



Paper Summary

New Discourses for a Necessary Transformation: Intersectionality, Emerging Narratives, and Inclusive Education in Spain

In Event: *Intersectionality in Europe: Examining Oppression and Resistance at the Intersections of Ableism and Other Forms of Isms*

Sun, April 24, 8:00 to 9:30am PDT (5:00 to 6:30pm CEST), Marriott Marquis San Diego Marina, Floor: North Building, Lobby Level, Marriott Grand Ballroom 3

Abstract

Objectives or purposes

The presentation will describe the project “Emerging Narratives on the Inclusive School from the Social Model of Disability: Resistance, resilience and social change”. The project aims to dismantle forms of oppression at the personal, relational, and structural levels through (a) life histories of people experiencing intersecting forms of oppression and (b) action-oriented narratives for the expansion of collective imaginations. In particular, the paper presents Sandra's life story (experiencing oppression at the intersections of disability, transgender, and drug addiction), the process of building a campaign for inclusive education generated by activist families, and the work of a very diverse group of students that generates proposals for other students to promote inclusion in their own schools.

Perspective(s) or theoretical framework

We utilize intersectional theory as an analytical tool allows us to understand life and human behavior through the experiences and struggles of disempowered people (Dill, 2002), helping us to address and understand the processes of social inclusion and exclusion of children at school and beyond (Carastathis, 2016; Cho, Crenshaw & McCall, 2013; Collins & Bilge, 2016). Intersectionality allows us to examine, on the one hand, how each person suffers oppression or holds privilege based on their belonging to multiple social categories (Crenshaw, 1989); on the other, how different systems of oppression interact and build each other.

Methods, techniques, or modes of inquiry

We understand research as a form of activism, which legitimizes discourses, enables resistance, builds networks of mutual support, and facilitates empowerment processes for subaltern groups. Our methods were based on a combination of Participatory Action Research and biographical research. Through these techniques we constructed deep life histories of different activists and small life stories and testimonies of children, families and teachers. Our aim was to develop different collective narratives, to establish workshops, and encourage stable working groups.

Data sources, evidence, objects, or materials

Our data sources included interviews, assemblies, focus groups, workshops, observations, collective documents, audiovisual productions, and records in social



Results and/or substantiated conclusions or warrants for arguments/point of view
Participants gain political consciousness in their daily life, recognizing the political nature of common life, depathologizing disability, and linking it to other struggles for human rights. The research contributed to an inclusive education movement in Spain and was an empowering experience for all those involved.

Scientific or scholarly significance of the study or work
The project identified aspects of participatory and intersectional research that have a real impact on participants' lives and ways to link different struggles for public inclusive education and social movements.

Authors

Ignacio Calderon-Almendros, University of Malaga

Maria Teresa Rascón-Gómez, University of Malaga

Luz Mojtar-Mendieta, Universidad de Málaga