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Title/Título: From action research to the development of citizenship

De la investigación-acción al desarrollo de la ciudadanía

Topic: Strategies and methodologies to promote family-school-community partnership

Estrategias y metodologías para promover la cooperación entre las familias, los centros docentes y las entidades sociales comunitarias

Presentation time/Día de presentación: Session in English. Thursday 15, 4:00-5:30 p.m. Room 2, Third Floor

Sesión en Inglés. Jueves 15, 4:00-5:30 p.m. Sala 2, Tercer Piso

Abstract

The social, economic and cultural development in the last decades and the multiple changes that they caused both at family and at educational level have introduced the question of education, as a public action to be undertaken by different educational agents. Including parents and children in the group of active elements in the educational process has not been agreed upon and the argument remains on the possibilities and benefits of educational continuity for children, parents and teachers. In this paper, we shall briefly present three projects grounded on action research, explaining the contexts in which they were developed, their goals, and their research methods. These are: the ATNF Project, developed by parents and technicians of an institution which supports children with brain palsy; the Project School-Parents: Our Practices, developed by a group of primary and kindergarten teachers; and the Rural Schools Project, based on the interaction of rural schools with the communities. A meta-analysis of these projects allowed us to point out the specificities of each one, as well as to find out some common indicators, like: the significance of cooperation as a motor of citizenship for every social actor; the (re-) construction of new ways of social and educational solidarity and the need to unhide child's participation in this relational process; the (re-) valuation of the teacher as a professional in human being relationships; and the claim of education as a common project.