Initial Teacher Training for the Cultural Diversity Inclusion

Formación inicial del profesorado para la inclusión de la diversidad cultural

Formação inicial de professores para a inclusão da diversidade cultural

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ABSTRACT. This research is focused on the description and analysis of the initial training received by primary education teachers in Andalusia in connection with work in culturally diverse contexts. To this end, a qualitative method design with a descriptive and interpretive approach was chosen, using documental and content analysis as a research technique. This allows the identification and study of references to cultural diversity, explicit and implicit, present in the different dimensions of analysis: objectives, competencies, contents, learning outcomes, formative strategies and evaluation systems. The results indicate that, although all the curricular designs examined include references to cultural diversity, these references are scarce. Additionally, planning and coordination in relation to the intercultural competencies acquisition process is not observed, nor their crosswise treatment along the curriculum.

RESUMEN. La presente investigación se centra en la descripción y el análisis de la formación inicial que recibe el profesorado de Educación Primaria en Andalucía, con relación al trabajo en contextos de diversidad cultural. Para ello optamos por un diseño metodológico cualitativo de corte descriptivo-interpretativo, empleando el análisis documental y de contenido como técnica de investigación. Ello permite

detectar y estudiar las referencias a la diversidad cultural, tanto explícitas como implícitas, presentes en las distintas dimensiones de análisis: Objetivos, Competencias, Contenidos, Resultados de Aprendizaje, Estrategias Formativas y Sistemas de Evaluación. Los resultados apuntan que, a pesar de que la totalidad de los diseños curriculares analizados incluyen referencias a la diversidad cultural, observamos que dichas referencias son escasas. Asimismo, no se aprecia planificación ni coordinación en relación con el proceso de adquisición de competencias interculturales, ni se detecta un tratamiento transversal de las mismas a lo largo de los planes de estudio.

profesorado, diversidad cultural.

RESUMO. Esta pesquisa centra-se na descrição e análise da formação inicial recebida pelos professores no ensino primário na Andaluzia em relação ao trabalho em contextos de diversidade cultural. Para este fim, optou-se por uma concepção metodológica qualitativa de corte interpretativa descritiva, utilizando a análise documental e de conteúdo como técnica de pesquisa. Isto permite detectar e estudar as referências à diversidade cultural, tanto explícita quanto implícita, presentes nas diferentes dimensões de análise: objetivos, competências, conteúdo, resultados da aprendizagem, estratégias de formação e sistemas de avaliação. Os resultados mostram que, apesar de todos os currículos analisados incluírem referências à diversidade cultural, nota-se que tais referências são escassas. Também não se observa nem planejamento nem coordenação em relação à aquisição das competências interculturais, nem é se detecta do um tratamento transversal delas em todo o currículo.

Palavras-chave: inclusão, ensino superior, formação de professores, diversidade cultural

The European Higher Education Area (EHEA) originated with the objectives of promoting the international competitiveness of the European Higher Education system and fostering mobility and employability of European citizens (European Ministers of Education, 1999). This an ambitious educational project centered on the progress and perfecting of the European Higher Education System as a means to the creation of quality employment, economic growth, international competitiveness, and the social cohesion among members of the European Community.

As established by the European Ministers of Education (1999), the EHEA is organized based on four principles: Quality, Mobility, Diversity, and Competitiveness. Under those principles, the design of a quality and internationally competitive European Higher Education system is promoted, one which guarantees the mobility, employability, and social cohesion among members of the European Community. Centering on this last aspect of social cohesion, the creation of a new common social and

cultural European space—characterized by the contact between citizens from diverse cultural groups—and the development of a European intercultural citizenship that favors coexistence become essential. That is, a space that promotes the interaction and exchanges between members of different cultural groups converging in the positive valuation of cultural diversity, mutual enrichment, miscegenation, and coexistence. In this manner, interculturality is presented by EHEA as a goal to be achieved.

LEGAL FRAMEWORK OF THE INITIAL TEACHER TRAINING IN THE EHEA

International regulations. In 1998, the *Sorbonne Declaration* (Ministers representing France, Germany, Italy, and the United Kingdom, 1998) was published and in 1999, the Bologna Declaration (European Ministers of Higher Education, 1999), which constitute the base on which EHEA lays, since they bet on promoting a Higher Education in Europe that favors the mobility of citizens, the consciousness of shared values and of belonging to a common social and cultural space, the capacity to obtain employment, and the general development of the continent. In them, a special mention is made about the central role of universities in developing the European cultural dimensions and in maintaining cultural diversity as a source of wealth. Even though it is a single model of Higher Education for all participating countries, the commitment is to guarantee the principles of respect to the cultural-linguistic diversity and university autonomy, which allow preserving the European cultural wealth.

Afterwards, different declarations were published and conferences held along the same lines (European Ministers of Higher Education 2001, 2003, 2005, 2007 and 2009) alluding to the importance of respecting the cultural plurality of both Europe and of every country.

Country regulations. The Royal Decrees that currently establish the ordination of official university teaching indicate that Higher Education should promote the acquisition of civic competencies that favor intercultural citizenship (Royal Decree 1393/2007; Royal Decree 43/2015). Training in any professional activity should contribute to knowledge and development of Human Rights, the democratic principles, the principles of equality between men and women, of solidarity, environmental protection, universal accessibility and design for all, and of fostering a culture of peace (Royal Decree 1393/2007, p, 44038).

Also, great importance is given to the learning of languages which, no doubt, contribute to the development of an intercultural perspective in the faculty. In this line, mobility programs-scholarships stand out, which allow the future professor to train in a cultural and linguistic context different from their own, acquiring intercultural competencies and a more open, tolerant and respectful vision towards cultural diversity.

Additionally, in the Order by which the requirements for the Degree in Primary Education are established, competencies, both general and specific, to be developed throughout the curriculum are indicated. Among general competencies for the degree, five stand out (see Table 1) and among the specific competencies, eleven (see Table 2), for referring to cultural diversity and/or favor work in diversity contexts (Order ECI/3857/2007).

Table 1

General competencies of the Degree in Primary Education that favor work in diversity contexts

General Competencies
• To address with efficacy situations of language learning in multicultural and multilingual contexts. • To design and regulate learning spaces in diversity contexts that address gender equality, fairness, and respect to human rights that conform to the values of citizen education. • To foster coexistence inside and outside the classroom. • To assume the educational dimension of the teaching activity and encourage a democratic education for an active citizenship. • To selectively discern audiovisual information that contributes to learning, to civic education, and to cultural wealth.

Note: *Taken from Order ECI/3857/2007.*

Table 2

Specific competencies of the Degree in Primary Education that favor work in diversity contexts.

	Module	Competency
	Educational processes and contexts	To promote actions concerning education in values oriented to the preparation of an active and democratic citizenship. To know and address school situations in multicultural contexts.
Basic Training	Society, family, and school.	To relate education to the environment and cooperate with families and community. To analyze and incorporate critically the more relevant issues of current society that affect family and school education: social and educational impact of audiovisual languages and screens; changes in gender and inter-generational relationships; multiculturalism and interculturality; discrimination and social inclusion and sustainable development.
Didactic and Disciplinary Training	Teaching and learning of the Social Sciences	To foster the democratic education of the citizenry and the practice of critical social thinking. To value the relevance of public and private institutions for the peaceful coexistence of peoples.
	Teaching and learning of languages	To know the religious fact throughout history and its relationship with culture. To know the difficulty of learning the official languages for students speaking other languages. To face language learning situations in multilingual contexts.
E.P and EDW	External Practices and End of Degree Work	Know and apply interaction and communication processes in the classroom and master social dexterities and skills necessary to foster a climate in the classroom that facilitates learning and coexistence. Know forms of collaboration with the different sectors of the educational community and the social environment.

Note: *Taken from Order ECI/3857/2007.*

Regional Regulations. The Decree regulating faculty training in the Autonomous Community of Andalusia points out as one of the purposes of faculty training:

To provide strategies to manage student diversity in the classroom, the direction of teaching and learning processes, educational, academic and professional tutoring, and orientation, as well as going deeper into conflict resolution techniques for improving the coexistence in the centers (Decree 93/2013, p. 8)

Diversity as an inherent factor in the current educational system requires to be taken into account in all educational processes. Along these lines, the development of certain competencies is established as a training objective, among which the following stand out, since they make a reference to work in diversity contexts:

To adapt the teaching and learning process to the student body's diversity, to their needs, experiences and peculiarities as well as to their educational and job expectations.
 To manage conflict situations derived from negative attitudes towards learning or prejudices of a cultural, gender or any other nature that imply discrimination. (Decree 93/2013, p. 9)

GUIDELINES OF THE AGENCIA NACIONAL DE EVALUACIÓN DE LA CALIDAD Y ACREDITACIÓN, ANECA (NATIONAL AGENCY FOR THE EVALUATION OF QUALITY AND ACCREDITATION)

Although universities have the autonomy to organize, design, and establish their academic offer, the White Book of the Education Degree of ANECA (2005) constitutes a baseline tool for orientation in the design of curricula. In it different criteria and recommendations are gathered regarding the design of the Degree in Primary Education. With regards to the competencies of the degree, ANECA (2005) differentiates between two types: (a) Transverse Competencies and (b) Disciplinary and Professional Training Competencies.

In the Transverse Competencies three stand out for referring explicitly to cultural diversity and/or favoring work in diversity contexts (see Table 3). More precisely, "Recognition of diversity and multiculturalism" stands out for being the third most valued competence by participants in the study carried out by ANECA. This fact indicates that the need to address the multicultural nature of modern school is present. However, it is important to highlight that the other two competencies mentioned are not valued as much; "Work in an international context" stands out for being one of the least valued competencies.

Table 3
Transverse competencies of the Degree in Primary Education that favor work in diversity contexts

Transverse Competencies
1. Work in an international context (Interpersonal Competency)
2. Recognition of diversity and multiculturalism (Personal Competency)
3. Knowledge of other cultures and customs (Systemic Competency)

Note: *Taken from ANECA (2005).* .

Equally, it is worth mentioning that in the list of competencies, some can be seen that implicitly have an influence in the intercultural training of the faculty, such as: knowledge of a foreign language, problem resolution, decision making, team work, interpersonal relationship skills, adaptation to new situations, creativity, etc.

On the other hand, the Disciplinary and Professional Training Competencies are presented organized in three subcategories:

In the *Common Competencies* five stand out for referring explicitly to cultural diversity and/or favoring work in diversity contexts (see Table 4). In addition, the first four are among the eight valued the most by participants in the study carried out by ANECA. This fact highlights again the importance of addressing cultural diversity in the school environment. However, it is worth mentioning that the last competence is among the four least-valued.

Also, and as in the case of transverse competencies, certain competencies are detected which implicitly favor work in cultural diversity contexts such as: critical thinking ability, the ability to develop a tutorial function with the student body and families, participation in innovation projects, relationships, and communication abilities, emotional balance, team work abilities, ability to collaborate with the different sectors of the educational community and surroundings, etc.

Table 4.
Disciplinary and Professional Training competencies of the Degree in Primary Education that favor work in diversity contexts.

Disciplinary and Professional Training Competencies
1. Respect for the cultural and personal differences of students and the rest of the member of the educational community. (Skills)
2. Design and development of educational projects and programming units that allows adapting the curricula to the sociocultural context. (Skills)
3. Ability to promote an autonomous learning of students in light of the objectives and contents pertinent to the corresponding educational level, developing strategies to prevent exclusion and discrimination. (Skills)
4. Ability to perform educational support activities within the framework of an inclusive education. (Skills)
5. Ability to invigorate together with the student body the participatory construction of rules for democratic coexistence and face and resolve, in a collaborative manner, problematic situations and interpersonal conflicts of a diverse nature. (Abilities)

Note: *Taken from ANECA (2005).*

In so far as the *Area Specific Competencies*, references were found that favor work in cultural diversity contexts in all areas, excepting Artistic Education (see Table 5). However, areas such as Language and History and Geography stand out for including explicit references related to cultural diversity.

Table 5
Area-specific competencies that favor work in diversity contexts

DISCIPLINARY AND PROFESSIONAL TRAINING COMPETENCIES	
Language Area	
Competency	**Type**
To help students value respecting the linguistic diversity of the country as an element of cultural wealth and people's identity.	Professional (Skills)
To recognize the languages of all students as an element of wealth and integration in class activities (that is, also non-official languages)	Professional (Skills)
Mathematics Area	
Competency	**Type**
To be able to manage a Mathematics classroom knowing the interactive aspects that intervene, facilitating motivation and allowing an adequate treatment of the student body's diversity.	Discipline (Knowledge)
To give answers to diversity in the Mathematics classroom	Professional (Skills)
Experimental Sciences Area	
Competency	**Type**
To know the diversity of concrete didactic resources both in the classroom and external, for the teaching / learning of the experimental sciences and the criteria to decide how and when to utilize them and adapt them to the diversity of students and situations.	Discipline (Knowledge)
To know how to recognize student diversity and make their knowledge explicit, place it in relation to scientific knowledge and design or choose didactic interventions to facilitate the development of scientific knowledge	Professional (Skills)
History and Geography Area	
Competency	**Type**
To promote the development of cultural identity through historical and social knowledge.	Professional (Skills)
To reflect upon the construction of social values through the analysis of social reality and historical knowledge	Academic
To know how to adapt to social, economic and cultural changes and know-how to apply them to knowledge belonging to the social sciences	Academic

Note: *Taken from ANECA (2005)*

Lastly, with regards to *Profile Specific Competencies*, references are located that favor work in cultural diversity contexts in all profiles, excepting the Physical Education profile (see Table 6). However, the *Specific Educational Needs* profile stands out for including a larger number of competencies that favor work in cultural diversity contexts.

Table 6
Profile-specific competencies that favor work in diversity contexts

DISCIPLINARY AND PROFESSIONAL TRAINING COMPETENCIES	
Music Education Profile	
Competency	Type
To search for and utilize bibliography and support materials in at least two languages	Discipline (Knowledge)
To know the fundamentals of popular cultural, with particular emphasis on local folklore and the Autonomous Community	Professional (Skills)
To know musical manifestations of different cultures	Academic
To know, value and select musical works that encompass all styles, times and cultures.	Academic
Foreign Languages Profile	
Competency	Type
To be able to develop attitudes and positive and open representations towards the linguistic and cultural diversity in the classroom.	Professional (Skills)
To assess students' prior knowledge and their needs, introducing different strategies for each level/typology of the student body and the characteristics of the educational context.	Professional (Skills)
To collaborate, design and, if it is the case, tutor cultural exchange activities with residents of other countries, showing management skills for these processes, including local, autonomous, domestic or international student and faculty exchange programs.	Academic
To know sufficiently the culture(s) and language taught as well as its main manifestations.	Academic
Specific Educational Needs Profile	
Competency	Type
To show an attitude of valuation and respect towards the student body's diversity, whatever their conditions or characteristics, and promote that same attitude among those he/she works more directly with.	Discipline (Knowledge)
To be able to assess individual work plans, introducing progressive adjustments to the objectives of the intervention, in the adequacy of methods, the guidelines to follow.	Discipline (Knowledge)
To be able to determine the educational needs of the different students, defining areas of priority action as well the degree and duration of interventions, help, and required support to promote the learning of contents.	Professional (Skills)
To be able to design, in the framework of the didactic programming established for the boys and girls in the Center, individual work plans	Professional (Skills)
To effectively participate in processes of school improvement aimed at introducing innovation that promotes a better educational response to the student body's diversity.	Professional (Skills)

Note: Taken from ANECA (2005).

Having reached this point, we intend to study and analyze the initial training that the Primary Education faculties receive in Andalusia in relation to work in cultural diversity contexts. Along these lines, the following specific objectives are proposed:

- To detect references that favor work in cultural diversity contexts, both explicitly and implicitly.
- To describe the main characteristics that limit training on the subject of cultural diversity.

METHOD

Design

For achieving objectives we opted for a qualitative methodological design of a descriptive-interpretative nature. As research technique, the documentary and content analysis was used, centered on the curriculum for the Degree in Primary Education offered in Andalusian public universities in the 2015-2016 academic year.

Context

El estudio se enmarca en la Comunidad Autónoma de Andalucía, más concretamente en las ocho universidades públicas (Universidad de Almería, Universidad de Cádiz, Universidad de Córdoba, Universidad de Granada, Universidad de Huelva, Universidad de Jaén, Universidad de Málaga y Universidad de Sevilla) que constituyen la fuente principal de donde obtenemos los datos para la investigación.

Sample

Through a non-probabilistic intentional sampling, diverse documentary sources were selected that contributed firsthand information and allowed for a deep knowledge of the object under study. Finally, the study sample consisted of documents that regulate teaching for a Degree in Primary Education in public universities in Andalusia: qualification verification reports and the teaching guides-programs of courses with references that favor work in cultural diversity contexts (see Appendix A)

Data Collection Techniques

For data collection, we designed an ad hoc registration form with six categories of analysis that correspond to curricular elements reflected in official documents that regulate teaching for a Degree in Primary Education: Objectives, Competencies, Contents, Learning results, Training Strategies, and Evaluation Systems. In this way, we intended to identify references to cultural diversity, both explicit and implicit, present in the category of analysis established in the investigation. The procedure developed in the investigation had three phases:

1ª. Search and selection of documentary sources that constitute the sample of the study. In this first phase we navigated through the official web pages of Andalusia's public universities and downloaded the official documentation which regulates Degrees in Primary Education.

2ª. Applying the instrument to data collection. In this phase a registration form was applied to each of the Degrees analyzed.

3ª. Descriptive-interpretative data analysis. In this last phase the descriptive-interpretative analysis of the data was carried out, taking into consideration the analysis categories proposed.

RESULTS

In this section we present the main results obtained considering the analysis categories established:

Objectives

Only in four of the eight degrees analyzed, references that favor work in cultural diversity contexts are detected among general objectives. The degrees of the universities of Cadiz and Jaén stand out for including explicit references to cultural diversity; while the universities of Almería and Córdoba include references that implicitly favor work in cultural diversity contexts (see Table 7).

Basic Training Competencies. In this section, references are detected that favor the development of the three dimensions of intercultural competencies (see Table 8). Curricula from the universities of Almería, Cádiz, Córdoba, Málaga, and Sevilla stand out because they include a larger number of references to work in diversity contexts. However, we observe that some competencies are too general in nature, not specifying clearly the knowledge, skills and/or attitudes that the future faculty should acquire.

Didactic and Disciplinary Training Competencies. References are detected that favor the development of the three dimensions of intercultural competencies (see Table 9). Curricula from the universities of Huelva, Granada, and Málaga stand out because they include a larger number of references to work in diversity contexts. Based on this, the deduction is that the universities of Almería, Cádiz, Córdoba, Jaén, and Sevilla include more references to cultural diversity among basic training competencies while the universities of Granada, Huelva, and Málaga include more references among the didactic and disciplinary training competencies..

Table 7
General objectives of Degrees in Primary Education that favor work in cultural diversity contexts, by university

Objectives of the Degree in Primary Education	
UAL	Students become professionals capable of analyzing the context in which their activity develops and to plan it, give answers to a changing society.
UCA	Address with efficacy situations of language learning in multicultural and multilingual contexts.
UCO	To value participatory democracy is the ideal of a society to which to commit ourselves.
UJA	Address with efficacy situations of language learning in multicultural and multilingual contexts. Design and regulate learning spaces in diversity contexts that address gender equality, fairness and respect to human rights as part of values of citizen education.

Note: *Taken from UAL (2015); UCA (2015); UCO (2015); UGR (2015); UHU (2015); UJA (2015); UMA (2015); US (2015); and own elaboration.*

Table 8

Basic Training competencies that favor work in cultural diversity contexts

Basic Training Competencies	
Dimension	
Cognitive	Knowledge about: other cultures, multicultural school contexts, mechanisms and strategies to strengthen democracy, equality, and justice in an educational environment, etc.
Procedural	Teaching in diversity contexts; promotion of a democratic education in collaboration with the educational community; putting into practice measures to address diversity; dialogue as equals; search for social justice criteria in practical situation; skills for the detection, diagnosis, and evaluation of the educational needs of the student body; etc.
Attitudinal	Respect and appreciation of cultural diversity as a positive value and indispensable to educate in a school with no exclusions; commitment to interculturality; thoughtful attitudes in diversity contexts and of commitment to disadvantaged groups; promotion of solidarity values; respect for Human Rights and democratic principles; reflexive attitudes in diversity contexts that foster fairness and social cohesion; etc.

Note Source: *UAL (2015); UCA (2015); UCO (2015); UGR (2015); UHU (2015); UJA (2015); UMA (2015); US (2015); and own elaboration*

Table 9

Didactic and Disciplinary Training competencies that favor work in cultural diversity contexts

Competencias de Formación Didáctica y Disciplinar	
Dimensión	
Cognitive	Knowledge about: Difficulties in learning the official languages for students speaking other languages. Religious fact and its relationship with culture. Cultural manifestations of Andalusia. Principles that contribute to cultural, personal ,and social training from the areas of Music Education and Artistic Education, etc.
Procedural	Skills for promoting democratic education. Teaching in multicultural contexts in collaboration with the educational community. Communication and interaction to facilitate learning and coexistence spaces, etc.
Attitudinal	Empathy and respect attitudes towards diversity. Reflective attitudes and criticism to multiculturality, etc.

Note: *Taken from UAL (2015); UCA (2015); UCO (2015); UGR (2015); UHU (2015); UJA (2015); UMA (2015); US (2015); and own elaboration*

On the other hand, and as with the section on Basic Training, we observed that some of the competencies are too general in nature.

Optional Training Competencies. References are also detected that favor the development of the three dimensions of intercultural competencies (see Table 10).

In most of the qualifying majors, courses are included with references that favor work in cultural diversity contexts among its competencies, learning results and/or contents. With exception of "Major in Physical Education" of the universities of Almería and Huelva, and the "Major in Teaching through integrated projects" of Universidad de Cádiz.

Table 10
Optional Training competencies that favor work in diversity contexts

Optional Training Competencies	
Dimension	
Cognitive	Knowledge of oral tradition and folklore of Andalusia and of school situations in multicultural contexts. More relevant theoretical-practical proposals about diversity and inclusive education. Western artistic-musical heritage and of other cultures. Principles that contribute to cultural, personal and social training from the areas of Physical Education and the arts. Difficulties of students speaking other languages in learning the official languages, etc.
Procedural	Abilities and skills for teaching in multicultural contexts that address diversity and facilitate learning and coexistence. Promotion of a democratic education and critical thinking. Elimination of stereotypes and prejudices that foster discrimination and ethnic and cultural exclusion. Intercultural education practice. Favor the multicultural integration of the student body through music and physical-sports activities. Work in collaboration with different professionals around the student body's diversity. Communication utilizing different linguistic-cultural codes. Processes of intercultural communication. Attention to diversity from the area of Physical Education. Promotion of inclusive schools in collaboration with the educational community. Analyze the Social Sciences curriculum taking into account principles of Intercultural Education, etc.
Attitudinal	Respect and positive valuation of cultural diversity. Reflective and inclusive attitudes in diversity contexts and commitment to disadvantaged groups. Intercultural attitudes and of commitment to civic duties as European citizens, etc.

Note: *Taken from UAL (2015); UCA (2015); UCO (2015); UGR (2015); UHU (2015); UJA (2015); UMA (2015); US (2015); and own elaboration*

The following majors stand out particularly for including a larger number of references that favor work in cultural diversity contexts among its competencies, contents and/or learning results:

"Major in Education, Citizenship, and Interculturality" of Universidad de Almería

"Major in ICT and Communication in the Classroom" of Universidad de Almería

"Major in European Citizenship" of Universidad de Córdoba

"Major in Inclusive Schools and Attention to Diversity" of Universidad de Málaga

Lastly, and contrary to the sections of Basic Training and Didactic and Disciplinary Training, it is observed that most of the competencies are of a more specific nature. That is, they specify clearly the knowledge, skills, and attitude that the future faculty should acquire.

External Internships and End-of-Degree Project Competencies. Attending to the nature of the section, references are included that favor the development of the procedural and attitudinal dimensions of intercultural competencies (see Table 11). Most curricula include courses with references that favor work in cultural diversity contexts among its competencies, learning results and/or contents, with the exception of the curriculum of Universidad de Córdoba. It is worth highlighting that said references are detected more among the "External Internships" courses. Even curricula from the universities of Almería, Cádiz, Huelva, and Jaén stand out for not including references in the "End-of-Degree Project" course.

Table 11

Practical Training competencies that favor work in cultural diversity contexts

Practical Training Competencies	
Dimension	
Procedural	Procedural Research in and from the classroom with the goal of developing adequate teaching practices according to the needs, interests and potential of the student body. Address with efficacy situations of language learning in multicultural and multilingual contexts. Design and regulate learning spaces in diversity contexts that address gender equality, fairness, and respect to human rights as part of values of citizen education. Collaborate with the different sectors of the educational community and the social environment. Assume the educational dimension of the teaching activity and encourage a democratic education for an active citizenship. Perform tutorial and orientation functions with students and their families, caring for the particular educational needs of the students; generate and maintain a positive climate of school coexistence based on respect for the individual differences, on interpersonal relationships and on the democratic participation in the classroom and center life, as well facing in a collaborative form problematic situations and interpersonal conflicts of a diverse nature, etc.
Attitudinal	Appreciate social and cultural diversity within the framework of respect for Human Rights and international cooperation, etc.

Note: *Taken from UAL (2015); UCA (2015); UCO (2015); UGR (2015); UHU (2015); UJA (2015); UMA (2015); US (2015); and own elaboration*

Basic Training Learning Results. Even though in this section we detect references that favor work in cultural diversity contexts among the learning results (see Table 12) (with the exception of the Degrees from the universities of Jaén and Sevilla), we observe that there is no direct relationship established between competencies and learning results. In addition to learning results related to cultural diversity being included in less proportion than competencies, we notice that some of the references to cultural diversity detected among the competencies are not considered among learning results; for example, knowledge about other cultures, the dialogue among equals, commitment to interculturality, etc.

Didactic and Disciplinary Training Learning Results. Even though in this section we detected references that favor work in cultural diversity contexts among the learning results (see Table 13) (with the exception of the Degrees from the universities of Málaga and Sevilla), we observed that in

Table 12
Basic Training learning results that favor work in cultural diversity contexts

Basic Training Learning Results
• To know the main sources of diversity.
• To know the characteristics of students with specific needs for educational support derived from a cultural deficit.
• To prepare tools for the construction of participatory democratic schools.
• To identify own theories of multiculturality, diversity, and inclusion.
• To analyze and value critically Educational Projects and Classroom Programming from the perspective of an inclusive response to learning differences.
• To reflect about the social construction of differences (sexual, ethnic, cultural...) and its projection on the educational environment.
• Ability to prepare, develop and present proposals and projects of an inclusive nature, etc.

Note: *Taken from UAL (2015); UCA (2015); UCO (2015); UGR (2015); UHU (2015); UJA (2015); UMA (2015); US (2015); and own elaboration*

Table 13
Didactic and Disciplinary Training learning results that favor work in cultural diversity contexts

Didactic and Disciplinary Training Learning Results
• To know the relationship between religious fact and culture.
• To select the adequate methodology paying attention to diversity criteria.
• To handle a Mathematics classroom allowing for an adequate treatment of the students' diversity.
• To detect difficulties to learn Spanish of students speaking other languages
• To develop contents of the primary education curriculum in linguistic diversity contexts.
• To collaborate with the different sectors of the school and social environment on a democratic education for an active citizenship.
• To develop a critical conscience with regards to existing problems and transmit the values of citizenship and respect to the environment indispensable for a democratic coexistence.
• To address with efficacy situations of language sciences learning in multicultural and multilingual contexts.
• To foster the defense of human rights developing competencies in the understanding of society without discrimination due to sex, culture, and/or religion, etc.

Note: *Taken from UAL (2015); UCA (2015); UCO (2015); UGR (2015); UHU (2015); UJA (2015); UMA (2015); US (2015); and own elaboration*

most Degrees there is no direct relationship established between competencies and learning results (excepting the Degree of Universidad de Cádiz).

Optional Training Learning Results. In this section, references are also detected that favor the work in cultural diversity contexts among learning results (see Table 14). Curricula of the universities of Huelva and Jaén stand out for including references in all qualifying mentions. In opposition, some curricula stand out for not including any references in certain majors. This is the case of the curricula from the universities of Almería, Cádiz, Córdoba, Granada, Málaga, and Sevilla (see Table 15).

As in prior sections, we observed that no direct relationship was established between competencies and learning results.

External Internships and End-of-Degree Projects Learning Results. In this section, references were detected that favor the work in cultural diversity contexts among learning results (see Table 16) with the exception of the curriculum of Universidad de Córdoba. Those references are found mainly in the course "External Practices." Even curricula from the universities of Almería, Cádiz, Huelva, and Jaén stand out for not including references among learning results in the "End-of-Grade Project" course.

In this case, we observed again that a direct relationship was not established between competencies and learning results, mainly for the Degrees by the universities of Cádiz, Granada, Huelva, Jaén, and Málaga.

Table 14
Optional Training learning results that favor work in cultural diversity contexts

Optional Training Learning Results
• To know, analyze and understand the concepts and practices of Inclusive Education. • To know the resources of the educational system to respond to the student body's diversity. • Positive attitude towards reflection as a focus to face teaching in diversity contexts. • To foster education for a democratic citizenship. • To implement the adequate strategies for work as a network around the students' diversity. • To identify one's own theories about interculturality, immigration, ethnic minorities, diversity, inclusion, etc. • To support in a critical and reasoned manner the teaching of the Social Sciences in multicultural contexts. • To know and value the western artistic-musical heritage and of other cultures. • To plan educational practices within the framework of attention to diversity over an inclusive base. • To have knowledge about the different elements of didactic intervention as well as transverse issues and the basic principles of multiculturality and interdisciplinary in Primary Education. • To design organizational and curricular plans in order to apply the intercultural paradigm in European schools. • To raise awareness on the need to add intercultural issues to the school curriculum; foster intercultural education. • To plan interdisciplinary, multicultural, and coeducational acting with the different resources available in the school context, etc.

Note: *Taken from UAL (2015); UCA (2015); UCO (2015); UGR (2015); UHU (2015); UJA (2015); UMA (2015); US (2015); and own elaboration*

Table 15

Qualifying majors that do not include references to cultural diversity and/or to work in diversity contexts

Qualifying Major	Degree - University
Physical Education Music Education	**Primary Education - U. Almería**
Physical Education Music Education Foreign Languages	**Primary Education - U. Málaga**
Physical Education Musical Education English Language Specialist	**Primary Education - U. Sevilla**
Teaching through integrated projects	**Primary Education - U. Cádiz**
Major in Foreign Languages (English/French)	**Primary Education - U. Córdoba**
Major in Musical Education	**Primary Education - U. Granada**

Note: *Taken from UAL (2015); UCA (2015); UCO (2015); UGR (2015); UHU (2015); UJA (2015); UMA (2015); US (2015); and own elaboration.*

Table 16

Practical Training learning results that favor work in cultural diversity contexts

Practical Training Learning Results
• The student participates in educational research, with the goal of developing adequate teaching practices according to the needs, interests, and potential of the student body. • The student actively participates and collaborates with innovative proposals that contribute to the development of an active and democratic citizenship. • To manage the classroom and interaction processes, creating an environment that facilitates learning and coexistence. • To identify different aspects associated with attention to diversity and design and implement tasks directed to it. • To integrate into teaching planning the transverse aspects recommended in the primary education curriculum concerning equality, respect for cultural diversity, strengthening of human rights, and the environmental concern. • To participate with teachers of the center in the planning, development, adaptation, and evaluation of teaching-learning processes for the students with specific educational needs and for the multicultural and multilingual student body, caring for gender equality, fairness and respect for human rights. • To know and understand the institution and the sociocultural and socioeducational environment in which one works, etc.

Note: *Taken from UAL (2015); UCA (2015); UCO (2015); UGR (2015); UHU (2015); UJA (2015); UMA (2015); US (2015); and own elaboration*

CONTENTS

Basic Training Contents. Although in this section references were detected that favor work in cultural diversity contexts among the contents (see Table 17), we noticed that a direct relationship was not established between competencies and contents, above all in the case of the curriculum of Universidad de Sevilla.

Didactic and Disciplinary Training Contents. In this section, we detected that the curricula of all universities, with the exception of Sevilla[1], included few references to cultural diversity and to work in diversity contexts among the contents of the courses. In Table 18 examples are presented of contents proposed in the curricula.

Table 17
Basic Training contents that favor work in cultural diversity contexts

Basic Training Contents
• Sources of diversity in the student body. • Specific needs of educational support. • The school facing sociocultural diversity. • Democratic school. • Inclusive school. • Inequalities of class, gender, and ethnicity in education. • Attention to diversity in primary education. • Diversity in multicultural and multiethnic societies. • Reception Plan for immigrant students. • ATAL; Orientation, tutoring, and diversity. Curriculum and diversity. Common, basic and intercultural curriculum, etc.

Note: *Taken from UAL (2015); UCA (2015); UCO (2015); UGR (2015); UHU (2015); UJA (2015); UMA (2015); US (2015); and own elaboration*

Table 18
Didactic and Disciplinary Training contents that favor work in cultural diversity contexts

Didactic and Disciplinary Training Contents
• Democratic values and Education for Citizenship. • Elements that confirm the cultural identity of Andalusia. • Design of didactic proposals in Music: diversity and multiculturality. Cultural and sociolinguistic aspects of the teaching-learning of the Spanish language. Attention to diversity from Physical Education. • Attention to diversity in the teaching of Mathematics • Education for citizenship and human rights in schooling. Social and citizenship competence, etc.

Note: *Taken from UAL (2015); UCA (2015); UCO (2015); UGR (2015); UHU (2015); UJA (2015); UMA (2015); US (2015); and own elaboration*

Optional Training Contents. In this section it is detected that, save for the case of specific courses and mentions regarding cultural diversity, few references to work in cultural diversity context are included among the courses contents. In Table 19 examples are presented of contents proposed in which references are found.

External Internships and End-of-Grade Project Contents. In this section, references were detected that favor the work in cultural diversity contexts among contents (see Table 20). With the exception of the curricula of the universities of Cádiz and Huelva, all include courses in which references to cultural diversity and to work in diversity contexts are detected. Those references are found mainly in the course "External Internships". And as in the case of learning results, curricula from the universities of Almería, Cádiz, Huelva, and Jaén stand out for not including any references among contents of the "End-of-Grade Project" course.

Training Strategies

The training strategies developed in courses that include references to cultural diversity and work in diversity contexts in their competencies, learning results and/or contents, include, among others: debates, seminars, workshops, case studies, projects, group works, reflection sessions, simulation of problematic situations, etc. Stand out specially the learning-service, learning communities, volunteerism, the research-action, experiential practices..., included in some courses of the curricula of the universities of

Table 19

Optional Training contents that favor work in cultural diversity contexts

Optional Training Contents
• Inclusive Education. Education and the School in a Culturally Diverse Society.
• Approach to the concepts of multicultural education, intercultural education, ethnocentric education, relativist education, intercultural education in school.
• Intercultural education challenges.
• Democracy, social justice and citizenship.
• Gender and interculturality.
• Intercultural communication competencies.
• Social medium in multicultural environments.
• Teaching of the Social Sciences in Primary and Preschool in multicultural educational centers and their relationship with Intercultural Education.
• Practical treatment in the classroom of the social medium in multicultural environments from the critical teaching of the Social Sciences developing social and citizenship intercultural competence.
• Folklore and ethnic music.
• Digital technologies for diversity
• Development of the intercultural dimension in the teaching of languages.
• Multilingual and intercultural competencies.
• Linguistic roots of Europe for the construction of cultural identities.
• European cultural identities.
• Intercultural training of the European teacher. Matrix concepts in the study of Culture, etc.

Note: *Taken from UAL (2015); UCA (2015); UCO (2015); UGR (2015); UHU (2015); UJA (2015); UMA (2015); US (2015); and own elaboration*

Almería, Cádiz, Córdoba, and Sevilla. However, these are not the ones repeated more frequently (with the exception of group work). Lectures, exhibitions, report preparation, exercises and problems, the analysis and comments of documents, among others, are the most used strategies in the curricula.

Evaluation Systems

In this category references are also scarce. With regards to the evaluation criteria, two curricula only stand out: from the universities of Almería and Cádiz, for including references to cultural diversity and work in diversity contexts in some training sections, as shown in Table 21.

Regarding the evaluation tools, the following prevail: final tests (written or oral), exercises (theoretical and practical), problems, reports, assignments, projects (individual and group), presentations, interviews, debates, portfolios, documentary analysis, diaries, practical cases, and assumptions, observation records, control lists, etc. Among them we highlighted the self-evaluations for allowing the students to increase the level of assimilation and internalization of the new competencies to acquire. And the observation records for making possible the evaluation of progress in competence development.

Table 20
Practical Training contents that favor work in cultural diversity contexts

Practical Training Contents
• Attention to diversity in the center and the classroom.   • Treatment of diversity in the framework of the ordinary Primary Education curriculum.   • Interaction and communication processes in the classroom.   • Collaboration and participation strategies with the different sectors of the center, of the educational community, and the social environment.   • Teaching programming and didactic material that cares for the different needs of the student body, educational principles that should be taken into account, strategies for the process of elaboration in the term, level and classroom.   • Positive attitudes towards diversity inside and outside the classroom, work diversity as a transverse matter to all curricular areas, etc.

Note: *Taken from UAL (2015); UCA (2015); UCO (2015); UGR (2015); UHU (2015); UJA (2015); UMA (2015); US (2015); and own elaboration.*

Table 21
Criteria for the evaluation of learning that favor work in cultural diversity contexts

Evaluation Criteria		
University	Training sections	Criteria
UAL	Practical training	• Respectful and tolerant attitude towards diversity • Acceptance and understanding of individual differences as social wealth
UCA	Basic training	• Critical positioning in social debates that affect education

Note: *Taken from UAL (2015); UCA (2015); UCO (2015); UGR (2015); UHU (2015); UJA (2015); UMA (2015); US (2015); and own elaboration.*

DISCUSSION

According to legal provisions in force in Andalusia and the guidelines of ANECA (2005), curricular design of the initial training of the faculty includes references to cultural diversity and/or work in diversity contexts. Practically, the totality of curricula analyzed include those references in all the training sections conducive to a Degree[2]. Even some offer qualifying mentions, subjects and/or courses directed, explicitly or implicitly, to promote the acquisition of competencies for the work in cultural diversity contexts.

Nonetheless, although it is true that from the EHEA the bet is on offering training in intercultural competencies, their designs present certain limiting characteristics.

Firstly, references to cultural diversity and/or work in cultural diversity contexts among the objectives for a Degree are scarce. The fact that only 50% of the degrees analyzed include references to work in cultural diversity contexts among their objectives indicates that interculturality is not presented as an essential element in training plans. Taking into account that those objectives allude to the acquisition of basic professional competencies to work in the Primary Education stage, the fact of not including competencies of an intercultural nature among them indicates that are not considered essential and indispensable for the professional practice.

Secondly, no coordination is observed in the planning of intercultural competence training. With the exception of specific mentions on the matter of intercultural training, no coordination is detected among the courses that include references to cultural diversity in the same curriculum, which on occasion supposes the repetition and/or overlapping of competencies, learning results, and contents.

On the other hand, in some courses, certain incoherence is observed, since, in spite of including references that favor work in cultural diversity contexts among their competencies, these are not always reflected in the learning results and/or are not worked on directly through contents.

Additionally, in some cases (mainly in the sections of basic and didactic-disciplinary training) it is detected that competencies that include references that favor work in cultural diversity contexts present a too general character, not defining clearly the knowledge, abilities, and attitudes that the future professor should acquire. This aspect makes difficult the development of the same through contents and the training strategies, as well as their integration between learning results and the evaluation systems.

In this form, it is deduced that training in intercultural competencies is not planned in a coordinated manner, but, rather, specific references have been added to the different curricular elements with no apparent relation to guarantee the gradual progress of acquisitions and development of competencies.

Thirdly, a transverse treatment of training in intercultural competencies is not developed. In the totality of Degrees analyzed the option is to promote the acquisition the intercultural competencies from training modules considered related (such as: "Educational processes and contexts", "Society, family, and school", Teaching and learning of languages" and "Teaching and learning of the Social Sciences",

etc.). Or, by promoting their acquisition through courses and/or specific mentions in matters of attention to cultural diversity. In this case, and in spite of the virtues of this training modality, we understand that in a certain sense, the bases of the intercultural education model are contradicted, since, from a deficit view of the difference, specific courses are incorporated to face a "concrete problem" (specific education for specific groups, educational compensation, etc.)

Along these lines, and according to Hinojosa Pareja and López López (2010), we understand that training to attend to cultural diversity should develop transversely to all disciplines with the objective of reinforcing the commitment to the inclusion of cultural diversity as the key axis of the process to learn to teach.

Fourthly, no training strategies are used in intercultural competencies following recommendations derived from studies carried out in this field. Even though recent research (Aguado Odina & Mata Benito, 2010; Batanaz Palomares, 2007; Besalú Costa, 2012; Leiva Olivencia, 2010, 2012; Moliner, Sales, Doménech & Escobedo 2011) bet on strategies that favor a critical reflection and collaborative work (for example: case studies, simulation of situations, observation and/or participation practices, training in network, the learning-service, the research-action, etc.), it is observed that these are not utilized with more frequency but are included specifically in some courses. On the contrary, among the most frequent strategies stand out: lectures, exhibitions, report preparation, exercises and problems, analysis and comments of documents, among others. Not underestimating any of the training strategies utilized, it is necessary to make a special reference to research-action as a key strategy for the development of intercultural competencies by the faculty, which, curiously, is developed only in courses at Universidad de Cádiz. Equally, it would be interesting to include strategies such as comparative studies between educational systems and the socialization models of families from different countries, in addition to practices guided through observation, etc.

In fifth place, references to cultural diversity and/or work in cultural diversity contexts among evaluation systems are scarce. Evaluation systems, in general, do not care for the valuation of intercultural competencies acquired by the student body. Hardly established are criteria and instruments to evaluate their acquisition, denoting the little importance of them for the curricular design.

At this point, we understand that in spite of advances occurred up to this moment in the field of study that concerns us, there is still some way to go. Increasing the references to work in multicultural contexts throughout curricula; designing training that guarantees the development of intercultural competencies in a transverse, progressive and integral fashion; including training strategies that promote enquiring, analysis, and reflection about one's own practice in a critical and collaborative way are some of the proposals arising from this study directed at improving the subject being researched .

Notas
[1] Contents referring to addressing cultural diversity have not been detected in the curriculum of Universidad de Sevilla.
[2] With the exception of the External Practices and End of Degree Work Module of Universidad de Córdoba.

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