



### **Workshop on Educational Units. La Desbandá February 1937**

This panel is made up of a team of members of civil society harbouring a strong commitment to education based on some basic agreements regarding the teaching of La Desbandá, which took place in 1937.

The first conclusion that we have reached is that the Education Law must undergo exhaustive revision. We believe that it is a backward law and that we must make new demands related to the one that will be approved in the Congress of Deputies soon. Hence, we have unanimously concluded that, rather than creating a didactic unit, we must come up with a Didactic Guide containing a series of general and specific objectives, which we will outline below.

#### General.

What do we intend to achieve through study and analysis of La Desbandá?

- Explain the reasons for the Historical and Democratic Memory through truth, justice and reparation.
- Work on the didactic transposition of the Social Sciences, understood as a process for the re-elaboration of the scientific-disciplinary knowledge developed on these committees, at the University and in formal education to transform it into academic knowledge to be taught, and, later, into knowledge to be applied in everyday life.
- Provide a multidisciplinary, interdisciplinary and multimedia approach encompassing multiple fields of study.
- Employ Problem- and Project-Based Learning; that is, orient the work towards team development, characterised by positive interdependence, encouraging students to hold themselves to high standards.
- Transform the student into a responsible citizen; that is, help him become an active individual who transforms the reality that surrounds him so as to benefit democracy.
- Instil in students an awareness of their status as European citizens and the importance of this citizenship. At this time this is vital, due to the global situation that is taking shape from a political, economic, social and health point of view.
- Foster creativity in students and teachers.

- Turn the classroom into a historical laboratory in which students work with both primary and secondary sources. We must eliminate, if only mentally, confining classroom walls and turn them into dynamic spaces fostering and furthering debate.

### Specific

- Analyse and conceptualize, with precision, the definitions of emigration, exile and exodus.
- Describe the geographical sites travelled through by the population that fled from Malaga to Almería.
- Cover the characteristics of other Desbandás that took place in other Andalusian provinces through the technique of a comparative historical perspective.
- Spotlight and analyse the role of women.
- Nurture civic responsibility with regards to health matters. An example of this would be to analyse how, during the presence of the refugees in Almería, there was an infection on the Cable Inglés (loading dock) that was eradicated thanks to adequate medical care. In accord with what we previously endorsed, as regards the interdisciplinary nature that this guide should feature, we can relate this to the Biology course, and Norman Bethune's study of blood transfusions.
- Deconstruct the concept of borders based on their evolution over the course of history.
- Study the province's taking in of exiles through the Provincial and Municipal Historical Archives.
- Demystify the oral tradition of this population's arrival to Almería.
- Learn about the international scope of the social groups that made up La Desbandá.
- Use oral testimonies to delve deeper into the theoretical basis of this event.
- Take advantage of the wealth of documents and photographs as a mediating language between teachers and 21st-century students, for whom images play a primary role.

### Conclusion.

In the educational field, La Desbandá is a very powerful teaching tool for students to feel, experience and appreciate Contemporary History and the History of the Present.

An essential objective is to facilitate understanding of and reflection on those societies that went before us and that have left us a legacy whose result is the space and time in which we find ourselves.

With a pedagogical methodology applied to the students' context, and with the help of the tools available in this section of our History, there is great didactic potential to extrapolate the teaching and learning of our recent history outside the classroom to:

- Preserve and defend historical heritage, cultural heritage and the natural environment.
- Develop historical empathy on the part of the target public, its objective being to promote democratic participation amongst citizens.
- Use it in the development of knowledge in the everyday school environment.

This will be possible if we support the culture of the 21st century, characterised by momentous social movements seeking equality amongst all citizens, and with a concern for a climate emergency that, as time passes, is further altering our daily lives.

One of the objectives to be met by the Scientific Committee of this Didactic Guide on La Desbandá should be to defend cultural industries, this International Meeting being a reflection of these, as a defence against attacks by ultra-conservative policies that seek to forge their own cultural network and exclude everything we know. Therefore, the function, analysis and interpretation of these meetings, and the future International Congress of La Desbandá, should be a forum for convergence and resistance against the contemporary world's trivialization of history, with education serving an auxiliary tool to this end.

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**Signed**

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