
Intercultural education in Spain (2010-2019). A review of research as reflected in scientific publications

La educación intercultural en España (2010-2019). Una revisión de la investigación en revistas científicas

关于学术期刊中西班牙跨文化教育(2010-2019年)的研究综述

Интеркультурное образование в Испании (2010-2019). Обзор исследований в научных журналах

Francisco Xabier Cernadas Ríos

University of Santiago of Compostela
fuocernadas@edu.xunta.es
<https://orcid.org/0000-0001-7149-9839>

M^a del Mar Lorenzo Moledo

Universidad of Santiago of Compostela
mdelmar.lorenzo@usc.es
<https://orcid.org/0000-0002-2768-3329>

Miguel Ángel Santos Rego

Universidad of Santiago of Compostela
miguelangel.santos@usc.es
<https://orcid.org/0000-0002-8593-6881>

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Abstract

In order to ascertain the recent development of Intercultural Education in Spain, this study undertakes a review of research on this topic over the past decade (2010-2019). It is a research on the state of the art, for which we selected the results published in the most important Spanish scientific journals in the field of education, indexed in SCOPUS or JCR. The sample consists of 19 journals and 93 articles. After circumscribing the concept of Intercultural Education, the selected journals are briefly analyzed and grouped together (by topic, characteristics, methodology and research techniques used, interventions carried out etc.) and the whole is subjected to due statistical analysis. Among the main findings, we should point out that the research mainly focuses on two areas: cultural diversity in the school environment and the analysis of knowledge, attitudes and beliefs, approached, basically, with a qualitative methodology. However, we were also able to determine the shortcomings in this area of research. Finally, we make some suggestions and recommendations for future research on this topic, based on the evidence provided, as well as on the complexity associated with the ever-growing level of uncertainty in the social environments.

Keywords: Intercultural Education, cultural diversity, educational research, state of the art.

Resumen

Con el fin de conocer la evolución reciente de la Educación Intercultural en España, el estudio lleva a cabo una revisión de la investigación sobre el tema en la última década (2010-2019). Se trata de una investigación sobre el estado del arte en la que se han seleccionado los resultados publicados en las principales revistas científicas españolas en el campo de la educación indexadas en SCOPUS o JCR. La muestra está formada por 19 revistas y 93 artículos. Tras delimitar el concepto de Educación Intercultural, se analizan y agrupan sumariamente las publicaciones seleccionadas (temática, características, metodología y técnicas de investigación utilizadas, intervenciones desarrolladas, etc.) y se somete el conjunto al pertinente análisis estadístico. Entre los principales hallazgos, se destaca como la investigación se ha centrado de forma mayoritaria en dos núcleos, la diversidad cultural en el entorno escolar y el análisis de los conocimientos, actitudes y creencias, abordados, básicamente, desde una metodología cualitativa. Pero también se han podido identificar cuáles son los puntos débiles en este campo de estudio. Finalmente, se formulan algunas sugerencias y recomendaciones a fin de encarar un futuro de investigación en el tema a partir de la evidencia aportada y la complejidad asociada a un creciente caudal de incertidumbre en los escenarios sociales.

Palabras clave: Educación Intercultural, diversidad cultural, investigación educativa, estado del arte.

摘要

为了解西班牙跨文化教育的最新进展, 本文对过去十年(2010-2019)关于该主题的研究进行了回顾。本研究选择了在 SCOPUS 或 JCR 索引教育领域的主要西班牙学术期刊上发表的文章。样本由 19 种期刊和 93 篇文章组成。在界定跨教育的概念后, 我们对选定的出版物进行汇总分析和分组(主题、特点、方法和研究技术、采取的干预措施等), 并对整体进行相关的统计分析。其主要分析结果突出了对以下两个核心的关注, 即学校环境中的文化多样性以及对知识、态度和信仰的分析。此外我们也发现了该研究领域的弱点。最后, 根据所提供的证据以及与社会场景中越来越多的不确定性和复杂性, 我们提出了一些建议和意见, 以应对未来关于该主题的研究。

关键词: 跨文化教育, 文化多样性, 教育研究, 先进理念。

Аннотация

Для того чтобы узнать, как развивалось интеркультурное образование в Испании в последнее время, в работе проведен обзор исследований по данной теме за последнее десятилетие (2010-2019 гг.). Это исследование о положении в этой сфере, в ходе которого были отобраны результаты, опубликованные в основных испанских научных журналах в области образования, индексируемых в SCOPUS или JCR. Выборка состоит из 19 журналов и 93 статей. После разграничения понятия «Интеркультурное образование» отобранные публикации подвергаются суммарному анализу и группировке (тематика, характеристики, используемая методология и методы исследования, применяемые интервенции и т.д.), а вся совокупность подвергается соответствующему статистическому анализу. Среди основных выводов следует отметить, что исследование было сосредоточено в основном на двух направлениях: культурное разнообразие в школьной среде и анализ знаний, установок и убеждений, в основном с использованием качественной методологии. Однако также удалось выявить слабые стороны в этой области исследований. Наконец, формулируются некоторые предложения и рекомендации для проведения будущих исследований по данной теме на основе представленных фактических данных и сложности, связанной с растущим объемом неопределенности в общественных прогнозах.

Ключевые слова: Интеркультурное образование, культурное разнообразие, образовательные исследования, текущее состояние дел.

Introduction

The concept of Intercultural Education (IE) developed from the recognition of the ethnic and cultural diversity in Europe and North America in the 1970s. In Spain, it has evolved from being interpreted as education for minorities to being interpreted as civic education for all, the ultimate aim of which is to achieve better co-existence on a footing of legal equality. It is a complex, dialectically multifaceted matter, but can be summarized in terms of teaching strategy for better understanding. Whereas multiculturalism is a descriptive approach to societies with multiple identitarian referents, interculturality comes from a normative perspective, as an ideal type of civil society under construction. Because of that, we understand IE as a:

Framework of interpretation and reflective action which values cultural diversity and social equality, providing pedagogical management of learning aimed at optimizing the different, but related dimensions of the educational process, aimed at achieving intercultural competencies that can help people's wellbeing in a connected world (Santos-Rego, 2010, p.242).

The growing educational interest in properly addressing intercultural harmony is reflected by the abundance of publications related to IE in Spain. This has been the object of recent study by various authors (Orteso & Caballero, 2017; Izquierdo & López-Ruiz, 2017; Garreta et al., 2020) who have made thorough reviews of the scientific literature in this field. We believe that one of the factors behind this is the presence of children from immigrant families in the Spanish education system. This was a growing reality between the years 2000 and 2012, with the numbers rising from 141.916 students in school year 2000/01 to 781.236 in 2011/12. However, the numbers fell slightly, to 721,609 in 2016/17, and reached 797.618 in 2018/19 (in general and special educa-

tion). The significance as a proportion of the total number of students in non-university education has varied. It increased from 2% in 2000/01 to 9.8% in 2008/09, although it fell slightly to 8.5% in 2016/17 and rose again to 9.3% in the 2018/19 school year. Most immigrant students are enrolled in preschool, primary, or compulsory secondary education (ESO) and come from Africa (30.3%), the EU (28.3%) and the Americas (25.6%) (Ministerio de Educación y Formación Profesional [*Ministry of Education and Vocational Training*], 2019, 2020).

Regardless of that, the development of the scientific literature on intercultural topics in our country cannot be reduced to the influence of migrant flows, although they are an important factor in the increased attention paid to interculturality. Therefore, in order to review the recent development in the topic, we propose to take stock of the predominant lines of research with the aim of determining which areas it would be useful to cultivate in the coming years. Years which will no doubt be marked by the social —and of course educational— effects of the COVID-19 pandemic, which will be all the greater in more vulnerable groups, including the immigrant population.

Methodology

We carried out an analysis of the “state of the art” as documentary research in IE, guided by inductive processes of collecting and organizing information, and deductive processes of analysis, interpretation, and new construction (Guevara, 2016). With this objective, we established the following inclusion criteria: Spanish journals in SCORPUS or JCR databases at the most recent review, studies published between 2010 and 2019, only articles in Spanish, and studies with the descriptors or key words “intercultural education” and “cultural diversity”. We excluded duplicates of studies where they were in both databases along with studies that were not related to the topic of our study.

Based on those criteria, we selected a total of 19 journals and 93 articles (Table 1).

Table 1

JCR/Scopus journals with articles about IE (2010-2019)

Code	Journal title	Articles published
1	Anales de Psicología	2
2	Bordón	3
3	Comunicar	1
4	Cultura y Educación	17
5	Educación XX1	8
6	Educar	4
7	Electronic Journal of Research in Educational Psychology	1
8	Estudios sobre Educación (ESE)	3
9	Infancia y Aprendizaje	1
10	Journal of New Approaches in Educational Research	4

Code	Journal title	Articles published
11	Profesorado	7
12	Publicaciones	5
13	Revista Complutense de Educación	3
14	Revista de Educación	12
15	Revista de Investigación Educativa (RIE)	8
16	Revista de Psicodidáctica	1
17	Revista Española de Pedagogía	3
18	Revista Electrónica de Investigación y Evaluación Educativa (RELIEVE)	7
19	Teoría de la Educación	3
Total		93

The state of the art in IE

Once we had selected the articles, we classified them in order to identify thematic clusters, examine the content in detail, and gather data systematically and rigorously for the statistical analysis required in this type of study (Guevara, 2016). The first pass of the content of the 93 articles gave us three thematic clusters, from a theoretical perspective and via qualitative and quantitative approaches. These factors were identified by a group of experts who used the article summaries to determine the clusters and to assign the articles to each one. This was discussed in a meeting of the group until sufficient consensus was reached to allow content analysis:

1. Generic articles about IE (concept, proposals, principles, aims, and objectives, etc.).
2. Understanding, attitudes, and beliefs about other cultures: Intercultural sensitivity and teacher training.
3. Cultural diversity in school: Immigrant children's schooling (statistics, legal framework, educational policy, etc.); The response to cultural diversity in the classroom (socio-affective and educational integration, harmony, dealing with diversity, equality of opportunity, intercultural curricula, mediation, etc.); Cultural diversity and academic performance; Family and managing cultural diversity; and Innovation in the face of cultural diversity.

Quantitative analysis

In this section we examine the main quantitative findings from our study. In order to perform the statistical analysis, we entered the information in a data matrix using the IBM-SPSS (version 25) statistics package. We coded the following variables: number of authors, journal, year published, topic, modality or methodological approach, techniques or instruments used, and type of sample (active teachers or teachers in training, students, families, schools, other professionals, and citizens in general).

In the detailed review of the Spanish publications on IE between 2010 and 2019, we identified a total of 93 articles in 19 journals indexed in SCOPUS or JCR. The first assessment on the full body of research was to confirm evidence of interest in IE as a field of study, with consideration of the publication formats. Authorship shared by three people (35%), mostly academics, was the most common.

The journals which stood out were *Cultura y Educación* and *Revista de Educación*, with 17 and 12 articles each (Table 1). The years in which the greatest volume of work was published were 2012 and 2017 with 18 and 14 articles, respectively (Table 2).

The most common *topics* in the reviewed research seem to have changed. No longer is the schooling of the children of immigrants in the educational system the most common topic, as it was in the past. The association of IE with the search for unambiguous educational responses to immigration and economically disadvantaged or socially at-risk ethnic groups has also been addressed less often. The most productive topic has been about *cultural diversity in school*, and it is rather ironic to confirm that the Roma ethnic group, which was the almost exclusive focus of the first studies on cultural diversity in Spain, hardly appeared in our exploration. On the other hand, there was very little work aimed at studying interculturality via the gender variable.

Table 2

Topic and year of publication

Topic	Year of publication											Total
	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019		
1. Generic IE content		2	4	1	1			1	1		10	
2. Knowledge, attitudes, and beliefs												
2.a Intercultural sensitivity	3	3	3	1	2	3	1	3	3		22	
2.b. Teacher training	1		2	2		3	3	4		1	16	
3. Diversity in the school												
3.a. Educational provision	1		1				1		2		5	
3.b. Response to cultural diversity	3		3		3	1	2	3	1	2	18	
3.c. Cultural diversity and academic performance			1	1		1	2	2		2	9	
3.d. Family and managing diversity	2		2	1		1	1	1			8	
3.e. Innovation and diversity			2		1		1			1	5	
Total	10	5	18	6	7	9	11	14	7	6	93	

In terms of the types of articles (Table 3), we differentiated between those which were theoretical (15%) and those which took an applied approach (85%). Such a large differ-

ence between the two does not necessarily lead to the conclusion that there is a lack of solid thinking behind IE. We must bear in mind that this analysis focused on articles published in educational research journals, and the vast majority have guidelines for potential authors about the types of work and approaches that they would consider and accept.

In terms of the applied approach, where we were interested in the research methodology used, our first conclusion was that there is a broad range of possibilities. They range from studies with an empirical-analytical or quantitative approach (26%), particularly with a descriptive perspective, predominantly by survey, to the majority which were qualitative (49%), with ethnographic and participative approaches standing out, along with the use of action-research methodology.

With the aim of broadening research possibilities, and because it is necessary to overcome this false dichotomy between the use of quantitative and qualitative methods, there was also a growing interest in complementary methodologies (10%), through the use of mixed strategies, that allow triangulation and follow the same scientific research path.

Table 3
Type of research

Type	Topic			Total
	1	2	3	
Theoretical	9	3	2	14 (15%)
Quantitative	0	11	13	24 (26%)
Qualitative	1	18	27	46 (49%)
Mixed	0	6	3	9 (10%)

In more than half of the applied studies (56%), some kind of questionnaire was used, mostly aimed at samples of teachers. It is worth noting in this regard that, as well as classical techniques and instruments (questionnaires, documentary analysis, attitude scales, interviews, and standardized tests) that are generally used in educational research, our analysis showed other techniques which are less widely used in education, such as ethnography, participant and non-participant observation, case studies, and chiefly, discussion groups.

Content analysis

Generic articles about Intercultural Education

One author stood out in the period we examined, with a dual contribution to theoretical thinking about interculturality. In his first contribution, Santos-Rego (2011)¹ aimed to outline epistemic connections between sustainability and IE, while in the second study (Santos-Rego, 2017) proposed a pedagogical dialog able to open up innova-

¹ Professor Santo-Rego is the co-author of eight of the articles published in the ten years we examined.

tive routes of intercultural education that could improve students' understanding and assessment of religious pluralism in civil society. Continuing in chronological order with studies that have made a general analysis in this area, Garreta (2011) presented the development of the dominant intercultural discourse, based on the analysis of documentation produced by the Catalan government and detailed interviews with politicians and advisors at various levels in the Catalan administration. Lalueza (2012) recounted the contributions of three trends in psychology in the explanation of cultural diversity and the articulation of proposed interventions in multicultural settings. Mata and Ballesteros (2012) stated the need to recover the bases of the intercultural approach as a framework for democratic improvement in school. Soza (2012) suggested encouraging teachers and students to make a critical examination of the historical, political, and economic roots of racism as an objective of education against racism. Finally, Osuna (2012) stated that education did not have to aspire to a utopian vanquishing of racism, but rather to the production of spaces for dialog, which would offer tools for tackling structural inequalities and assignment of identities that are not always chosen or voluntarily accepted.

One particularly fertile concept in this topic, which various articles examined in depth, was *otherness*. The study by Ortega (2013) criticised the "culturalist" approach in IE at the same time as suggesting teaching otherness as a new paradigm based on ethical presuppositions other than kantian ethics. A newer study, in part from the same author (Ortega & Romero, 2018), offered an educational approach for constructing peace from the teaching of otherness. Another article (Mari, 2014), proposing otherness as an intercultural and pedagogical challenge raised by migration, indicated the capacity of educational philosophy to offer new perspectives, particularly about the concept of the person and the recognition of human singularity as vectors of dignity for human beings.

3.2.2. Knowledge, attitudes, and beliefs about other cultures

Intercultural sensitivity

Various studies into intercultural sensitivity, using various methodologies, have highlighted what the educational groups (teachers, students and families) and citizens in general think about different immigrant groups.

Although there was no lack of studies exploring teachers' perceptions about diversity via quantitative methods (Chiner et al., 2015; Morales et al., 2017), there were more which were qualitative (Moliner-Miravet et al., 2010; Louzao, 2011; Crespo et al., 2012; Moliner-García et al., 2016; Aguado et al., 2018), including the participative action-research project presented by Arnaiz et al. (2018). To that we should add three more studies (Leiva, 2010a, 2010b; Esteban & Vila, 2013) which relied on complementary methodology to analyze teachers pedagogical ideas about interculturality and co-existence. More specifically, Esteban and Vila (2013) looked deeply into the possibilities offered by the Funds of Knowledge project.

One particular subset of teachers is the in-training group, these are university students who want to teach in the future. We found both quantitative (González-González et al., 2015; Rodríguez-Izquierdo, 2018) and qualitative (Colmenero & Pegalajar, 2015) explorations with this group.

We only found three qualitative studies with non-university students: Bautista et al. (2012) with preschool and primary students; Micó and Cava (2014) in primary school;

and Fernández-Larragueta et al. (2017) with immigrant students. Other studies combined the assessments of various members of the educational community about sociocultural diversity: Intxausti et al. (2014) looked at families and teachers using a quantitative methodology, whereas Rodríguez-Fuentes (2017) made use of a mixed methodology to add those two groups' views to the students' perspective. Briones et al. (2011) quantitatively polled native and immigrant students. Finally, we found two studies looking at the opinions of the general population: Garaigordobil and Aliri (2011) used a quantitative approach, while Ruiz et al. (2012) took a qualitative approach.

In some schools characterized by the growing presence of students from immigrant backgrounds and by carrying out intercultural educational activities, albeit with varying details in terms of variables such as experience, age, gender, empathy, and training, the opinions of the various members of the educational community aligned in exhibiting a moderate general sensitivity towards cultural diversity along with a positive assessment of the educational potential it brings with it.

Teacher Training

Curiously, the category corresponding to theoretical discourse about such a notably important topic in the field, teacher training, was rather small. Santos-Rego et al. (2013) examined the possibilities of ICT devices in improving teaching-learning processes in teacher training. Sierra et al. (2017) looked at teachers' roles as social agents with broad involvement in the creation of a democratic citizenry. Meanwhile, Barquín (2015) described the instruments that could be used to address teacher training in order to promote reflection and self-analysis and to encourage teaching practices that are more inclusive and less *traditional* or superficial.

Within the empirical contributions about training aimed at managing multiculturalism, various quantitative assessments have been made evaluating the opinions of active teachers (González-Riaño & Armesto, 2012; Cernadas et al., 2013), of other professionals who work with immigrants (Escarbajal & Leiva, 2017), and students doing degrees in primary education (Nikleva & Ortega, 2015) in order to determine what they feel about their own training needs in IE. Other studies in this field have used qualitative approaches, in some cases (Peñalva & Soriano, 2010; Buendía et al., 2015; Bernabé, 2016; Guarro, 2017; Cernadas et al., 2019) to study the presence of interculturality in initial and continuing training plans for teachers, and in other cases (Surian & Damini, 2014; González-Falcón et al., 2016; Cejudo et al., 2016) to determine teachers' views about different methodologies for managing cultural diversity and about the training they require. Finally, it is worth noting two examples of experimental routes included complementary methodology. Pozo and Aguaded (2012) explored indicators of the possible impact of foreign stays on teachers' intercultural competencies, while González-González and Cutanda (2017) examined the potential impact of teachers' training on similar competencies.

Among the main conclusions from the publications we examined was the need to address the insufficient content related to the acquisition of intercultural skills in teachers' initial and continuing training, not only because there are students from immigrant backgrounds in our schools, but also because of the need to provide a pedagogical model of inclusive education of appropriate quality. In addition, there was a general concern that teachers did not have the skills that they needed to face the challenges posed by a culturally diverse society, and consequently there is a need to review how the initial training of preschool, primary, and secondary school teachers is

planned in order to ensure inclusion of content and use of teaching procedures that are consistent with intercultural pedagogy.

Cultural Diversity in the School

Education of students from immigrant backgrounds

After a quantitative analysis of the distribution of students from immigrant backgrounds in the schools in Galicia et al. (2012) reported that the levels of segregation were objectively low. In clearly qualitative studies, different authors (Olmos, 2010; Martínez-Usarralde et al., 2016; Arroyo & Berzosa, 2018) evaluated various aspects related to the reception and schooling given to students from immigrant backgrounds in Spain, and in a similar way, Aguaded et al. (2018) reflected on socio-educational interventions in Andalucía with unaccompanied refugee children.

Despite advances in legal areas and social sensitivity, the studies demonstrated a persistent disconnect between theory and practice. Of course, even if one recognizes the diversity produced by immigration as a source of richness and mutual wealth, there are still policies, actions, and categorizations that perpetuate inequality and preserve all kinds of stereotypes about people from immigrant backgrounds, for the mere fact of being an immigrant. This makes the role of education, both inside and outside of school, one of the few effective medium and long-term antidotes to inequality, putting it in the perspective of intercultural development.

The Response to Cultural Diversity in the Classroom

From a theoretical perspective, Leiva (2017) attempted to initiate and encourage pedagogical debate about the new paths and approaches of interculturality in current schools. Meanwhile, based on emerging contributions from various scientific and technological fields, Bartolomé (2017) noted the need for change in the understanding and practice of inclusive education.

In the quantitative arena, Santana et al. (2016) consulted immigrant students about academic decisions and their families about academic expectations. Gairín and Iglesias (2010) explored the interaction between teachers and students from immigrant backgrounds. Tomé et al. (2010) and Ibáñez et al. (2012) presented results of surveys on intercultural topics given to students in secondary education, whereas the mixed-approach study by Díez-Gutiérrez (2014) aimed at understanding what secondary school administrations in the city of Leon thought about IE practices and strategies.

The qualitative side was much more fertile, with ten publications. Four of them (Rincón & Vallespir, 2010; García-García et al., 2012; Moliner-García et al., 2018; Maiztegui et al., 2019) were investigations which all examined the educational response in various schools, while Carrasco and Coronel (2017) assessed teachers' opinions about the management of cultural diversity in four secondary schools in Andalucía. In the area of linguistics, Siqués and Vila (2014) looked at educational discourse in a multilingual classroom where the teacher interacted with seven students in a language teaching unit, while Olmos (2016) demonstrated the students' linguistic diversity in an Andalusian school and analyzed educational policies designed to manage that diversity. Lastly, we also recorded three articles about more specific content: García-Raga et al. (2012) and Ortega et al. (2019) focusing on school mediation, and Pantoja and Villanueva (2015) confirming the effects of an online intercultural program for primary school students.

As a corollary, and to finish this section, we can infer that a reasonable proportion of teachers —doubtless lacking proper training in this area— are fundamentally skeptical of cultural diversity and continue to associate IE almost exclusively with the growth in the numbers of immigrants in schools. Nonetheless, the demands of inclusive, democratic schooling unflinchingly lead to the idea that diversity is related to all students and the necessary respect to others' identities, making the inclusion of IE in the curriculum essential.

Cultural Diversity and Academic Performance

In light of the predicted academic careers of a good number of immigrant students, without going beyond a mere reflective approach, Essomba (2012) proposed a number of palliative measures such as making efforts in implementing language learning programs, and providing additional help and support during these students' education.

Taking a more practical approach, various studies, whether quantitative (Santos-Rego et al., 2013; González-Losada et al., 2015; Pulido & Herrera, 2016; Escarbajal et al., 2019), qualitative (Fernández-Sierra, 2017; Martín et al., 2017; Barragán & Fernández-Sierra, 2019), or mixed (Pàmies et al., 2016), have concerned themselves with immigrant students' academic performance, comparing it with their native peers' performance in order to identify the most significant factors affecting their school careers.

In line with international studies, they reported higher levels of school failure in students from other countries, in which socio-cultural components were particularly important, specifically the many aspects related to their native languages and how these students were received.

Families and Managing Cultural Diversity

When we looked at the participation of foreign students' families in schools, we found two quantitative studies (Hernández-Prados et al., 2016; Lorenzo et al., 2017), along with qualitative studies (García-Cano et al., 2010; Díaz-Reales & Aguaded, 2015), and to a lesser extent, mixed approaches (Lozano et al., 2013). This section also includes a study by López-Rubio et al. (2012) which used a quantitative approach to analyze child-rearing practices and behavior problems in preschool education. Soriano and González-Jiménez (2010) and Soriano et al. (2013) qualitatively examined the role that may be played by immigrant associations in schools (intercultural mediation, signifiers of identity, etc.) and highlighted how this participation encouraged continuity between school and family.

Apart from the methodological orientation, the studies we recorded seem to agree in the sense of recognizing that there are significant differences between native and immigrant families in terms of how they participate and involve themselves in the life of their children's schools, which has clear impacts on the children's learning and performance. Programs aimed at improving school performances would therefore do well to not ignore, as far as possible, parental involvement based on measures and especially actions to encourage greater family presence in school, which may help improve immigrant families' socio-community integration.

This final category offers us an interesting view of educational research and innovation in the quantitative analysis from Pegalajar and Colmenero (2014) and their approach to the development of emotional intelligence in secondary school students. In the qualitative sphere there were four studies. García-Cano et al. (2016) looked at the Learning Communities pedagogical project from an intercultural perspective, while Molina et al. (2019) implemented a peer tutoring experience. The other two studies followed action-research guidelines. Lamas and Lalueza (2012) examined institutional collaboration between primary school teachers and a university team to develop activities based on collaborative learning, and finally, Fernández-Berrueco and Moliner-García (2012) explored the options for inclusive, intercultural schooling via a self-evaluation process in two primary schools in Valencia.

Our documentary analysis showed us how cultural diversity has been addressed from emotional intelligence, learning communities, peer tutoring, and collaborative learning. However, it is worth noting the small number of studies in the area of innovation, and the lack of studies addressing cooperative learning or funds of knowledge

Discussion and conclusions

Our objective with this study was to contribute to improved, better organized information about what has been a decade characterized by a boom in research on intercultural education in Spain. The data from the scientific publications we reviewed allow us to state that we are looking at a field of knowledge with theoretical reach and practical significance that has been appreciably consolidated in this country; one that has a terminology that aligns with the EU preference, unlike “Multicultural Education”, an expression which continues to dominate in the USA and other countries with greater English-speaking influence (Nieto, 1996).

It is clearly evident in the literature we examined that it is in universities, and more specifically in education faculties where we find the authors of these studies, and although they lead the research into the topic, they are in no way unconnected from the civil society’s interest in cultural diversity and its educational challenges in a context of democratic life (Torres & Tarozzi, 2019). This is clear from the many research projects undertaken over the length and breadth of the country, and beyond.

Of course, far from being a field at risk of epistemic collapse, intercultural education continues to be an open topic owing to the various intersections. These intersections between teaching and the social sciences generally encourage new ideas followed by thought-provoking theories about how to improve educational understanding as well as how to more effectively and more equitably manage intercultural education for everyone’s wellbeing and that of the community as a whole.

In terms of the progress of research into intercultural education between 2010 and 2019, our examination clearly identified twice as many studies using qualitative methodologies than there were using unequivocally quantitative methodological approaches. Despite that, the increase in studies using mixed methodologies in recent years is worth noting.

As a whole, the picture before us can be framed perfectly in lines prioritized by research in the growing field associated with specific people and groups, without ignoring the case of refugees (Dryden-Peterson, 2016). In other words, lines of research that have

managed to describe a particular trend in our time. This means on the one hand everything related to teacher training and what teachers and their students (fundamentally from preschool to secondary) think about ethno-cultural diversity. On the other hand, there is the concern about offering a consistent, sustained response to this diversity in schools and communities, with particular focuses on minority students' academic performance together with essential attention to the crucial role of the family in such an important change dynamic, inside and outside of the classroom.

There is still much to be done to know more about this complex, interdisciplinary research subject. For that reason we must not allow ourselves to be swayed by the distractions pushed now and again by those who see in this route to civic empowerment only a kind of simplistic discourse about change in open societies, those who are more given to showing off their core values than consenting to educational changes leading to teaching that is functionally rehabilitative in formal and non-formal education, so that open society can be developed pragmatically, without concessions to any *a priori* theory or methodology that restricts research freedom.

Finally, it would be useful to continue with more rigorous evaluations over longer times of the impact and development of IE on the framework of a democratic society with the aim of calibrating the value of affirmative actions linked to managing cultural diversity in the public arena. This means schools and colleges with regulated education, and in the broader perspective, non-formal and informal learning, where the interaction of people with different origins and beliefs continues to be key for any expectation of success.

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