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Smart city and Intercultural Education

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Abstract

The concept of Intercultural Education is analyzed throughout the planet. This definition should have given a new twist in recent years, as society and, in particular, cities have entered or intend to do so in the idea of Smart City, which implies the adaptation and preparation of the population and education that will take place towards this situation. With this idea, we started an investigation to examine whether, the cities that erect the seal of Smart City, take actions to integrate the entire population and improve social inclusion. After analysing documents from the centre and the implementation of Intercultural Education in different schools, through observation and interviews to teachers, at different stages and cities, defined as Smart City, we got that, no school undertakes any action respect the integration and social inclusion of the population in their classrooms. Leading us to conclude that the label of Smart city is adding new social disadvantages, leading us to, among our recommendations, that the concept of Intercultural Education should be renewed, including the idea of Intelligent Citizens for Smart Cities.

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1. Smart city and Intercultural Education

The concept of Intercultural Education is analyzed (Aguaded, EM et al., 2010; Antolínez, I., 2011; Bastiani, J. et al., 2013; Dezuanni, M. et al, 2012; Touriñán, JM, 2014) throughout the planet. This definition should have given a new twist in recent years, as society and, in particular, cities have entered or intend to do so in the idea of Smart City (Greenfield, A., 2013, Pricewaterhousecoopers, 2014; European Commission, 2012; Enerlis, E. & Young, Ferrovial & Madrid Network, 2012; Cebreiros, J. and Pérez Gulín, M. 2014; González, M. 2016), which implies adaptation and preparation of the population and education that will take place towards this situation.

Hereafter, we discuss, briefly, some of these concepts of which we are talking.

1.1. *Smart city*

All municipalities, medium and large sized, aspire to become smart cities. It is the new motto. It is fashionable and practically every day we get to know new cities that become smart as a result of the incorporation of new technologies in their management. The trend is not Spanish or European, but universal.

There is no an established definition, in a global way, about a smart city. However, cities that acquire or seek this label aspire to take advantage of the full potential of all the technological advances to save costs, be more efficient, provide new services, reduce their environmental footprint and encourage innovation.

But becoming a smart city must lead to the improvement of the quality of life of its citizens. The question is whether this slogan becomes reality or, on the contrary, smart cities projects' make cities use it as, pure marketing and self-promotion, rather than a metropolitan ICT project, which does not benefits citizens, but the companies that are giving them the services.

1.2. *Intercultural Education.*

In schools we work to obtain personal development, knowledge of others, the empathetic relationship with others, that is, to achieve, what for us is, intercultural education.

Education is found, naturally, with the diversity among individuals and social groups, as a fact of reality. Diversity exists and, into it, the Intercultural Education is not presented as a pure humanistic educational ideal. It does not consist in a "good pedagogical idea." It is not directed to "the cultural minority students." It is not a romantic cultivation of cultural differences.

Intercultural education is education focused on the difference and cultural diversity, rather than an education for those who are culturally different. Men and women from other cultures are human beings, people with whom we will build a new and different society. In the global village in which we live today, we need to learn to live together in the most creative and enriching way between people and different groups. Intercultural Education opposes the integration understood as assimilation; it is not a compensatory education to match. Intercultural education is opposed, of course, to anti-racist teaching and the simple multiculturalism. It is based on principles that seek the formation of every citizen: in knowledge, understanding and respect for different cultures in actual society; in increasing the capacity of communication and interaction with people of different cultures; in creating favourable attitudes to the diversity of cultures (Sedano Merino and Muñoz, 1995).

We believe appropriate to note that, we start from a concept of multiculturalism considered as a model of diversity management, and, therefore, we can say that we define intercultural education as:

An educational approach from which we can address issues relating to the treatment of cultural diversity in education, beyond the established limits by races, ethnic groups or nationalities, considering diversity as a valuable force and a mutual enrichment, not as a weakness to overcome. Intercultural Education involves an educational practice that should: promote the optimal development of all students and the entire educational community, in addition to the intercultural relations, contribute to the elimination of prejudice and stereotypes; providing meaningful education with quality for all, and encourage, ultimately, a more just and united society, which would allow students to form in the recognition, respect, and estimation of cultural diversity (Aguaded, E. 2007, p. 110).

This term of Intercultural Education is not merely a theoretical concept, but must be applied through the means that schools have to make education, which is the curriculum and, which, when we use it to apply intercultural education and develop intercultural skills, we call intercultural curriculum.

1.3. *Smart city and Intercultural Education.*

However, we understand this concept does not influence sufficiently on the fact that the Intercultural Education is to educate students for the demands of the society in which he/she lives, in this historic moment, with its characteristics, which will allow those students can be included in that society with full rights,

Hence, we have updated the concept, resulting in the following:

Intercultural Education is an educational approach from which to address issues relating to the treatment of cultural diversity in education, beyond the limits set by races, ethnic groups or nationalities, considering diversity as

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