

***Multiculturalism and interculturalism in the
Canary Islands and other Spanish
Communities: An analysis of the present
situation***

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Motivation to participate:

- research group (2003-2007)
- *Children's literature for intercultural education: translation and literature* (2007) from different perspectives: translation (as intercultural mediation) and teaching of Spanish and foreign children's literature.
- opportunity to make a general review of the state of the issue to reflect on interculturalism and previous experiences in this field of research.
- kick-off of an Erasmus project (2019-2021) on interculturalism at the classroom from different disciplines (Art, Music, Language) and at different educational levels.

Motivation to participate:

* The latest findings shared in this conference will be part of the intercultural teacher training. In this sense we meet two teacher training strategies:

* Seminars of intercultural education in which there are pedagogical reflection on interculturality and opportunities for teachers to begin a process of reflection.

* The coexistence with teachers from other countries and cultural backgrounds that helps to generate attitudes of greater complicity and empathy with the phenomenon of immigration.

Multiculturalism and Interculturalism:

Different and related concepts since both deal with the coexistence of different cultural groups.

- **Multiculturalism**, existence of different cultural groups who respect, tolerate and accept each other, but there is no interaction (Bernabé 2012: 69)
- **Interculturalism**, cohabitation of all pluricultural society, characterised by interpersonal relationships based on knowledge and recognition (Bernabé 2012: 70). Acceptance of the differences and the establishment of cultural relations that will end in integration.

Facts and figures



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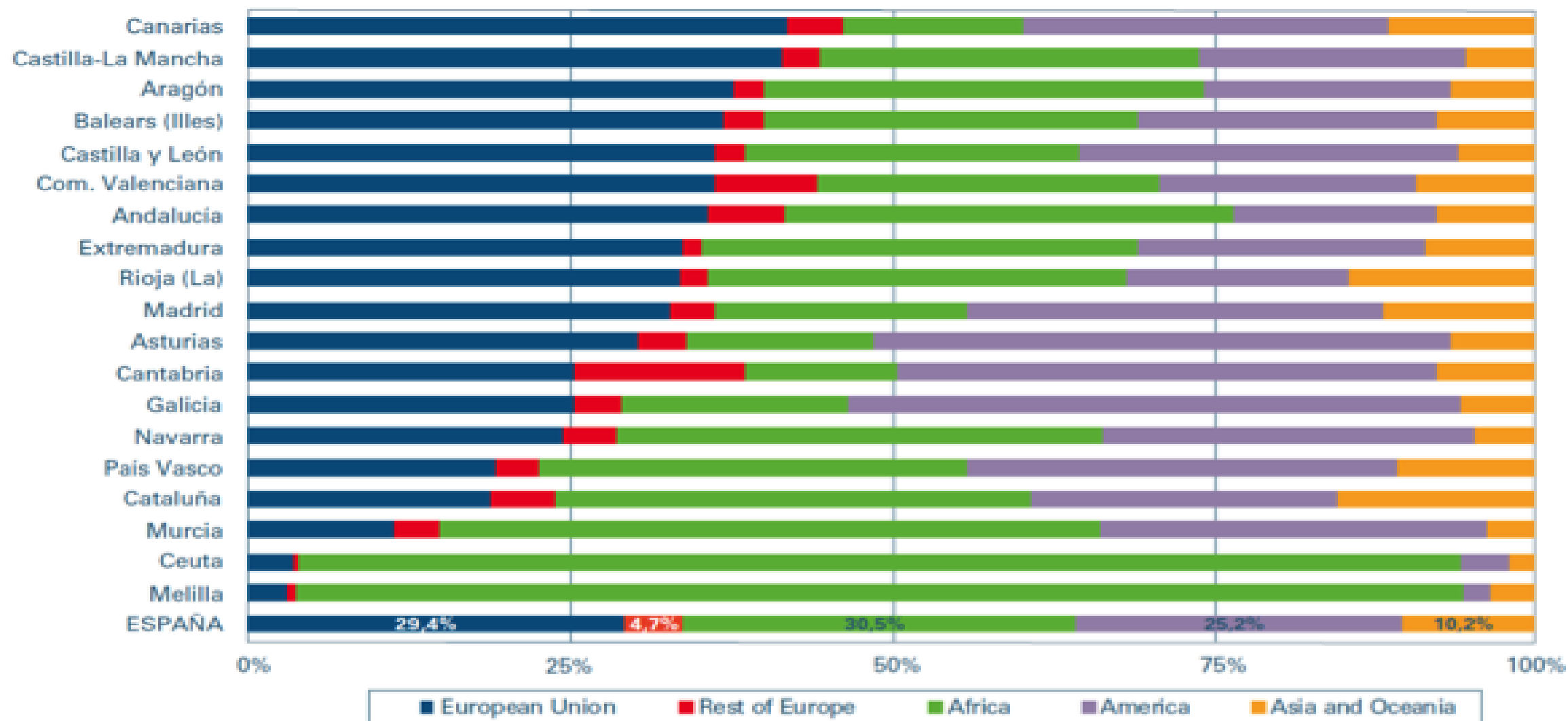
Foreign students

Trends in foreign students. Non-university education system

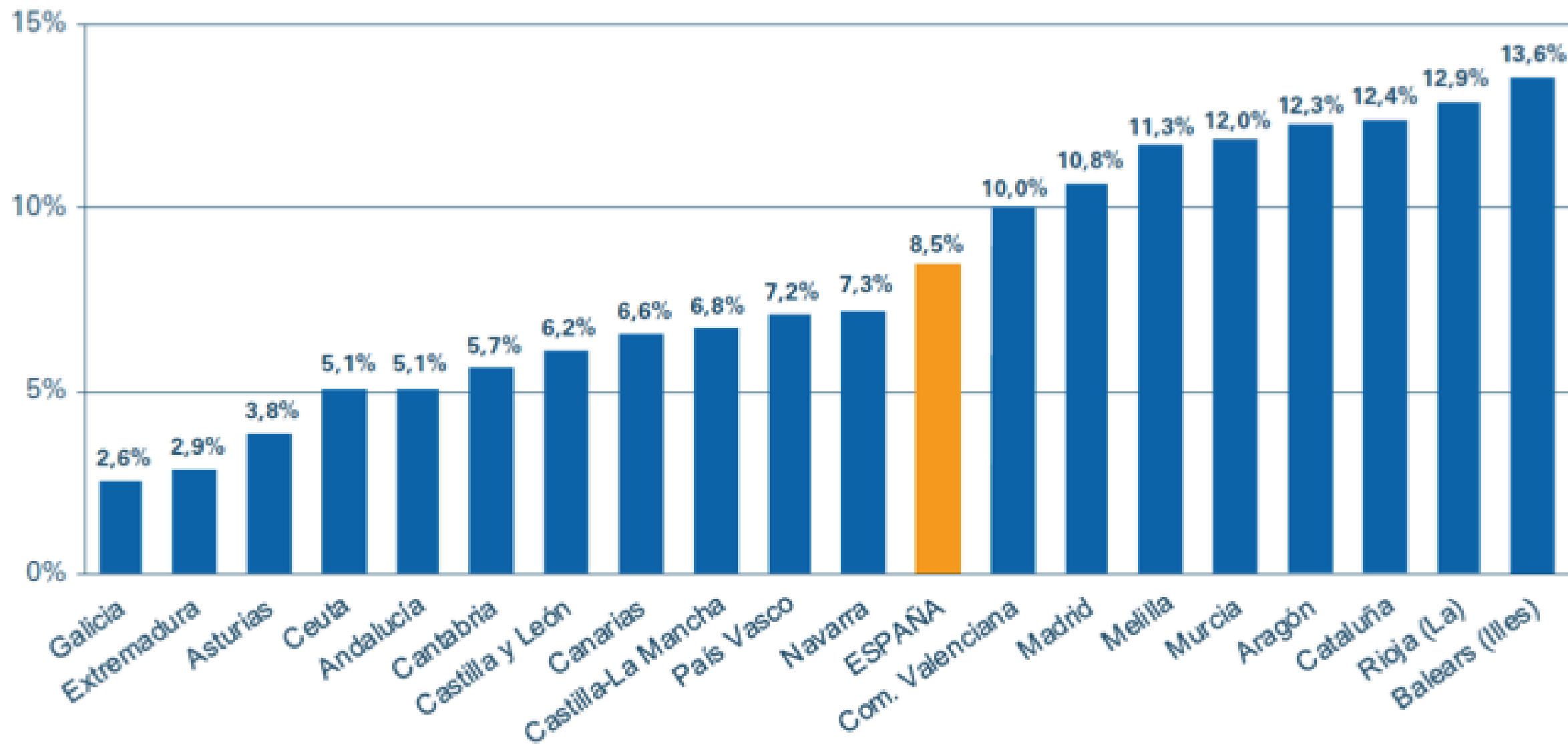
	Courses			
	2006-07	2011-12	2015-16	2016-17
TOTAL	610.702	781.236	716.736	721.028
General education system	594.077	748.812	684.997	687.899
Early childhood education	104.207	144.369	148.718	145.747
Primary education	262.415	272.305	253.948	264.786
Special education	2.205	3.955	4.166	3.752
Compulsory secondary ed.	169.490	215.386	170.399	164.857
Baccalaureate	25.120	46.448	46.439	45.084
Basic vocational training	-	-	10.564	11.171
Intermediate vocational training	13.175	30.215	31.123	29.250
Advanced vocational training	10.322	18.545	18.524	20.359
Initial vocational qualification programmes ⁽¹⁾	7.143	17.589	23	-
Other training programmes	-	-	1.093	2.893
Specialised education system	16.625	32.424	31.739	33.129


(1) The 2006-07 school year data refer to foreign students of vocational integration programmes.

Distribution of foreign students by geographic origin. Non-university education system. 2016-2017 school year (in percentage)



Percentage of foreign students by autonomous community. Non-university general education system. 2016-2017 school year





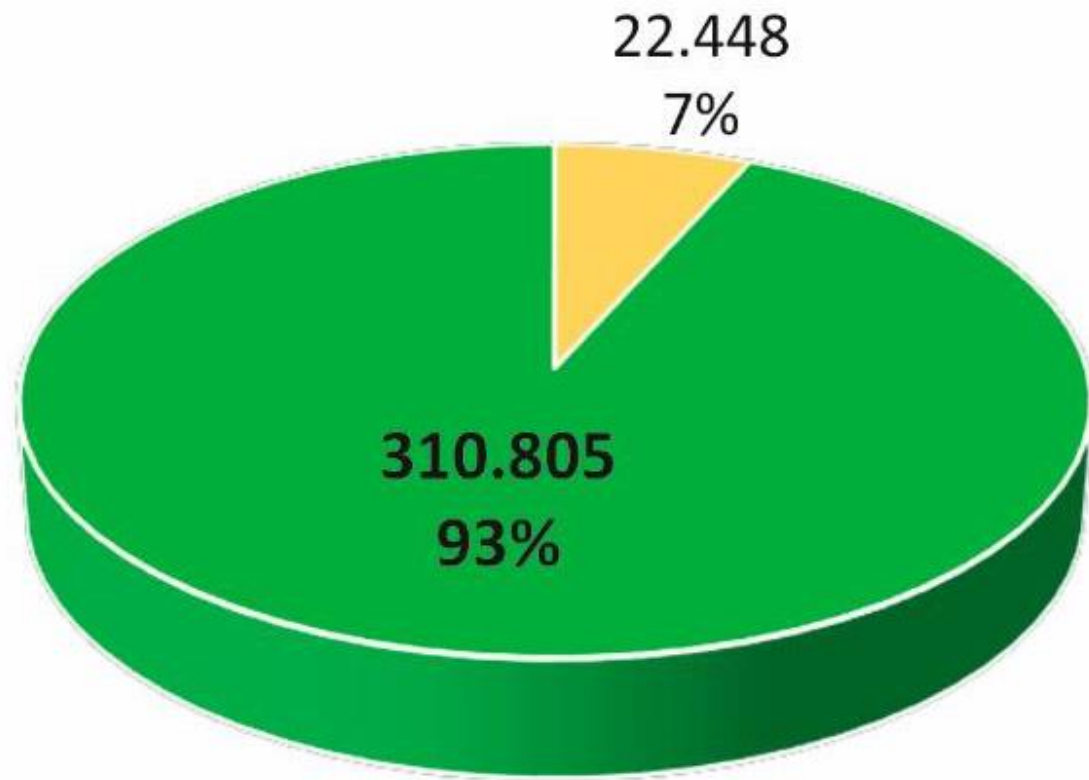
Multicultural education is at least three things: an idea or concept, an educational reform movement, and a process. Multicultural education incorporates the idea that all students [...] should have an equal opportunity to learn in school (Banks & Banks 2007: 3)

Laws on education in Spain:

- LODE (1985)
- LOGSE (1990)
- LOPEGCE (1995)
- LOCE (2002)
- LOE (2006)
- LOMCE (2013)





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Curso 2014-15: **333.253** alumn.
(datos provisionales)

(*) Ed. Infantil, Ed. Primaria, Ed. Especial, ESO, Bachillerato, Ciclos Formativos (Grados Medio y Superior), PCPI y Otros Programas Formativos.

Fuente: - Ministerio de Educación, Cultura y Deporte (MECD)
Elaboración: - Consejo Escolar de Canarias (CEC).

 Alumnado ESPAÑOL
 Alumnado EXTRANJERO

Canary Islands

- Schools with more than a 50% of foreign students
- Between 20 and 30 different nationalities

	No Spanish speaking		Different nationalities	
	Average (%)	Max./Island (%)	Average (%)	Max./Island (%)
Infant and Primary Education	4.0	8.0	8.0	16.2
Secondary Education	4.9	10.0	8.1	16.1

Gran Canaria schools

- CEIP Poeta Domingo Velázquez (FV):
 - 26 students with different nationalities
 - 33 no Spanish speaking students
- CEIP San Fernando de Maspalomas (GC):
 - 15 students with different nationalities
 - 19 no Spanish speaking students



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School logo



.PGGC

Programa Impulsa



- A means of addressing diversity and encouraging students to succeed in school
- Based on the principle of:
 - Inclusion
 - Promoting equity
 - Contributing to greater social cohesion

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Final considerations

- Intercultural education = transversal axis in the diversity of pedagogical projects in schools (Leiva 2016: 216)
- Interculturality can contribute to improving the attitudes and willingness of all the members of the educational community to build and weave networks of coexistence and shared cultural understanding