

From Acculturation to Interculture: A Case Study on an Art-Based Project in One Multicultural School in Barcelona

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Abstract

Inclusive education is at a crossroads due to a lack of quality practice development. One factor for practice gridlock is a scarcity of high-quality resources in schools. Nowadays, looking for outside resources from social organizations is a more cost-effective strategy to compensate for a shortage of resources. The Tandem project is a theme topic inquiry project chosen by students based on their oral or artistic expression during and after their visit to the museum. It involves collaboration between one Barcelona public immigrant school and the Museo Nacional de Arte de Catalunya. This project constructs a new pedagogy in student-centered method by including varied cultural expressions, which lead inclusive education transform from acculturation to interculture. This research used a mixed method for collecting data. Our research discovered that after 6 years of tandem initiatives at this multicultural school, more local culture families are attending, and pupils are more inclined to participate in school events. Those depend on the fulfill resource from museum and participant's culture heritage, which are important indicators for developing an inclusive school community.

Keywords : Art-based project, Participation, Interculture, Inclusion