

Educational policy in intercultural community contexts

M. Jesús Igual Calvo, migual@ub.edu

Departament de Teoria i Història de l'Educació. Universitat de Barcelona

Keywords: policies, community, education, interculturality, inclusion

Abstract

This research aims to show how political and regulatory guidelines are translated into practice and how different educational agents in the community articulate and develop actions and conditions to carry out those practices. It does so by describing, from the point of view of the different agents that come together in the educational context of the community, the actions and conditions that facilitate and impede the planning and development of educational resources for interculturality and social inclusion.

The research is divided into two parts, the first lay the theoretical groundwork and a fifth that details the methodological framework. The first part outlines the research's foundation in the context of global crisis and the existing policies for social and educational interculturality and social and educational inclusion. It approximates the discourse on intercultural education and it situates the concept of community and the strong resurgence of the idea of community as the meeting place and space where educational mediations occur. The methodology employed is qualitative and the method is descriptive, looking at a case study and analysing the regulatory documents.

Content analysis was employed for the data analysis and the program Nvivo was used for the treatment of the data, the plans for integration and construction of concepts of citizenship, and the interviews with agents that work in education in educational centres, municipal education employees and entities that work to improve quality of life in the community. Some evidences presented of the data gathered from the interviews, with the aim of relating the original theoretical assumptions with the defined objectives, the established categories, and the contributions, evaluations and opinions of the different actors in relation to the research questions that were posed for the case study.

The results of the research indicate that work have making a day-to-day has been carried out by those involved in education. Regulatory documents and policies have also contributed to this work because they have optimized working methodologies while constructing collaborative working networks with the implication of agents from local administration and third-sector entities. The intercultural community education sector must continue to work to improve equality of opportunity, the construction of complex identities, and intercultural communication within the framework of citizen participation.

Conclusions

Finally, the research goes on to make brief recommendations and set out possible lines of action for the generation of processes to strengthen the component of intercultural pedagogy. They must be created new action for the generation of processes to strengthen the component of intercultural pedagogy in the community.

References

Generalitat de Catalunya (2009). *Pacte per viure junts I juntes. Pacte nacional per al immigració*. Barcelona: Departament d'acció Social i Ciutadania, Secretaria per a la Immigració.

Marí Ytarte, Rosa (2002). *Análisis de la educación intercultural y propuesta de un modelo de pedagogía intercultural*. Barcelona: Universitat de Barcelona.[Tesis de doctorado].

Igual Calvo, M. Jesús (2017). *Polítiques interculturals comunitàries*. [Tesis doctoral].

Morata, Txus (coord,) (2016). *Pedagogia social comunitària i exclusión social*. Barcelona. Editorial Popular.