**Answers of the Association Conarte to the “Questionnaire on the cultural dimension of the right to education Special Rapporteur on the Right to Education” with special focus on questions 4 and 6.**

In Spain there is not any provision in the formal educational system for working on the promotion of social inclusion, cultural diversity and cultural rights through arts. This is why within the non-profit organisation [Conarte Internacional](https://www.conarteinternacional.net/) we work in some schools, with the cooperation of the teachers of physical education, music, languages and other artistic subjects to work with the students in the promotion of social inclusion and respect to cultural diversity through arts. Besides, in Spain there is a growing segregation at school, meaning that children of families with fewer resources tend to concentrate in the same schools, as well as the same neighbourhoods. Usually these schools are the ones who receive most of the migrant population[[1]](#footnote-1). Because of the lack of any kind of language support for teachers, migrant students are very often not able to complete high school studies neither go to University. Through the projects undertaken in Conarte we had observed that artistic education has results in promoting social cohesion and better results at school. Our experience confirms to us that this kind of education should be included in the formal curriculum at schools and high schools, as a tool to fight against the gap which is becoming bigger between children and the citizenship. We point out here two kind of activities that we have been developing:

1. Providing access to arts education to disadvantaged children and youth in Catalonia, Spain as a way of ensuring their right to cultural participation, contributing to their individual development and enabling their social integration. “[Planters](https://www.conarteinternacional.net/copia-de-inicio)” project from ConArte Internacional involves artists in some subjects, bringing arts to marginal schools in Catalonia, working with between 400 and 700 students per year. The goals behind the project are to improve children’s motivation for school (preventing truancy), to contribute to the intercultural relations in local society (and the cultural richness of diversity), to empower children on their rights and capacities as future citizens and to promote their participation in cultural activity in the local context, involving them in the cultural associations and facilities. Some of the priorities at the moment in its work is to increase the range or art disciplines offered to include visual arts, and interdisciplinary arts education in addition to music, theatre and dance, which are offered at present, and to continue to strengthen collaboration between teachers and artists, and schools and cultural organizations with the view of contributing to a high quality renewal of education in marginal schools and enhancing individual and institutional capacities to carry on promoting cultural expression and participation among disadvantaged students in a sustainable manner.
2. The work through a “[Charter of Cultural Rights of Children](https://www.teseopress.com/culturalrightsfor/chapter/186/)” we elaborated within a [project](https://www.culturalfoundation.eu/library/cultural-rights-for-a-tunisian-spanish-bridge) with children between 8-10 years old. We combined movement, story-telling, thinking about cultural rights, discussing and drawing. This combination of body and mind, of words and image, of sounds and introspection, proved to be very useful. We worked on the concepts of “difference”, “freedom”, and “community/group”. We started with an invitation to create through the body images of reactions of people arriving to a space different from what is familiar for him/her. The explanations of these creations were diverse, going from surprise, happiness, expectations, hope, fear, loneliness, vulnerability, and nostalgia. We continued with the reading of some stories of Rodari’s *Telephone Tales*. The Young Shrimp invited the children to reflect about the concept of cultural freedom. They were afterwards invited to join in groups and to work on one specific right of the Charter of Cultural Rights of Children. One part of the children of each group was invited to think about an example of exercise of such a right. The other was invited to think about a violation of that right. They finally translated these reflexions in drawings.

We believe that it is important to promote this kind of activities, moreover in a political context in which this kind of education in values is putting into question. Specifically, the proposal of the far-right political party Vox for allowing parents to exclude their children for compulsory courses on education in values is worrying[[2]](#footnote-2) but just an example of the risk in which is our society.

1. See https://elpais.com/sociedad/2019/01/25/actualidad/1548418486\_217240.html [↑](#footnote-ref-1)
2. https://elpais.com/sociedad/2020/01/17/actualidad/1579258136\_624639.html [↑](#footnote-ref-2)