately channeling its own educative aspects (Amaro y Delgado 2003). Active citizenship implies a new culture of public education, and gives citizens a true autonomy and responsibility. Without such conscience of citizenship, it is difficult that anybody may be tempted for social participation. The term Active Citizenship is a desirable referent for coexistence as it promotes mutual respect and non-violence ensures human rights and strengthens democratic values (Moro, 2007; Trilla y Cámara, 2011; Escudero, 2014).

The beginning and germ of such active citizenship, which implies a continuous learning process, is the Educating City: “the educating city is that which, aware of the essential role of cities in the education of people, states the willingness to influence them positively” Amaro (2002, p.56). The city is, at the same time, environment, instrument and object of learning. The city is the context, the device for selfless formation. It is, at the same time, a support used by educators to create learning settings, and a consolidator of the specific content for the everyday learning of life itself. The possibilities that the EC movement offers is a referent for this present essay. Both life-long education and offering educating activities is, by all means, one of the essential pillars of the movement.

This concept offers us a new environment, with new possibilities of interaction, conveyed through projects that allow the fulfillment of the Charter of Educating Cities. Such charter arranges the 20 essential principles and aspects that should be met by the cities that take part in the EC movement.

**BIECE AND ACTIVITIES WITH ELDERLY PEOPLE IN SPAIN**

The IBDEC is the International Bank of Documents of Educating Cities. IBDEC “created a computerized documentary data base, developed by the bibliographic retrieval system BRS, which contains information on initiatives or concrete achievements that are carried out in cities with an express educating will” Viladot (1994, p.18).

Currently, the experiences kept in the Bank are classified into 15 categories. The belonging cities conduct the set of actions needed for the development and formation of their citizens throughout their lives, being adjusted to their real requirements and the fulfillment of the charter of educating cities. IBDEC serves as a platform for the publication of the same, helping share them with other cities belonging to the movement. We will now detail them in the following chart:

**Table 1: Categories**

<b>CATEGORIES</b>	
Art and humanities Social welfare Citizenship and coexistence Personal development Urban development Information and documentation Policies and administration	Educating system Associations and participation Science and technology Culture and leisure Socioeconomic development Permanent formation Environment Health and sports

Source: own development from the web-page <http://www.edcities.org/banco-de-experiencias/>

**METHOD**

The general aim of the current research is to gather and analyze the main activities that are being carried out within the Spanish educating cities on elderly people and active ageing, referent for the development of the situation of our elders.

There is a selection in base to the data from IBDEC, within the category of “permanent formation and elderly people”. Starting from that, a random sample has been done for the analysis of the content in the year 2016-2017 on the main activities referred to elders and active ageing, which is the target in our research, and using for that the official webpage of Educating Cities.

The analysis of content of the activities consists in specifying and systematizing the content of the messages and the expression of that content with the help of either quantifiable or unquantifiable signs. All that with the aim of making logical and justifiable deductions to do with the resource. It is obvious that the interest of the analysis of content is not only the description of such contents but also what these could teach us, once treated, relative to other things (Taylor and Bogdan, 1994; Buendia and Colas, 1997; Perez, Galan y Quintanal, 2012).

Out of all the cataloged ones, we have focused on 4, gathering the essential aspects referred to the following aspects:

**Volunteers for Madrid**

Social rating, a local initiative for equal opportunities

**Boost of learning-service as a tool for coexistence, social cohesion and participation**

**RADARS, project of community action for elderly people**

**Experience classrooms**

Relating life

Community promotion and intervention in Los Ambitos neighborhood

**Table 2: Volunteers for Madrid**

Title of the experience: <b>Volunteers for Madrid</b>	
<b>Topic:</b> Citizen participation	
<b>City:</b> Madrid	
<b>Description:</b>	Volunteers for Madrid is a program from Madrid City Council, intended for the neighbors of the city interested in taking part in projects of citizen participation, designed and promoted from the local initiative in all areas (social, cultural, sportive, environmental, health. Etc.). In occasions, these projects are carried out together with different governmental areas, institutions, social entities and companies that promote solidarity, coexistence and common wealth.
<b>Objectives:</b>	<ul style="list-style-type: none"> <li>- Promoting volunteering action and active participation of citizenship in actions of common interest in everyday life.</li> <li>- Giving civil society a main and co-responsible role in the search for solutions and alternatives to the problems in the environment.</li> <li>- Generating volunteering projects in all areas: social, sportive, cultural, environmental, etc.</li> <li>- Boosting the role of Madrid City Council as the promoter of the caring organization of the city.</li> <li>- Promoting work guidelines in entities and companies that support social responsibility and corporative volunteering.</li> <li>- Offering support for the dissemination and formation of volunteers.</li> </ul>
<b>Methodology:</b>	<p>The axes that articulate the Program are:</p> <ul style="list-style-type: none"> <li>- The formation aimed for volunteers.</li> <li>- More than 100 own projects, which are classified in permanent and occasional. Permanent projects are developed all year round. Volunteers collaborate in programs of attention towards young and elder, reinforcement of learning, and socio-educational activities, promotion and awareness towards volunteering among youngsters, accompaniment and rehabilitation of memory in order to promote health among elderly people, preventing labors, orientation and family support, promotion of healthy food habits in schools, cultural visits around the city, district projects, etc. Some of these projects are carried out in collaboration with groups of work from other entities or organizations, as, for example, the sharing of</li> </ul>

	<p>foods in social soup kitchens together with Rotary Foundation, accompaniment of homeless people together with Samur Social teams; social-sportive volunteers in the school for shanty children “El Gallinero”, together with Fundación Real Madrid, cognitive stimulation in homes together with the. Centro de Prevención del Deterioro Cognitivo (Madrid Salud), or volunteers with animals, together with the Centro de Protección Animal (CPA). Punctual projects are carried out occasionally, and they allow the participation of people that don’t usually have the opportunity to make permanent solidarity actions. They are a channel for active citizen participation in the events in Madrid in areas such as cultural, sportive, environmental, etc. They develop the feeling of active citizenship and enable the access to more innovative forms of volunteering. Among others, these are highlighted: sports events (Carrera Popular de San Isidro, Perroton, etc.); international days (Semana Europea de la Movilidad “La Celeste”, International Day of Infant Cancer, etc.); festivals, fairs and days (Festival de Artes Escenicas de Madrid Fringe, Salon para la Adopción de Animales de Compania, etc.) local campaigns (caravan “Madrid sin filtros”, to stop throwing out cigarette ends on the floor, participative processes “Decide Madrid”, etc. and other events such as the Three Wise Men Parade, Special Olympics adapted sports activities, etc.</p> <ul style="list-style-type: none"> <li>- Collaborations with non-profitable social entities. The Department of Volunteering provide them with volunteers for their projects.</li> <li>- Subsidies for non-profitable social entities and institutions that develop projects of volunteering in the city of Madrid. In order to promote transparency, such entities are regularly called to analyze the presentation, development and justification of projects.</li> <li>- The Foro de la Solidaridad, public participation body with a consultive character where they discuss and suggest different initiatives for the neighborhoods. It provides the local authorities with useful information for the development of policies to do with volunteering.</li> <li>- All projects and petitions of volunteers from the different areas of the city council or other entities are planned at length in order to determine the role of volunteers and to organize the details of the actions.</li> </ul>
<p><b>Results:</b></p>	<p>The monthly average growth of volunteers is of 70 to 80 people, mainly by “word of mouth”, as there haven’t been huge broadcasting campaigns. This datum shows that both motivation and the sense of belonging of the people who form a team of caring ones, who get related, operate actively and feel useful for their city.</p> <p>Along 2017, Volunteers for Madrid will start two new projects: the creation of a body of junior volunteers, designed with the purpose of preventing and fighting school bullying, run in collaboration with the local police, and the setting up of a digital platform of volunteers, through which citizens will be informed about all caring projects, as well as consulting an agenda for events that count with the collaboration of the volunteers. In 2016, the City Council of Madrid granted Volunteers for Madrid with its highest distinction, the Gold Medal, for the humane, local and social transcendence of its labor</p>
<p><b>Summary:</b></p>	<p>This program, based on the design of active citizenship, began its evolution and development with the creation, in 2006, of its own body of volunteers. The Department of Volunteers, dependent on the Area de Gobierno de Participación Ciudadana, Transparencia y Gobierno Abierto, is in charge of making citizens aware of the importance of volunteering, and provides people interested in becoming volunteers with welcoming, information, formation and assessment. Besides, it plans and coordinates volunteers in its own projects, as well as serving social entities, providing them with volunteers who help in their projects.</p> <p>Finally, the Department cooperates with other areas and organisms in the running of solidarity projects.</p> <p>Currently, the body of volunteers of the City Council is made up of 11,500 people, who may take part in activities such as: accompanying in hospitals, sharing out foods, school support to children, supporting in sports, cultural and environmental activities, local campaigns, etc. Being part of Volunteers for Madrid means to take part in a team of citizens ready to promote positive and caring values, and enjoy collaborating with their City Council so as to turn their city into a role model for coexistence and welfare.</p>

**Table 3: Boost of service-learning as a tool for coexistence, social cohesion and participation**

Title of the experience: <b>Boost of service-learning as a tool for coexistence, social cohesion and participation</b>	
<b>Topic:</b> Service Learning	
<b>City:</b> L'Hospitalet de Llobregat	
<b>Description:</b>	Service-Learning (ApS) is a pedagogical methodology that joins, in an only action, the learning of a given part of the school syllabus with the realization of a job on behalf of the community. The student learns contents and values and acquires competences and skills, developing a social compromise with the most vulnerable groups in their environment, exercising, since they were little, their right to an active citizenship committed towards the transformation of society.
<b>Objectives:</b>	<ul style="list-style-type: none"> <li>- Promoting values of solidarity, social compromise and the exercise of an active and transforming citizenship among students.</li> <li>- Increasing students success and the interest in studying, and reducing school absenteeism.</li> <li>- Promoting the knowledge and appreciation of the environment among the students, getting them to feel proud of the work that they do for their neighborhood.</li> <li>- Improving the esteem of both the centers and students among neighbors.</li> <li>- Opening schools to their nearest surroundings and building alliances with social and educational entities in the neighborhood.</li> <li>- Strengthening the associative tissue as of the community work of youngsters, turning it into a future, into a stable either voluntary of professional compromise.</li> </ul>
<b>Methodology:</b>	<p>In order to boost Service-Learning initiatives in the city, there is a permanent work group that meets every three months to coordinate, revitalize and evaluate proposals, integrated by ten people representing teachers, participating social entities, the Promotional center for Service-Learning in Catalonia, the autonomic government and the City Council.</p> <p>Alliances are set up with other local departments (culture, social services, sport...) so that they get involved in the project and push Service-Learning (currently, 40% of such initiatives are prompted by other local services different to the Education Council).</p> <p>At the same time, a local technical team is composed to be in charge of monitoring projects and offering both formation and assessment to teachers, educators and social activists who are willing to promote Service-Learning in their educating centers of associations. They also create meeting spaces among the educating centers and the entities that would like to receive students in their social and educating activities.</p> <p>An archive has been created, with all the projects carried out in the city, as an inventory.</p> <p>The settings that surround such activities could range from offering a service in elderly homes (motor exercises, memory games, musical performances, etc.) to supporting the learning of literacy and digital literacy among our elders, to receive the new students that join the center, to tale-tellers in libraries for the younger, to the care and embellishment of the school surroundings and of the city, to organizing bicycle routes for disable people, and even contributing in solidarity campaigns, etc.</p> <p>As a joint activity, an annual seminar is held for interchanging of Service-Learning experiences and for the reflection on methodology. Besides, at the end of the academic year, there is an act of institutional recognition from the City Council towards the youngsters who participate in the program.</p>
<b>Results:</b>	<p>The impact of coordination and extension of methodology of Service-Learning on the city of L'Hospitalet has been very important in the last eight years.</p> <p>During the year 2007/8, experiences of community work or of social compromise of students were under ten, and almost none of them were related to the school Syllabus. At least, not consciously. Only five educating centers practiced that activity with a hundred students on behalf of few social entities.</p> <p>Every year, new educating centers and social entities have been added to the proposals of Service-Learning in the city. Nowadays, over 100 projects have been inventoried. Stable Service-Learning projects, led by more than 2000 students from 44 primary and secondary schools that attend the needs of the different groups from some 70 social and educating entities.</p> <p>The activities gather people of different ages and cultures, these being a clear example of</p>

	<p>promotion of intergenerational and intercultural relations, of social cohesion, of bonding with the neighborhood and of education in values.</p> <p>Three books have been published, which show the main Service-Learning experiences: “Youngsters for the neighborhood”, “Service-Learning in L’Hospitalet” and “The Council of Youth”. Local and national newspapers and televisions have taken on board such projects in the city. And scientific researches on the impact of such programs in the city have also been promoted.</p> <p>This experience was granted in 2016 with the Premio Ciudades Educadoras a Buenas Practicas de Convivencia en a Ciudad (Educating Cities to Good Practices of Coexistence in a City).</p> <p>Key points:</p> <ul style="list-style-type: none"> <li>- This innovative way of learning renovates the classrooms pedagogically speaking. It has got to reduce school absenteeism and also improve coexistence in schools. Proof of this is that after 52 mediations in schools during the academic year 2009/10, there were just 5 last year.</li> <li>- This tool is getting to increase the value of the image of both educating centers and youngsters, as well as promoting collaborative networks and reinforcing the associative tissue of the city.</li> <li>- Lots of social entities and entities of education in free time have also experienced an increase of young people who work either professionally or voluntarily in their centers, after having carried out their first Service-Learning experience.</li> </ul>
<b>Summary:</b>	<p>In 2007, L’Hospitalet considers the improvement of education as a milestone for the city. Therefore, the City Council decides the objectives should be to rise school success, to avoid early school drop-out and absenteeism, to reduce conflicts in schools, to promote the inclusion of immigrant students in both the school and the city, to open the educating centres to the neighbourhood by supporting wide educative networks, and to get the students nearer to their closest environment for them to feel proud of it and get involved in its transformation.</p> <p>In such way, the City Council decided to include Service-Learning, boosting and extending it to the schools and centres of educational leisure, as a global strategy of a city that counts with the political support from the municipality and the implication of several areas of the local government.</p>

**Table 4:** RADARS, project of community action for elderly people

<p>Title of the experience: <b>RADARS, project of community action for elderly people</b></p>	
<p><b>Topic:</b> Community action</p>	
<p><b>City:</b> Barcelona</p>	
<b>Description:</b>	<p>The growing ageing of the population shows challenges in many cities. Barcelona, like most of occidental cities, is getting older and older: life expectancy is 82.2 years of age, and, currently, 20.80% of the population (335,586 people, according to data from the City Council in 2015) is 65 or older. Note that a fourth of this population live alone, in many cases because they prefer to stay in their homes due to a feeling of belonging to the neighborhood and its environment.</p> <p>Social changes frequently modify the traditional system of attention and care to elderly people. For that reason, they create the Project Radars, in order to rise the degree of welfare and the feeling of security, and also to reduce the risk of isolation, loneliness and social exclusion of this population.</p>
<b>Objectives:</b>	<p>Promoting an active and healthy ageing of people older than 75 years of age who live either alone or accompanied by people older than 65, boosting solidarity among generations and attention to dependent people.</p> <p>Specific objectives:</p> <ul style="list-style-type: none"> <li>* Extending and improving attention to elders, either dependent or at risk of social exclusion.</li> <li>* Rising awareness among citizens of the importance of the collaborative process, promoting the participation of the beneficiaries and their relatives in the design and enhancement of services, as well as the implication in the Network of volunteers.</li> </ul>

	<ul style="list-style-type: none"> <li>* Boosting an action and awareness plan that will guarantee the net-work between civil society and public administration to prevent, detect and act efficient and coordinately in front of situations of risk for elderly people, paying especial attention to the most vulnerable ones.</li> <li>* Enhancing social services of proximity, oriented towards providing support to elderly people in everyday life.</li> <li>* Optimising the available public and private resources, according to the gradual implementation of the project.</li> <li>* Revitalising the neighborhood’s net to share knowledge and define joint actions.</li> </ul>
<b>Methodology:</b>	<p>Project Radars has a standard methodology that gets adapted and implemented in every neighborhood in a different way, paying attention to the characteristics of the same. The five spaces that work on the Net as of co-responsibility are:</p> <p>The <b>Team of Social Services of Primary Care</b> in the neighborhood. It is responsible for inviting local agents to take part in the main organism of the project, the Committee of Entities, evaluating the level of risk or social exclusion of users and defining the type of required action.</p> <p>The <b>Committee of Entities</b>, integrated by neighbors, shops, organizations and services in the neighborhood. It is the meeting point where they decide how to develop the project, designing the strategies and actions to be carried out in an annual planning (detection of the target population, activities and the linking to the territory, etc.). The Committee is also in charge of the spreading of the project in the neighborhood.</p> <p>The <b>Door to Door</b>: volunteers formed and coordinated by entities of the third sector as Red Cross. They identify and interview elderly people that may need help and invite them to become users of the service. They also propose neighbors that are sensitive to the necessities of the environment to participate with “neighborhood radars”.</p> <p>The <b>Platform for telephone monitoring</b>, integrated by volunteers from the neighborhood or collaborating entities such as the Red Cross or Avismon. It keeps regular contact with elderly people so as to keep a control of their situation, to invite the participate in the activities proposed in the neighborhood and, in the case that they are unable to leave their homes, to activate some volunteer who could give them company.</p> <p>The <b>Neighborhood and Commercial Radars</b>, integrated by people, associations and businesses in the neighborhood that are willing to collaborate. They do a daily follow up sensitively and respectfully. If they detect a change in the daily routine of any of the elders in the risk of isolation, and they are not able to reach that person, they will contact the Net to define the actions to be developed.</p> <p>In addition, Project Radars has both designed and implemented the “Resources and Services Portal for elderly people”, a catalogue of the services for the elders that are in the city.</p>
<b>Results:</b>	<p>The evaluation of Project Radars is carried out in a continuous and participative way. The Committee of Entities is the main organ of the Net, in charge of evaluating actions and results every three months.</p> <p>At present, 247 entities and services, 1023 neighborhood radars, 587 commercial radars and 456 chemists’ take part in the project. All these assist 764 elders who are users of the project. Social services have intervened on 184 people at risk.</p> <p>The City Council added SROI methodology (Social return on the inversion) for the evaluation of the pilot phase of Radars in the district of Gracia (2008-2011), which lets us calculate monetarily the value of the results, either they have economic value or not. Such analysis allows us to explain society the social value that gets generated for every invested euro, where monetization plays an important value, although not exclusive. In total, and for the considered period, Radars generated a positive Social Return on the inversion (SROI): for every euro that the Public Administration invested in this project, Radars returned 3.80 euros to society.</p> <p><b>Key points:</b></p> <p>The project is a reference of good practice to optimize human resources, both material and economic, motivating work on the net as the best organizing response: it works from prevention, boosts social cohesion and intergenerational relations, and improves the relation between Administration and Social Services with citizenship.</p> <p>The first three years of application of Radars showed that the project reduces the feeling of solitude in elderly people, and rises their feeling of security due to being accompanied by the different services (platform for telephone monitoring, radars or committees of entities).</p> <p>Besides, volunteers have been reinforced for their social contribution, implementing their</p>

	<p>sensitivity towards social exclusion.</p> <p><b>Weak points:</b> The job, both detailed and slow, needs the participation of different agents to draft a social network. Elderly people show distrust with regard to some actions in their private lives.</p> <p><b>Proposals for the future:</b> The future prospect is to continue implementing experience in the neighborhoods that still have not included it. Currently, it has also been spread to other cities in the surroundings, which receive technical and methodological support from the City Council.</p>
<b>Summary:</b>	<p>Radars is born in a district in Barcelona in the year 2008 thanks to the participation of both neighbors, shops, pharmacies, associations, libraries, etc. that, together with the City Council, form a Net for community prevention and action that helps elders living by themselves in the neighborhood.</p> <p>“Radars” are these voluntary people, shops and entities that are aware of the dynamic of the elderly people that they know. If they detect some change in their daily routines, their behavior or looks, they would contact the Net, this being integrated by professionals from social services.</p> <p>The elders who accept to be users of the Project benefit daily from the respectful treatment from their nearest surroundings, and the supervision that they receive from the Platform for Telephone Monitoring, where also volunteers work. Professionals from Social Services in the neighborhood are the ones that decide to intervene, in case of being necessary, and co-responsibly with entities and other services.</p> <p>Taking into account the good results, in 2012, the City Council decided to implement the Project in the whole city, spreading it to all districts.</p>

**Table 5:** Experience classrooms

Title of the experience: <b>Experience classrooms</b>	
<b>Topic:</b> Education	
<b>City:</b> Mislata	
<b>Description:</b>	For the past few years, there has been an important increase of aged population in Mislata, which means 20.3% of people older than 60. Besides, the profile of these people is changing; most of them are active and self-sufficient, whose experienced lives enrich society. Due to this, it is necessary to insist on social policies that promote both humane and caring contribution to elderly people in the community, in order to demystify stereotypes, increase their self-esteem and sensitize and develop proposals for integration in the community.
<b>Objectives:</b>	<p>General objective: improving the quality of life of elderly people by means of non-formal education, promoting community integration, participation and the associative tissue.</p> <p>Specific objectives:</p> <ul style="list-style-type: none"> <li>- Facilitating active ageing of the elders, by stimulating both initiatives and participation in the process of development of their own community.</li> <li>- Promoting healthy lifestyles by means of formative proposals.</li> <li>- Presenting proposals that facilitate adaptation to retirement.</li> <li>- Fostering self-autonomy and self-esteem of elders.</li> <li>- Coordinating all existing resources, both from public administrations and social initiatives, in order to support caring proposals.</li> <li>- Creating an atmosphere of interchange of experiences, helping both group and associative work.</li> <li>- Facilitating access to new technologies.</li> <li>- Arousing concerns in elderly people.</li> </ul>
<b>Methodology:</b>	For the year 2013-2014, the formative offer aimed for the elders is wide and varied: more than 100 workshops to do with health, craft, generational interchange, expression, reading encouragement, information technology, communication, traditional games, etc. and also to be able to attend or participate in other sociocultural activities like: exhibitions, contests,

	<p>seminars, talks, etc. In total, there have been more than 2000 registrations to workshops. Voluntary monitors belong to different associations in the city, and they are all coordinated and assessed by two technicians from the City Council, with both pedagogical and gerontological formation, and two professionals employed by the Council, with artistic formation and health education who also teach in workshops.</p> <p>The main requirements to become a monitor are, on the one hand, to either show experience in the subject or hold an academic title. However, what is more important is to have the capacity to get adapted to the essential target of the program: community integration.</p> <p>From the Oficina del Mayor (Office of the elder) they coordinate together the volunteers, the local technicians and the professionals employed by the Council, in order to develop the proposals of formation and specify the tasks to be done by technicians and volunteers:</p> <ul style="list-style-type: none"> <li>- Coordination of functions and tasks of technicians:             <ol style="list-style-type: none"> <li>1. Development of programs, projects and activities (definition of objectives and activities).</li> <li>2. Promotion of volunteering: recruitment and motivation; formation of volunteers; monitoring of their labor through tutorial meetings; monitoring of collaboration agreements established with elderly associations in order to boost the volunteers compromise and also cover the expenses of the activities.</li> <li>3. Program management.</li> <li>4. Information and enrollment.</li> <li>5. Monitoring and evaluation (assistance, degree of satisfaction...).</li> <li>6. Elderly Homes management.</li> </ol> </li> <li>- Coordination of functions and tasks of volunteers:             <ol style="list-style-type: none"> <li>1. Fulfillment of arranged agreements.</li> <li>2. Coordination of information with Oficina del Mayor (Office of the elder) (planning, schedules, groups and levels, etc.).</li> <li>3. Development of workshops.</li> <li>4. Participation in meetings.</li> </ol> </li> </ul>
<p><b>Results:</b></p>	<p>The program enjoys great acceptance according to the data obtained from a satisfaction questionnaire filled in by both pupils and monitors, which is justified by the rise of enrollments year after year.</p> <p>With time, the team of volunteers developed by elderly people has been consolidated, and, currently, it plays an essential role in local social policies for the elder. Such team is based upon the governing principles of citizenship and participation, cooperation, transversality, social innovation and compromise of the different agents. Together, professionals and volunteers, they make it possible to enrich experiences in non-formal education, and widen the offer of activities for the elder.</p> <p>Key points:</p> <ul style="list-style-type: none"> <li>- Mutual understanding among participants, and between participants and monitors.</li> <li>- High level of satisfaction shown by participants referring to monitors and the employed methodologies.</li> <li>- Motivation among volunteers to carry on conducting activities of the Program.</li> </ul> <p>Weak points: Management of material, depending exclusively on the associations, and the premises, local centers of coexistence where the activities are carried out.</p> <p>Proposals for future: Increasing the contents and carrying out transversal activities.</p>
<p><b>Summary:</b></p>	<p>Experience classrooms (“Aulas de la Experiencia”) is a proposal coordinated by the Department of Elderly People (Concejalía de Personas Mayores) that consists in offering formative workshops aimed for the elder population, conducted mainly by elder volunteers, who work altruistically giving their knowledge out, at the same time that they learn what their partners teach them. 90% of voluntary monitors that conduct workshops are people older than 65. The program Experience Classrooms is started in 1995. In 2002, the Department activates the Office of the elder, a reference for the elders, for offering a service of information, assessment and coordination of both the Program and other sociocultural activities. Currently, more than 200 people carry out tasks of accompaniment, teaching, coordination, information and support to the Program.</p>

## CONCLUSIONS

After retirement, people enjoy longer free time. Therefore, they can occupy that time with socially productive tasks, and continue with their personal formation, for the pleasure of getting integrated by means of acquiring a pluridimensional education that breaks down barriers, both spatial and temporary, embracing person and knowledge. Education without time and space limits becomes a dimension of life itself.

An active ageing brings the development of a number of conditions to age safely, by means of social, legal, sanitary and educational support. Currently, we may find a number of educating activities intended for elderly people, like, for example, university programs, cultural programs in day centers, or cultural associationism. Educating cities are an unbeatable support in this process of formation. Besides, the richness and variety of activities, like the ones gathered within this research, are a support and a reference for the present reality of a growing part of the population: our elders. The compromise of the cities belonging to the movement, acquired through the chart of EC implies a process of formation of all citizens, guarantee for rights for the most vulnerable collectives.

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