

# **INTERACT – Intercultural Active Citizenship Education**

**Universidad de Valladolid**

## **WP9 SPANISH RESEARCH SUMMARY**

### **Comparative/ Contrastive Analysis**

#### **TRANS-NATIONAL ANALYSIS OF DATA**

In order to develop a trans-national analysis we produced a common framework of essential ideas and the perspectives found regarding intercultural education. One of the topics that all the countries share is diversity although from different perspectives.

In order to achieve a comparative analysis on this topic, we will attend to:

1. Concept and approach to diversity
2. Attitudes to diversity

Both of them applied to selected postgraduate and in-service teacher development programmes.

#### **PORTUGAL PROGRAMMES AND COURSES**

Most of the times, diversity is referred to the migration phenomenon and the courses developing the issue of diversity are intended to create awareness of this migration phenomenon and the importance of citizenship and living together in a community. Diversity is essentially directed to immigrants and an improvement for attending to their necessities. The approach and attitudes to diversity are mainly positive and diversity is mostly seen as an enrichment for the community.

#### **DENMARK PROGRAMMES AND COURSES**

Diversity is mainly linked to cultural encounters and the presence of different religions in the country. Religion is one of the main issues when referring to diversity.

On one hand, the process of integration is seen as a challenge full of problems and complexity. On the other hand, students are taught how to deal and interplay with the thoughts and ideas of different cultures.

#### **ENGLAND PROGRAMMES AND COURSES**

The term diversity, on the contrary to the other three countries, is not a key term and there is not an explicitness towards it.

The courses that don't attend explicitly to diversity they do it in an implicit way, because all the courses attending to citizenship they also attend to diversity. The understanding of citizenship offers a model of exploring how we live together in society and it involves issues related to diversity.

#### **SPAIN PROGRAMMES AND COURSES**

The postgraduate courses attend to diversity from different perspectives although most of them are linked to the immigration phenomenon in one way or another. It is promoted a theoretical knowledge of this immigration phenomenon, basically about ethnic minorities and the needs in order to achieve a proper coexistence. The analysis and reflection on the social and cultural coexistence and the complexity it involves, is a core element in programmes and courses. The purpose of analysing and reflecting about it is to achieve an understanding and to improve multicultural relations.

Diversity is linked to possibilities and conflicts, although possibilities never appears on its own and conflicts do. So, we can conclude that diversity is, to some extent, linked to conflicts and complexity in the postgraduate courses within the Spanish context.

#### **CONCLUSIONS**

1. Portugal and Spain are very close in attending diversity in their postgraduate and in-service teacher training courses and programmes. In both countries diversity is linked to the immigration phenomenon and the needs found in order to achieve a better integration.
2. In Denmark, diversity is linked to cultural encounters, but these encounters mainly refer to different religions coexisting in the country.
3. In England, diversity is linked to citizenship. The courses are not specifically linked to immigrants or religion, but to linguistic and cultural perspectives.
4. In Portugal, Denmark and Spain we find the terms "complexity", "problems" and "conflicts" when talking about attention to diversity, but we don't find these terms in England.