



INTERNATIONAL CONFERENCE  
Projects INTERACT and INTERCULTURA  
Lisbon, 4 / 5 June 2007

---

# The intercultural dimension of citizenship education: the Spanish context

Paloma Castro Prieto  
Natalia Barranco Izquierdo  
UNIVERSIDAD DE VALLADOLID

1. How is the intercultural dimension of citizenship education reflected in national education policy documents of Spain?

2. What are Spanish teachers' perceptions with regards to the intercultural dimension of citizenship education?

*Spanish Constitution (1978)*

*“Education will have as an objective the entire development of personality with respect to the democratic principles of coexistence and the fundamental rights and freedoms”*

↓  
*Model for a decentralised State*

*State Administration*

*Autonomous Communities*

|  
*Standardisation  
Unity*

|  
*Linguistic and  
cultural identity*

## *A general legislative framework*

---

*Participation of the education community in the governance and management of educational establishments*

```
graph TD; A[Participation of the education community in the governance and management of educational establishments] --> B[School Council]; A --> C[Parents Council];
```

*School Council*

*Parents Council*

*How is the intercultural dimension of citizenship education reflected in national education policy documents of Spain?*

---

E  
D  
U  
C  
A  
T  
I  
O  
N

*1990 – The Organic Law of the General Organization of the Education System (LOGSE)*

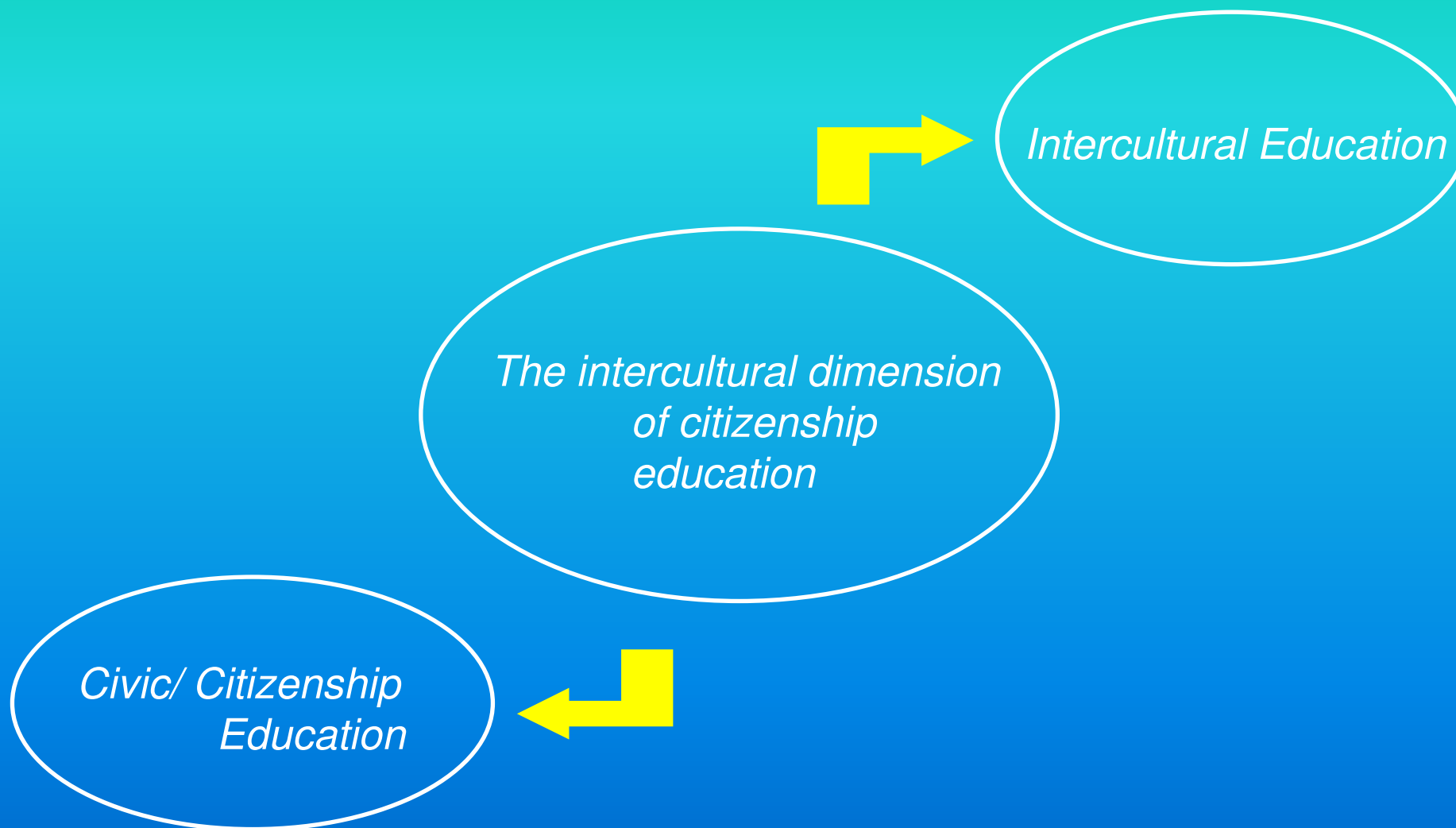
*2002 – The Organic Law on Quality of Education (LOCE)*

*2006 – The Organic Law on Education (LOE)*

R  
E  
F  
O  
R  
M  
S

*How is the intercultural dimension of citizenship education reflected in national education policy documents of Spain?*

---



*How is the intercultural dimension of citizenship education reflected in national education policy documents of Spain?*

---

## **INTERCULTURAL EDUCATION**

*1990 – The Organic Law of the General Organization of the Education System (LOGSE)*

- *Not explicitly stated in the document of the Law.*
- *Linked to Attention to Diversity.*

*“Attention to diversity was understood in the Law from the perspective of students’ differences: social origin and different capacities, motivation and interests.”*  
(Policy maker, 1990)

*How is the intercultural dimension of citizenship education reflected in national education policy documents of Spain?*

---

## **INTERCULTURAL EDUCATION**

*2002 – The Organic Law on Quality of Education (LOCE)*

- *Explicit (“intercultural variety”).*
- *Understood in the context of cultural variety with strategies focused on communication as an interchange of cultural patterns and ways of perceiving the world.*
- *Linked to Attention to Diversity.*

*“The purpose was to generate a comprehension of other cultures and other social ways and to develop in students an open mind towards other cultural codes, other realities.” (Policy maker, 2002)*



*How is the intercultural dimension of citizenship education reflected in national education policy documents of Spain?*

---

## **INTERCULTURAL EDUCATION**

*2006 – The Organic Law on Education (LOE)*

- *Deals explicitly with interculturality as an enrichment element of our society.*
- *Interculturality facilitates social cohesion.*
- *Linked to Attention to Diversity.*

*“Interculturality is understood as the recognizance of the fact that we are in a society which has become heterogeneous and plural, and what we try is that the different cultures coexisting in Spain mix together to reach a unity of cohesion.” (Policy maker, 2006)*

*How is the intercultural dimension of citizenship education reflected in national education policy documents of Spain?*

---

## **INTERCULTURAL EDUCATION**

<b>1990 (LOGSE)</b>	<b>2002 (LOCE)</b>	<b>2006 (LOE)</b>
Attention to diversity	Attention to diversity	Attention to diversity
Integration	Comprehension	Social cohesion
Rules of social behaviour	Communication	Intercultural awareness

- *Support teachers*
- *Compensatory programs*
- *Orientation departments*

*How is the intercultural dimension of citizenship education reflected in national education policy documents of Spain?*

---

## **CIVIC/ CITIZENSHIP EDUCATION**

*1990 – The Organic Law of the General Organization of the Education System (LOGSE)*

- *Education in Values.*
- *Moral and Civic Education as cross-curricular theme.*

*By showing education in values to be a guiding principle of the educational system, the LOGSE has responded to a social demand that is general today: that formal education is a school for citizenship [...] to educate people who are capable of living in society, people who know how they should behave. (Ministry of Education and Culture, 1994)*

*“It was fundamental to reinforce the democratic consciousness and democratic participation of students by means of a democratic way of working.” (Policy maker, 1990)*

*How is the intercultural dimension of citizenship education reflected in national education policy documents of Spain?*

---

## **CIVIC/ CITIZENSHIP EDUCATION**

*2002 – The Organic Law on Quality of Education (LOCE)*

- *Through the subject “Ethics” the role of moral and civic education is fostered.*
- *Aims:*
  - *To provide learners with theoretical knowledge.*
  - *To develop democratic values of respect and tolerance.*

*How is the intercultural dimension of citizenship education reflected in national education policy documents of Spain?*

---

## **CIVIC/ CITIZENSHIP EDUCATION**

*2006 – The Organic Law on Education (LOE)*

- *Incorporation of a new subject in the curriculum of Primary and Secondary Education: Citizenship Education and Human Rights*

*“With the aim of educating young people and adolescents towards what can be called a citizenship of the XXI century, that is, a democratic citizenship, the concept of citizenship is about an integrative citizenship, a citizenship for co-existence and a citizenship based on democratic principles of participation and information. It is not a citizenship based on Nation-state relations, or the belonging to a territory but a citizenship of democratic active engagement.” (Policy maker, 2006)*

*How is the intercultural dimension of citizenship education reflected in national education policy documents of Spain?*

## **CIVIC/ CITIZENSHIP EDUCATION**

<b>1990 (LOGSE)</b>	<b>2002 (LOCE)</b>	<b>2006 (LOE)</b>
<p>Cross-curricular topic (<i>Civic and moral education</i>)</p> <p>↓</p> <p>Values. Participation in democracy. Critical dialogue. Rules of social behaviour.</p>	<p><i>Ethics</i> (Secondary Education)</p> <p>↓</p> <p>Theoretical knowledge to face critically ethical and moral problems. Development of democratic values by using dialogue, participating and acquiring autonomous criteria and critical judgement.</p>	<p>New subject: <i>Citizenship Education and Human Rights</i></p> <p>↓</p> <p>Theoretical knowledge to go deeper in the fundamental traits of democratic societies. Abilities to argue and accept others' opinions. Resolution of conflicts through dialogue. Development of interpersonal relationships.</p>

*What are Spanish teachers' perceptions with regards to the intercultural dimension of citizenship education?*

---

- 1. To what extent do teachers perceive they promote active citizenship, intercultural dialogue and democracy in their teaching practices?*
- 2. What is teachers' understanding of an "intercultural citizenship teacher"?*
- 3. To what extent teachers feel the need to go further in their training to assume their responsibility as "intercultural citizenship teacher"?*

## *What are Spanish teachers' perceptions with regards to the intercultural dimension of citizenship education?*

---

- 1. To what extent do they perceive they promote active citizenship, intercultural dialogue and democracy in their teaching practices?*

*"I always try to promote them in my classes. We dialogue constantly. We vote everything that has to do with the class. Students have an opinion of what is relevant to them" (Teacher interview)*

*"In my classes everybody has to participate and work with all the students. If they work with different classmates they learn a lot and it is a way to enrich themselves" (Teacher interview)*

*"For me, equality is the most important value to promote in my teaching classes" (Teacher interview)*



*What are Spanish teachers' perceptions with regards to the intercultural dimension of citizenship education?*

---

*2. What is teachers' understanding of an "intercultural citizenship teacher"?*

*"A teacher is responsible for educating her students in all the senses. [...] I try to make them more respectful, open and cooperative to others. As a matter of fact, interculturality is linked to educating in values. (Teacher interview)*

*"I assume my responsibility as teacher for educating my students as citizens in a multicultural society" (Teacher interview)*

*"I promote equality among my students by means of dialogue and participation" (Teacher interview)*

*What are Spanish teachers' perceptions with regards to the intercultural dimension of citizenship education?*

---

*3. To what extent teachers feel the need to go further in their training to assume their responsibility as "intercultural citizenship teacher"?*

*"I need help with some issues I don't know how to develop in my class, cultural differences, for example" (Teacher interview)*

*"It would be interesting to have help with some topics. For example, I don't know how to focus in my class issues such as politics or religion" (Teacher interview)*

*"I think it would be a good help with the new subject "Citizenship Education". We don't know who is going to teach this subject, maybe any of us" (Teacher interview)*

## Possible directions in the discussion:

- *What are the challenges teachers face with regards to intercultural and citizenship education?*
- *What common measures could we adopt to develop an intercultural dimension of citizenship education in our teaching practice?*
- *What possible directions could we take in teacher education to develop professional competencies in intercultural and citizenship education?*