

DISPROPORTIONATE REPRESENTATION OF ETHNIC MINORITIES IN SPECIAL EDUCATION

INTRODUCTION

This thesis is part of a project of the University of Granada that advocates the need to describe, analyze and interpret the meanings of the **processes of construction of difference** in the management of cultural diversity at school.

- School as a **segregating space** in terms of **race** and **disability**.
- Debate between **overrepresentation** and **underrepresentation**.
- **Absence of specific studies** in the Spanish context.
- Special attention to the **community** context and the role of **families**.

OBJECTIVES

1. To **situate the discourses** around the representation of foreign students in the school according to the different contexts.
2. To **study the role of families** of foreign origin in the schooling processes of Special Educational Needs students.
3. To **explore this role** in the different procedures and manifestations of **community contexts** (neighborhoods, cultural or non-profit associations, etc.)

METHODS

Mixed and cyclical

Documentary analysis

Focus groups

Ethnographic interviews

Participant observation

RESULTS

Research and field work is still in the **development phase**. The first findings of the approaches to the phenomenon generate discussion about the methodology for approaching the school context and, above all, the family context. The first in-depth interviews point to **cultural and community issues** as **problematic**. Institutions sometimes recognize the **lack of resources** and tools to deal with students with special needs of foreign nationality.

CONCLUSIONS

- Special emphasis on the **sensitivities** and affections of the phenomenon: how to deal with them in an ethically responsible way?
- Contribution of fieldwork from **Open Science**: What can researchers contribute to the communities we work with?