

# LLUM SOCIO-EDUCATIONAL CENTER



Malvarrosa, Valencia. Spain.



Persons served 33 children and adolescents in total.  
19 males and 13 females.

65



People working on the project  
(hired, volunteers and trainees)

22

10 men and 12 women



## Presentation of the social reality

The Malvarrosa neighborhood in the city of Valencia, where the project is located, is situated in the coastal area of the city. Originally, it was a seafaring neighborhood, but over the years it has evolved, falling into decadence and marginality. In one of the most degraded areas of the neighborhood, socially and physically because of drug trafficking, there has also been a tendency to illegally rent the apartments, mainly to immigrant families with few economic resources.

The neighborhood is characterized by the great inequality that exists between the population living in the most luxurious houses on the beachfront and the rest of the population, which is mainly working class, with a high percentage of families with children and young people living in precarious situations and at risk of social exclusion.

Non-formal education for children is non-existent, and there are only 2 schools in the area that offer education beyond school hours.

Their social, educational, cultural and labor integration is complex due to some problems such as: a history of delinquency, prostitution, drug addiction, etc.; lack of communication skills, autonomy, self-control, lack of self-esteem and conflict resolution skills; absence or lack of knowledge of leisure alternatives and unhealthy lifestyles; adults unable to transmit educational guidelines; conflictive family relationships; or lack of training and labor expectations.

**BREAKING  
WAYS**

A PROJECT BY  
**Itaka-Escolapios**

# LLUM SOCIO-EDUCATIONAL CENTER



## Simple description of the task to be performed

LLUM is a socio-educational center whose main objective is to promote a comprehensive education to children and young people in the Malvarrosa neighborhood of Valencia (Spain). To do so, we are committed to the pedagogy of **educar-nos**. From the continuous dialogue with reality and the exploration of the multiple languages that help us to an integral development of the person. Placing special emphasis on this educate-us **through art**.

Art can be understood as a content (educate in art), as an end (educate for art), or as a means (educate through art). From the socio-educational center LLUM, we want to promote **art as a means** that helps us to promote expression, dialogue, development and emotional health of the person.

Our project is located in the Piarist presence of EPPP Malvarrosa, framed within the bet and wealth that is the opportunity to grow as a full-time school. The Piarist school of the presence has an educational offer for kindergarten, primary, secondary, vocational training, with a residence for elderly Piarist religious as well as our socio-educational project of non-formal education. Putting all this gear in relation and creating synergies of coexistence and learning is part of this prioritization to educate us in community without forgetting to take into account the individual, the group and the community.

After the COVID-19 pandemic, we observed an increase in emotional difficulties, aggravating the affective deficiencies of our children and young people,

in addition to the lack of references, dependence on electronic devices, low tolerance to frustration and self-esteem, violent conflict management, high levels of anxiety, self-harm, etc.

Then we rethought our work methodology because it became urgent to contribute to create, first of all, our socio-educational space as a support and that would provide a look focused on the person, their process and their emotional health, since from there it would be the basis for their integral development, and we began to build a new way of communicating and relating from the Art Therapy approach.



## Achievements in recent years

Art Therapy helps us to discover a space of freedom, which is allowing them to discover and rediscover themselves. To be able to look at themselves from multiple perspectives and from their uniqueness. In the sessions we can build together a bond that makes them feel listened to, looked at and valued. And art in combination with this bond generates therapeutic benefits in the person, allowing them to be, because our proposal is not a space to produce art or to paint beau-

tifully or to acquire some techniques, but we propose a space to be. A space in which to be present from a creative point of view.

We walk to make everyone aware of the creative impulse since we are born, since we feel the need to explore, to play and we are curious about the world around us. And from Art Therapy we strengthen that drive that creates from the own and genuine of each one of us.



# LLUM SOCIO-EDUCATIONAL CENTER



## Importance of continuing to work on it

To continue building from this place, enhancing the quality of our work with more staff in order to be able to meet the needs of the neighborhood, both in terms of the number of people served and mental health difficulties, etc.

We want to improve by increasing participation in all senses: from family involvement to the children's knowledge of their rights and duties so that their commitment and autonomy in decision making will increase.



The spaces where we develop our action are:

- **ACADEMIC-SCHOOL SPACE:**
  - School Success Program: Primary Education Reinforcement Groups + Assemblies.
  - PAC (Shared Classroom Program)
- **SPACE FOR LEISURE AND ARTISTIC MEDIATION:**
  - Leisure and free time: outings and shared spaces
  - Urban Camp
  - Creative Laboratory (Open Center Secondary School)
- **EMOTIONAL HEALTH SPACE:**
  - Group Art Therapy.
  - Individual Art Therapy
- **COMMUNITY SPACE**
  - Volunteering and Internships
  - Networking
  - Community Art
- **FAMILY SPACE.**
  - Individualized family accompaniment
  - Family Mutual Aid Group
- **CROSS-SECTIONAL AREA:**
  - Healthy and hygienic habits.
  - Good treatment



**BREAKING  
WAYS**

A PROJECT BY  
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# SMILES OF YESTERDAY AND TODAY



Valencia, Barquisimeto and Carora (Venezuela)



**Persons served** 187



**People working on the project** 28

27 Volunteers  
1 Hired



## Presentation of the social reality

In Venezuela there are very few spaces dedicated to the elderly for their health care and recreation. With the high percentage of migrations in the country, grandparents are left abandoned, many with responsibilities with the raising of grandchildren and others waiting for a job in order to survive.

The COVID-19 pandemic exacerbated the social isolation of many older adults, limiting their opportunities for social interaction and increasing their risk of depression and other mental health problems.

In the neighborhoods that we serve with the project in Valencia (Barrio El Impacto), Barquisimeto (Barrio El Trompillo), Carora (Sector Lajas Azules and Francisco Torres), are places of low resources with a high demand for informal economy and absence of youth who

have migrated mostly to Colombia, Peru and Chile leaving their parents with their children and with the hope of receiving these parents the economic to be able to stay in Venezuela, being unsuccessful migration. Due to this high migration are the elderly members of the family nucleus who have fallen into depression due to the state of abandonment by relatives, influencing their emotions and triggering hidden chronic diseases such as cancer, stroke, vitiligo, Alzheimer's, osteoporosis, diabetes.

They are isolated grandparents who have illnesses, others despite their health conditions are integrated into work to accompany their grandchildren as legal representatives in the country. This is how the initiative was born to create a space that values a lifetime of these grandfathers and grandmothers

and their dignity as older adults, a space where yesterday and today meet to gather smiles of hope and regain the importance of life, bringing together different generations, each serving from their life experience, focused on motivating, recreating, rebuilding family ties and the importance of each life in society.

The children serve with the greatest gesture of love and patience and the grandparents receive it, the young people learn from each experience of these older adults and at the same time share and accompany the day through games, listening and speaking, the young adults from their experience organize, carry the logistics and are committed to serve with greater responsibility.



A PROJECT BY  
Itaka-Escolapios

# SMILES OF YESTERDAY AND TODAY



## Simple description of the task to be performed

1. The grandparents attend the dining room to receive lunch once a week in Carora, in Valencia 4 days a week and in Barquisimeto 3 days a week. In order to have these lunches, there is a logistics of integrating families from the community to cook and donate food, donations from companies and the economic contribution of Itaka-Escolapios; volunteers are committed to cook and serve and in some cases of grandparents in beds they are taken to their places, the young people set the tables and accompany them carrying the dishes to the tables and homes, as in the cleaning of the space.
2. Special activities are carried out on Mother's Day, Father's Day, Christmas, each grandparent takes moments of sharing and joy through games, dances, songs and gifts, a celebration for them.
3. With the social work, 5th grade students from the schools are integrated, visiting homes, rescuing the history that each grandparent has, writing down the anecdotes and teachings that they have also received and then sharing them with their classmates. These are days of visits that bring smiles and company in the midst of the loneliness they have at home.
4. During the year, health days are held and medicines are given out, as well as personal care days (haircuts, hair drying and straightening, hair braiding, nails and painting).



## Achievements in recent years

- » To recognize the value of the family in young people, to be able to see who in their family is in the process of family abandonment.
- » Grandparents feel that they are accompanied by young people, that they are part of a community and that they are valued.
- » They value space and appreciate it.
- » Nutritional recovery.
- » Improved quality of life, emotional improvements.
- » They feel useful and capable of performing physical activities.
- » They grow in bonds of trust with themselves.
- » These are meaningful experiences that help children, youth and the elderly to see themselves as part of a society where we all live together and support each other.



## Future intentions (lines of improvement)

- We want to encourage more meetings, to move from special activities to monthly meetings, where students can get involved with social work and children from other projects (Calasanz movement and school support).
- To be able to serve more days a week with lunches where needed.





# TERANGA



Pamplona. Spain



Persons served 12 men and 12 women,  
young people over 18  
years of age.

24



## Presentation of the social reality

Teranga, which means welcome in Wolof, is an Itaka Escolapios youth group for young people from different backgrounds, where the objective is to generate spaces of welcome and encounter, friendship networks and to have a safe space to go to.

Teranga is a group composed of young people from different backgrounds, over 18 years old, who have participated and participate in Ikaskide in different ways, participate in Spanish classes, have attended school support, or are volunteers. All the people who come to Teranga work to create a space that fosters cultural exchange and mutual learning, which enriches the experience of all participants. Currently the Teranga group is made up of 24 young people from different youth, 12 men and 12 women, over 18 years of age.



## Simple description of the task to be performed

Teranga was born from the need to create a group of young people from different backgrounds to promote their social, emotional and cultural integration through leisure and free time activities. People from different backgrounds often have to adapt to a new culture, language and social environment, coupled with the lack of resources for leisure and free time.

This space allows young people to have the opportunity to share experiences, learn about other cultures and establish new links with other people. This favors both their social and personal development, helping them to integrate into society. In addition, these activities allow them to develop social skills and to network and experience a sense of belonging. Access to leisure spaces is also essential for their mental and physical well-being, as it offers them a healthy, safe and fun space where they can express themselves freely.



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# TERANGA



## Achievements in recent years

As for the activities carried out, they are mainly aimed at creating spaces for sharing and recreational activities, but we have also been involved in social justice initiatives such as the ILP Regularization Now. During the years that the group has been active, some trips have been made (Madrid, Valencia, Zaragoza...) where besides knowing other cities, the young people have been able to be aware of different social realities and visit the projects that Itaka Escolapios has there.

## Future intentions (lines of improvement)

We want to continue working so that Teranga is an autonomous group and that this allows them to build a network of friendship based on respect and mutual support, creating a safe space. We want this to help each person to empower themselves, express themselves and learn from other people, to enrich each other.



# PROJECT FOR THE ADVANCEMENT OF WOMEN AND GIRLS



**Kikonka, located in the diocese of Kisantu (DRC)**



**Persons served** 40

20 sewing project and 20 agricultural project



**People working on the project** 7

4 sewing project and 3 agricultural project



## **Presentation of the social reality**

The village of Kikonka, located in the diocese of Kisantu (DRC), has a population of almost 100,000 inhabitants. The population is mired in great precariousness, living mainly on small trade and subsistence farming. The Pi-arist Fathers have been living there since 2017; they are in charge of a parish and, in accordance with the charismatic intuition of Calasanz, of a school: the Calasanz School Complex, built by the ITAKA Foundation.

In the village of Kikonka, in the absence of official statistics on girls' schooling, an empirical observation allows us to state that there are many girls in the village who are not enrolled in school or who have not been able to finish elementary school. The consequence of this lack of education leads to early motherhood. For example, during the year 2023/2024, we welcomed 30 young girls in sewing training, about fifteen of them are between 17 and 20 years old. They have not been able to complete their primary education and each of them has at least one child for whom they are responsible for

their education. The village of Kimayala is located 20 km from Kikonka. Access conditions to the village are now difficult due to the road conditions. It takes 1h30 to travel the 20 km road in dry season. In the rainy season, the village can only be accessed by motorcycle. The village is populated mostly by the elderly and children. Most of the young people leave the village in search of better working conditions in the city. The village has an elementary school and a makeshift dispensary. Although the land is fertile, the effects of deforestation are increasingly felt, subsistence farming requires a labor force that the elderly women who occupy the village no longer have and who are then condemned to malnutrition and undernourishment.

The analysis of these two contexts led us to develop two projects: a sewing training for young mothers in Kikonka and an agricultural project with the women of Kimayala.

# PROJECT FOR THE ADVANCEMENT OF WOMEN AND GIRLS

## SEWING COURSE

Training and production of uniforms for the students of the Calasanz school complex.

Other training courses accompanied the sewing course, especially during the feast of St. Joseph of Calasanz, International Women's Day and Labor Day. However, some trainings were held outside these times.

### *Current needs of the center*

- Relocation of the center to the urban area. For greater visibility, which will have an impact on the center's productivity.
- Sewing machines for students. Allow each student to work on a machine.
- Coaches' salaries. Enable the various trainers to receive a regular and decent remuneration.
- Fabrics and other materials. Increasing the center's capacity so that it can make more profit.

## KIMAYALA AGRICULTURAL PROJECT

the banks of the village river. The harvest we have obtained, i.e. 4 bowls of peanuts and 3 sacks of corn sold at the local market, in addition to the amount intended for each household's consumption, encourages us to continue in the same way on a larger space. The planned project is therefore an extension of the first one; its objective and lines of action are as follows:

**Objective:** To enable rural women to take care of themselves.

- Line of action 1: Create an agricultural cooperative
- Line of action 2: Implement a Community Savings Bank

The work will be organized with a periodicity that will depend on the activities to be carried out. The women's work will be reinforced with female employees who will be paid on a daily basis.

For better supervision and discipline, the internal regulations of the cooperative will accompany this management. The coordinator of agricultural activities will ensure its application under the supervision of the correspondent and the ITAKA coordinator.

