

TOURISM, EDUCATION AND SOCIAL INCLUSION

An Analyses of Public Policies for Youths in the City of Buenos Aires, Argentina

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This paper presents the results of an ongoing funded research project. The objective of the article is to analyze the meanings around tourism, education, youth and inclusion present in public policies with proposals related to the vacational and the tourist for young people in the Autonomous City of Buenos Aires, Argentina. Within the framework of a qualitative strategy –following the guidelines of Grounded Theory– for the construction of empirical data a documentary analysis is carried out. The contents of official websites of four programs developed by the government of the city are analyzed as secondary sources in the light of three emerging categories: tourism for young students, tourism as pedagogical practice and tourism for social inclusion. While identifying differences between these programmes, it is noted that these policies focus, in particular, on educational, integration and social inclusion purposes, which take on different meanings according to which young people are targeted. Given the lack of knowledge generated around this type of proposals in the field of the studies of youths and of the studies in tourism in Argentina, it is raised contributions to a knowledge of the existence, as well as the scope and limitations, of such proposals and the meanings that they promote about education, tourism and youth.

KEY WORDS: youths, public policies, tourism, education, social inclusion.

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