Chapter 14
A Global Competence Approach to Teaching Development for Intercultural Education

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ABSTRACT

The aim of this chapter is to show a training framework for intercultural education from the perspective of global competence for educational professionals in formal and non-formal settings. The theoretical background is education for critical intercultural citizenship in the framework of global competence and connectivism. The training framework is conceived through a community of professional practice models of intercultural education through web environments, social networks, and face-to-face workshops. The focus is on the critical and reflective practice and the perspective taking to explore beliefs about global and intercultural education, to become aware of the quality of interactions in educational contexts in cultural diversity, and to adopt didactic strategies for the implementation of a curriculum aimed at contributing to a global education that meets the needs and characteristics of the 21st century.

INTRODUCTION

Cultural diversity is the plurality of ethnic groups, linguistic minorities, immigrants, social classes, and gender, among others. It is an essential characteristic of today's post-modern societies. The processes of globalization and the migratory crisis in different continents of the planet make the social dynamics more complex and uncover new challenges.

The most recent statistics highlight this fact (United Nations, 2019); the number of international migrants worldwide reached nearly 272 million, up from 153 million in 1990. More than half of these people who migrated went to Europe (82 million) or North America (59 million). North Africa and Western Asia hosted the third largest number of international migrants (49 million), followed by sub-Saharan Africa (24 million), Central and South Asia (20 million), East and South-East Asia (18 million), Latin America and the Caribbean (12 million), and Oceania (9 million).

Spain does not elude this reality. In addition to its own plural linguistic and ethnic existence, in the last 30 years, it has continued to be a country with an important percentage of foreign and very diverse population (Gómez et al., 2017). Currently, 11.43% of the total resident population in Spain (47,431,256) is foreign (Instituto Nacional de Estadística, 2020). This fact is reflected in schools as a micro social system, with 10.14% of students coming from different countries, from five continents (Ministerio de Educación y Formación Profesional, 2019), which represents a great cultural plurality.

In this context, the melting pot of cultures that coexist in schools becomes an emergent and unavoidable construction to make a practical and dynamic context of intercultural coexistence and interaction, in democracy and collaboration, with actions of welcome and critical and active participation, which require building bridges between the family and the community to learn to live together in plural, inclusive, diverse, and complex societies (Council of Europe, 2018; Escarbajal, 2015). But interculturality is not only the responsibility of foreigners, nor of children, nor of people who are culturally diverse, but of the entire population, and this global reality demands in all people a solid intercultural competence (Commission of European Communities, 2005). It implies aptitudes and attitudes of the citizens to facilitate the suitable relations in intercultural contexts, by means of the cultivation of values of respect, tolerance, empathy; overcoming of prejudices and stereotypes; and improvement of the personal and cultural self-concept of all (Deardorff, 2006).

However, pedagogical policies and approaches that are based on mere curricular uniformization or on the simple administration of a hegemonic curriculum, folkloric exaltation, or compensatory viewpoint in education do not resolve the necessary democratization of intercultural educational praxis (Ormaechea, 2014; Martínez-Usarralde et al., 2017), nor the equality of opportunities for students (Sánchez-Santamaría & Ballester, 2014).

International comparisons consistently show academic achievement gaps among children with immigrant/ethnic-minority background (Organisation for Economic Co-operation and Development [OECD], 2019). An example of this is the high percentage of immigrant students in Spain (35.8%) who permanently quit school (INE, 2020. In the Netherlands, for example, the democratically chosen focus on classroom practice proved not to interest policymakers; in Slovenia, it was teacher participants themselves who expressed a desire for "recipes" or high-level strategies to guide inclusion, rather than wishing to explore their own autonomous capacity to implement change through reflective practice at a micro level (Kakos & Heinemeyer, 2019).

Furthermore, scientific evidence in the Spanish context, as well as in the international arena, suggests that teacher training does not meet the educational demands of the intercultural school since training

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