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## Intercultural values in the European and Latin American basic education

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### Abstract

This research pretend to know what intercultural values are transmitted in the European and Latin American basic education laws. The aim of this paper is evaluating if the inclusive and intercultural education are encouraged from the educative legislation. For this reason, a qualitative analysis has been done, through an intercultural values system, validated previously. The analysis was about the Basic Educative Law of 32 European countries and 19 Latin American countries. We used the qualitative software Atlas.Ti to analyze the data. In addition, the results were normalized through a formula to obtain many percentages. On the other hand, for the comparison of the quantitative data (the percentages), we used the statistic software SPSS. Finally, one of the most important conclusions was that all educative laws evaluated, transmit intercultural values. Moreover, the values more transmitted are were the primary intercultural values.

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### 1. Introduction.

Due to Society evolves adapting to change, education must adapt to these changes. According to Booth & Ainscow (2012), inclusion means that all children learn together, regardless of their personal, social and cultural characteristics. According to Figueroa & Muñoz (2014), an inclusive school is characterized by its ability to enable individualized

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education. This kind of school attempts to reconcile the principles of equality and diversity in all of their activities. The development of inclusion in education involves creating a welcoming, collaborative and motivating school community where each person is valued. In recent decades, the migratory movement between continents has caused the massive growth of the population in some countries.

At the same time, this fact has been increasing new educational needs in students from those countries. This phenomenon has caused the emergence of educational challenges related to multiculturalism, immigration, attention to diversity and compensatory education (Martínez, 2002). On the other hand, according to Pérez (2005), inclusive education emerged to respond to these new educational challenges in the Jomtien World Conference (1990). From this moment, educational legislation began to include the concept of inclusive education.

Although at present the concept of inclusive education that embraces all students in its generality. The paradigm emerges in the field of special education when various international education laws defend this concept to avoid segregation of response to students with special educational needs (Martínez, 2002; Arnáiz, 2003; Echeita & Verdugo, 2005; Barton, 2008; Wehmeyer, 2009).

In general, the concept of inclusive education develops according to the international education laws (Manzano & Tomé, 2016). That concept focuses its efforts on the education without exclusion of disadvantaged people culturally and economically. Therefore, this concept includes the pupils with special educational needs (Bristol City Council, 2003). In this paper, not only we accept the difference between people but also we learn from it (Ainscow, Booth & Dyson, 2006).

According to UNESCO (2009), development and non-development countries have a common problem, due to they must ensure an education of equality and quality for all students. Although the percentage of children and youngest had increased in the last decade. However, this percentage isn't enough. There is a high percentage of children cannot go to school due to different social and economic factors. In addition, many of them don't receive a quality education (García, 2014). As a result, politicians from different countries have gathered, in the last years, to find a solution to this emerging situation. The result was the creation of regulatory strategies where the inclusive education is an important element to get a quality education for all children. For this reason, inclusive education expect to get a quality education. This education could guarantee the universal access at the education and for every children (Tomé & Berrocal, 2013; Tomé, Berrocal & Expósito, 2013).

Finally, what really happens in European and Latin American countries? Are such values reflected in their basic laws? Or otherwise, do the educational laws not reflect this paradigm? This research tries to respond to these questions. To achieve this goal, we will analyze the educational laws of 32 European countries and 19 Latin American countries in order to know firstly, if the concept of inclusive education is included in the basic educational laws. Secondly, how intercultural values are transmitted in European and Latin American laws.

## 2. Method

### 2.1. Sample

The sample is composed by the laws of Basic Education of 32 European countries and 19 Latin American laws (N= 51). This is a non-probabilistic sampling, in which intentionally selected the educational legislation that by language and ease allowed its analysis. Analyzing finally the laws of Basic Education in Albania, Armenia, Germany, Azerbaijan, Belarus, Belgium, Bosnia & Herzegovina, Cyprus, Croatia, Denmark, Spain, Slovakia, Estonia, Finland, France, Greece, Hungary, Iceland, Ireland, Italy, Lithuania, Luxembourg, Malta, Netherlands, Norway, Poland, Portugal, Prague, Russia, Sweden, Turkey and United Kingdom, Argentina, Bolivia, Brazil, Chile, Colombia, Costa Rica, Cuba, Ecuador, El Salvador, Guatemala, Honduras, México, Nicaragua, Panamá, Paraguay, Peru, Dominican Republic, Uruguay and Venezuela. Haiti hasn't a basic educational law due to their current economic situation. For this reason we didn't analyze the educational law of this country.

Table 1. European Laws analyzed in the research.

Country	Basic Educational Law
Albania	The Education Act, 1995

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