

The Current Impact of Cultural Diversity in Human Development Lessons from a globalised world



Cayetano Fernández Romero
Almudena Nevado Llopis
Antonio Prieto-Andrés
María Luisa Sierra-Huedo (eds.)

EDITORIAL COMARES



Interlingua

The Current Impact of Cultural Diversity in Human Development

Lessons from a globalised world

Cayetano Fernández Romero
Almudena Nevado Llopis
Antonio Prieto-Andrés
María Luisa Sierra-Huedo (eds.)

The Current Impact of Cultural Diversity in Human Development Lessons from a globalised world

Granada, 2026

Colección indexada en la MLA International Bibliography desde 2005

EDITORIAL COMARES

INTERLINGUA
429

Colección fundada por:
EMILIO ORTEGA ARJONILLA
PEDRO SAN GINÉS AGUILAR

Comité Científico (Asesor):

ESPERANZA ALARCÓN NAVÍO Universidad de Granada	CATALINA JIMÉNEZ HURTADO Universidad de Granada
JESÚS BAIGORRI JALÓN Universidad de Salamanca	ÁNGELA LARREA ESPIRAL Universidad de Córdoba
CHRISTIAN BALLIU ISTI, Bruxelles	HELENA LOZANO Università di Trieste
LORENZO BLINI LUSPIO, Roma	JAVIER MARTÍN PÁRRAGA Universidad de Córdoba
ANABEL BORJA ALBÍ Universitat Jaume I de Castellón	ANTONIO RAIGÓN RODRÍGUEZ Universidad de Córdoba
NICOLÁS A. CAMPOS PLAZA Universidad de Murcia	MARIA JOAO MARÇALO Universidade de Évora
MIGUEL Á. CANDEL-MORA Universitat Politècnica de València	FRANCISCO MATTE BON LUSPIO, Roma
ÁNGELA COLLADOS AÍS Universidad de Granada	CHELO VARGAS-SIERRA Universidad de Alicante
MIGUEL DURO MORENO Universidad de Málaga	MERCEDES VELLA RAMÍREZ Universidad de Córdoba
FRANCISCO J. GARCÍA MARCOS Universidad de Almería	ÁFRICA VIDAL CLARAMONTE Universidad de Salamanca
GLORIA GUERRERO RAMOS Universidad de Málaga	GERD WOTJAK Universidad de Leipzig

This work was funded by the Department of Science, University and Knowledge Society, from the Government of Aragon (Spain) (Research Group S05_23R: Migraciones, Interculturalidad y Desarrollo Humano, from Universidad San Jorge).

Imagen de portada:
Freepik

Maquetación:
María García Asensio

© Authors

© Editorial Comares, 2026

Polígono Juncaril • C/ Baza, parcela 208 • 18220 Albolote (Granada, España) • Tlf.: 958 465 382
www.comares.com • E-mail: libreriacomares@comares.com
facebook.com/Comares • twitter.com/comareseditor • instagram.com/editorialcomares

ISBN: 979-13-7033-118-4 • Depósito legal: Gr. 888/2026

Impresión y encuadernación: COMARES

We want to dedicate this work to Professor Emin Bakay, from Izmir Katip Celebi University (Turkey), for all his work in the field of international education and cultural diversity. He was always flexible, open-minded, and very nice to all of us. Thank you for everything you did, your immense help in understanding the soul of international projects. Our dear friend, you are greatly missed.

Summary

THE CURRENT IMPACT OF CULTURAL DIVERSITY ON HUMAN DEVELOPMENT	XV
<i>Enrique Uldemolins</i>	

Section I

Cultural Diversity in Communication

WHEN INCLUSION MEETS MEDIA: EMOTIONAL RESPONSES TO ANTI-DISCRIMINATION CAMPAIGNS
AND THE ROLE OF NEWS MEDIA CONSUMPTION

Lise-Lore Steeman, David De Coninck and Leen d'Haenens

1. LITERATURE REVIEW	4
2. DATA AND METHODOLOGY	7
3. RESULTS	11
4. DISCUSSION	13
5. CONCLUSION	16
6. PEDAGOGICAL REFLECTION	17
7. FUNDING	18
8. REFERENCES.	18

FROM BLOOD LIBELS TO DIGITAL HOAXES: COMBATING DISINFORMATION ABOUT MIGRANTS
THROUGH MEDIA LITERACY IN THE CLASSROOM

*Francisco Javier Martínez González, María Ruiz-Aranguren,
Rosa Martín Sabarís and María José Cantalapiedra*

1. INTRODUCTION	23
2. DISINFORMATION AND OTHER INFORMATION DISORDERS IN THE DIGITAL AGE	23
3. DISINFORMATIVE MESSAGES ABOUT MIGRANTS AND RELIGIOUS MINORITIES	24
4. QYOURSELF, DEVELOPING JOURNALISTIC TOOLS TO COMBAT DISINFORMATION	27
5. EXECUTION OF THE TRANSFER PROJECT AGAINST DISINFORMATION	30
6. FINAL THOUGHTS	34
7. REFERENCES.	35

THE CURRENT IMPACT OF CULTURAL DIVERSITY ON HUMAN DEVELOPMENT

DISINFORMATION, FOOTBALL, AND XENOPHOBIA IN SPAIN: THE CASE OF MOROCCO AT THE 2022 WORLD CUP IN QATAR

Alfonso Corral, Cayetano Fernández Romero and Antonio Prieto-Andrés

1. INTRODUCTION	39
2. LITERATURE REVIEW	40
3. HYPOTHESES	41
4. DATA AND METHODOLOGY	42
5. RESULTS	43
6. DISCUSSION AND CONCLUSION	50
7. REFERENCES.	52

URGENT NARRATIVES IN TIMES OF WAR AGAINST MIGRANT PEOPLE

Sarah Babiker and Alma López-Avilés

1. INTRODUCTION	59
2. SUMMER OF 2025: MAINSTREAM JOURNALISTIC APPROACHES TO A HOSTILE ENVIRONMENT	61
3. ANALYSIS: DISINFORMATION, DEHUMANISATION, CONSPIRACY	63
4. PROPOSAL FOR ALTERNATIVES: “NARRATIVES OF RESISTANCE”	68
5. CONCLUSIONS: FROM FORCING IN “OVERTON WINDOW” TO DECOLONISING ANTI-RACIST PERSPECTIVES ON MIGRATION	71
6. REFERENCES.	73

Section II

Understanding the Cultural Diversity in Education

INTERNATIONAL EDUCATION: LOOKING BACK TO UNDERSTAND THE PRESENT

María Luisa Sierra-Huedo and Irem Ozgoren Kinli

1. INTRODUCTION	81
2. HISTORY OF INTERNATIONAL EDUCATION	83
3. INTERNATIONAL EDUCATION: DEFINITIONS AND CHARACTERISTICS	87
4. SEARCHING FOR THE REAL MEANING OF INTERNATIONALIZATION	89
5. CONCLUSIONS	93
6. REFERENCES.	94

ENHANCING CRITICAL THINKING THROUGH THE RECIPROCAL MAIEUTIC APPROACH: THEORY AND PRACTICE FROM THE REACT PROJECT

Lindsey Bruton, Valeria Dina Leonetta Puletti and Hans Giessen

1. INTRODUCTION	97
2. MAIEUTICS	98
3. THE RECIPROCAL MAIEUTIC APPROACH AND MONTESSORI’S PEDAGOGICAL PRINCIPLES	100
4. THE REACT PROJECT	102

SUMMARY

5. DEVELOPMENT OF THE REACT PROJECT	102
6. INNOVATIVE DIMENSIONS OF THE REACT PROJECT'S RECIPROCAL MAIEUTIC APPROACH.....	104
7. RESULTS OF THE PILOTING	105
8. CONCLUSIONS	106
9. REACT WORKSHOP GUIDELINES	107
10. KEY POINTS.....	107
11. REFERENCES.....	113

SCHOOLS AS LEARNING ORGANIZATIONS: BUILDING CAPACITY FOR TRANSFORMATIVE LEADERSHIP AND INNOVATION

Tzvetan Tzvetanski, Elka Zlateva and Ana C. Romea.

1. INTRODUCTION	117
2. THEORITICAL FRAMEWORK	119
3. UNDERSTANDING THE LEARNING SCHOOLS MODEL: FROM ORGANIZATIONAL ASSESSMENT TO KNOWLEDGE MANAGEMENT	124
4. FROM THE THEORY TO PRACTICE: PILOTING IN BULGARIA AND SPAIN	129
5. CONCLUSIONS	132
6. QUESTIONS FOR REFLECTION AND APPLICATION IDEAS	133
7. BIBLIOGRAPHY	134

PERSPECTIVES ON GENERATIVE AI IN EDUCATION AND THE POTENTIAL IMPACT OF NATIONAL AND EUROPEAN POLICIES: THE PAIDEIA PROJECT

Fabrizio Boldrini, Maria Rita Bracchini, Enda Donlon and Peter Tiernan

1. INTRODUCTION	137
2. ANALYSIS OF PUBLICATIONS AND RELEVANT LITERATURE ON AI IN EDUCATION	138
3. POLICY FRAMEWORKS AND THE PAIDEIA CURRICULUM	141
4. THE ROLE OF AI IN EDUCATION: A BROADER PERSPECTIVE.....	143
5. CONCLUSION	146
6. REFERENCES.....	147

Section III

Intercultural Communication in Health Settings

HEALTH, CULTURE AND COMMUNICATION: THE ROLE OF INTERCULTURAL COMPETENCE IN REDUCING INEQUALITIES IN HEALTHCARE

Ana Isabel Foulquié Rubio and Almudena Nevado Llopis

1. INTRODUCTION	151
2. INTERCULTURAL COMMUNICATION IN HEALTHCARE.....	153
3. INTERCULTURAL COMPETENCE OF HEALTHCARE PROFESSIONALS	157
4. CONCLUSIONS	160
5. REFERENCES.....	162

THE CURRENT IMPACT OF CULTURAL DIVERSITY ON HUMAN DEVELOPMENT

DIALOGUE INTERPRETING IN MENTAL HEALTH CONTEXTS: PLANNING ACTION AND ASSESSMENT FOR AN INTERPROFESSIONAL EDUCATION INITIATIVE

Natacha Niemants and Nicoletta Spinolo

1. INTRODUCTION	167
2. GATHERING INFORMATION AND REVIEWING THE LITERATURE.	169
3. PLANNING THE ACTION	174
4. EFFECTIVENESS ASSESSMENT.	179
5. CONCLUDING REMARKS.	180
6. REFERENCES.	181

ETHICAL PRINCIPLES FOR HEALTHCARE INTERPRETING: ADDRESSING THE NEEDS OF NEURODIVERGENT AND TRANSGENDER PATIENTS IN SPAIN

Ángel García Morales and Raquel Lázaro Gutiérrez

1. INTRODUCTION	187
2. METHODOLOGY	192
3. EMPIRICAL ANALYSIS OF CODES OF ETHICS	193
4. PROPOSAL OF BASIC ETHICAL PRINCIPLES.	195
5. CONCLUSIONS	197
6. REFLECTION ACTIVITIES.	198
7. REFERENCES.	198

TRAINING TRANSLATORS TO USE PLAIN ENGLISH TO ENSURE EQUAL ACCESS TO HEALTHCARE: AN EXERCISE PROPOSAL

Laura Monguilod Navarro

1. INTRODUCTION	201
2. THEORETICAL FRAMEWORK	202
3. ANALYSIS EXERCISE OF ICs	207
4. MAIN CONCLUSIONS	215
5. REFERENCES.	216

Section IV **Public policies to manage cultural diversity and inclusion**

BUILDING BRIDGES IN THE MARGINS: MIGRANT EXPERIENCES AND THE ROLE OF COMMUNITY SPACES IN COUNTERING PREDATORY INCLUSION IN RURAL AREAS

Iris Egea

1. INTRODUCTION	221
2. RECEPTIVITY IN AREAS IN NEED OF REGENERATION: THE NEOLIBERAL FRAME	223
3. MIGRANT EXPERIENCES: BEING ON THE MARGINS	225
4. A NEW CRITICAL LENS	226

SUMMARY

5. CASE STUDY SNAPSHOTS: SPAIN AND IRELAND	228
6. DISCUSSION	233
7. CONCLUSIONS	235
8. BIBLIOGRAPHY	236

PUBLIC POLICIES FOR THE INCLUSION OF ROMANIAN STUDENTS IN THE PROVINCE OF CIUDAD REAL

*Juana María Anguita Acero, Eduardo López Bertomeo,
María Muñoz Martínez and Marina Agualeles Bautista*

1. INTRODUCTION	243
2. METHODOLOGY	248
3. DATA ANALYSIS AND RESULTS	251
4. DISCUSSION AND CONCLUSIONS	254
5. REFLECTIVE QUESTIONS	256
6. REFERENCES	256
BRIEF BIOGRAPHICAL NOTE OF THE AUTHORS	261

The Current Impact of Cultural Diversity on Human Development

ENRIQUE ULDEMOLINS

It is for me both an honour and a satisfaction to present this collective volume, which, in a sense, gives form to years of working together and serves as both a retrospective and a projection of the future of the research group “Migrations, Interculturality, and Human Development” (MIHD). I had the privilege of being a member of this research group in its early stages and of taking part in its activities. Now, having concluded my active involvement, I can say that this work reflects both the rejuvenation of MIHD and its academic maturity, as well as its fidelity to the ethical commitment that has always characterised us.

The book’s title prompts one to consider the framework within which the various reflections and research it contains are found. *The current impact of cultural diversity on human development* leads us to consider the climate of our times. Arguably the defining characteristic is uncertainty.

We live in paradoxical times. Never before have we had such formidable technological capacity at our disposal to reach out across distances, access information instantly, or mobilize resources globally. Yet, at the same time, our societies exhibit deep fragmentation, growing inequalities, and an unsettling loosening of social bonds. Zygmunt Bauman warned us of this contradiction with the striking image of a “liquid society”, characterised by its constant fluidity, volatility, and uncertainty. In this context of dizzying change, human connections are weakened, and certainties vanish. However, it is precisely in this scenario of accelerated transformation that the issue of cultural diversity and its effects on human development becomes all the more urgent.

This *fluidity* becomes apparent across multiple aspects of contemporary life. Economic globalisation has created unprecedented mobility of capital, goods, and labour, but it has simultaneously generated precariousness, job insecurity, and ever-widening gaps between the winners and losers in the global economy. Political institutions struggle to govern flows that transcend national borders, while populist movements capitalise on the anxieties generated by rapid transformation. Cultural homogenisation coexists with assertions of particularistic identities. Technological acceleration produces information overload along with epistemological confusion about what constitutes trustworthy knowledge.

Among the diverse phenomena that characterise this liquid modernity, international migration is a critical element: it is both a consequence and a catalyst of ongoing transformations. Cross-border movements of people — driven by economic disparities, political instability, armed conflict, environmental degradation, and the search for opportunities — has reached an unprecedented scale and complexity. This massive population displacement has profound effects on both societies of origin and those of reception. The receiving countries may see the incorporation of individuals with highly diverse cultural, ethnic, linguistic, and religious backgrounds as representing both an opportunity and a challenge. It generates economic dynamism, cultural enrichment, demographic vitality, and the capacity for innovation. It simultaneously creates tensions concerning resource allocation, the necessary institutional adaptation, identity politics, and social cohesion. The question is not whether migration and diversity will continue to shape our societies — they inevitably will — but rather how we respond to these realities so as to maximise human development without leaving anyone behind. Contemporary migrations are a structural expression of our globalised times and our liquid societies.

The integration of people from diverse cultural, ethnic, and religious backgrounds into receiving societies poses unprecedented challenges in the management of public resources, in daily coexistence, and in the building of truly inclusive societies. This book springs from the conviction that only through rigorous study, critical reflection, and a commitment to equity can we face such challenges and seize the opportunities offered by diversity. The objective that has shaped the contributions collected in this volume has been to propose, from a rigorous and informative scientific perspective, how to address the challenges related to globalisation and migration by analysing the effects of cultural diversity on the receiving societies. All the works herein demonstrate how disinformation, hoaxes, stereotypes, and prejudices contribute to distorting the image of culturally diverse people. Therefore, the texts collected here seek to promote reflection on these issues from multiple disciplines, proposing, based on the analysis of specific experiences and research, best practices that foster more inclusive and equitable societies.

A defining characteristic of this work is its interdisciplinarity. Its chapters are rooted in the social sciences, examining education, health sciences, public policy, and communication. This coming together of perspectives is no accident: it stems from the very complexity of the phenomenon in question and the editors' conviction that only through interdisciplinary dialogue can we hope to understand a phenomenon as complex as migration and its effects on receiving societies.

The theoretical-practical approach that runs throughout the book combines scientific data obtained from *ad hoc* research with the results of case studies and practical activities conducted within the framework of European collaborative projects involving different stakeholders. Each chapter concludes with current examples, reflections, and proposals for action, aiming to ensure that the knowledge engendered does not remain abstract but rather translates into applicable tools for transforming reality.

The fourteen chapters that make up the book are organised around four central themes, each of which addresses crucial dimensions of cultural diversity in contemporary societies.

The first theme, focusing on communication, comprises four chapters that analyse the media's vital role in shaping perceptions of cultural diversity and migration, as well as strategies for combating disinformation. These strategies include generating narratives of resistance against disinformation and stereotypes.

This first block is opened by Professors Steeman, De Coninck and d'Haenens from KU Leuven whose text *“When Inclusion Meets Media: Emotional Responses to Anti-Discrimination Campaigns and the Role of News Media Consumption”* examines the emotional and cognitive responses of a sample of three thousand people in Belgium to two anti-racism campaigns. It is a fact that, despite their visibility and their objective of fostering more inclusive societies through emotional appeals to empathy, there is a lack of systematic evaluation of how the public responds to such campaigns, which are obviously actions received within a dynamic media environment that can either reinforce or contradict their message. The results reveal that greater consumption of quality traditional news is associated with heightened emotional engagement, while exposure to sensationalist newspapers reduces emotional responses. On social media, Instagram favours engagement, while TikTok reduces it. The main contribution is clear: anti-discrimination campaigns must be conceived as part of a broader communication ecosystem, not as isolated actions, and messages must be adapted to the characteristics of each platform, complemented by media literacy training.

“From Blood Libels to Digital Hoaxes: Combating Disinformation About Migrants Through Media Literacy in the Classroom” by Professors Martínez González, Ruiz-Aranguren, Martín Sabarís, and Cantalapiedra raises a crucial issue: the disinformation suffered by contemporary democratic societies, particularly affecting vulnerable populations such as migrants, and operating within a framework of “culture wars” that reinforces opposition to a pluralistic vision. Their contribution lays out the results of the European “QYourself” project, carried out with students over 55 years of age in the Lifelong Learning Programmes at the University of the Basque Country (UPV- EHU). The research establishes a striking historical parallel between the anti-Jewish “blood libels” of the Late Middle Ages and contemporary disinformation strategies against migrants. The application of five open educational resources based on journalistic methodology (identifying and verifying sources, distinguishing between sender and source, recognising source authority, and differentiating between news and opinion) meant that the action significantly strengthened the Information and Media Literacy (IML) and critical thinking of older adults, demonstrating that this type of “Literacy” (IML) can be contextually integrated into various educational subjects.

Professors Corral, Prieto, and Fernández from San Jorge University, in their *“Disinformation, Football, and Xenophobia in Spain: The Case of Morocco at the 2022 World Cup in Qatar”* analyse the hoaxes and hate speech that emerged after the Morocco-Spain

match at the Qatar World Cup in 2022. The research shows that the disinformation disseminated, despite being systematically debunked by fact-checking platforms, reproduced negative stereotypes that contributed to legitimising Islamophobia, Maurophobia, and xenophobia against the Moroccan community. The hoaxes acted as a reinforcement mechanism for a symbolic construction that perceives the Moroccan community as a threat. Analysis of media coverage reveals an uneven pattern: while the conservative press tended to overlook racism, progressive media outlets condemned it. The case confirms the relevance of Moroccan identity as a feared category of otherness, linked to neocolonial and far-right paradigms. The research is particularly innovative in examining this phenomenon within the specific context of a sport as popular as football.

Finally, *“Urgent Narratives in Times of War Against Migrants”*, a collaboration between the journalist Babiker and the academic López-Avilés, concludes this section with an analysis of the discursive mechanisms that underpin the dehumanisation of migrants: the reinforcement of their “otherness”, the construction of an “imaginary threat,” the paradigm of “crisis,” the “logic of scarcity,” the “illegality-insecurity” axis, the denial of their “agency”, and Islamophobia linked to “Great Replacement” theory. Faced with this bleak panorama, the chapter proposes “narratives of resistance” for news professionals: adding depth to perspectives, framing migration as a structural phenomenon, holding states and powerful actors accountable, and introducing a decolonial and anti-racist perspective. The ultimate goal is to reorientate public debate toward respect for human rights.

Those four chapters show that the media do not merely transmit information but are key actors in shaping social attitudes towards diversity, and that critical media literacy is a fundamental tool of resistance.

The second axis, focused on education, is made up of four chapters that explore how education systems can respond to cultural diversity and prepare students and teachers for the multicultural societies of the present and future. Three key ideas summarise the contributions in this theme: critical thinking, organizational learning, and pedagogical innovation.

The section opens with the reflection proffered by Professors Sierra-Huedo and Ozgoren Kimli in *“International Education: Looking Back to Understand the Present”*. Their contribution offers an essential historical reflection, recalling the origins of international education after the Second World War and the formal emergence of Intercultural Communication in the 1950s. The text’s central conviction is that historical understanding is essential for navigating the present and anticipating the future. They emphasise that culture is the “operating system” that shapes how knowledge is produced, exchanged, and understood. The main conclusion is compelling: the cornerstone for building inclusive higher education systems lies in the ongoing empowerment of educators. Their assertions are based on empirical evidence obtained in the MULTICLASS project, which revealed a significant and unmet need for internationalised professional development among European academic staff.

The text *“Enhancing Critical Thinking Through the Reciprocal Maieutic Approach”* by Bruton, Leonetta, and Giessen presents the REACT project, which merges the work of sociologist Danilo Dolci with Montessori pedagogy. The Reciprocal Maieutic Approach (RMA) is a dialectical method of collective inquiry based on reciprocity, contrasting with unidirectional dialogue. Structured workshops ranging from problem identification to the design of concrete actions allow REACT to position the student as an active protagonist and expands the concept of critical thinking to include empathic, emotional, and reflective dimensions. Pilot results show more active, reflective, and empathetic students, with a reduction in classroom hierarchies. REACT broadens the scope of critical thinking, treating it not only as purely cognitive or logical reasoning, but also as an empathic, emotional, and reflective process. This approach positions the student as an active protagonist in the educational process.

“Schools as Learning Organizations: Building Capacity for Transformative Leadership and Innovation” by Tzvetanski, Zlateva and Romea, argues for transforming schools into learning organisations through the Learning Schools Model, a framework based on seven key dimensions. The model has been trialled in pilot schools in Bulgaria and Spain and has confirmed its adaptability to different cultural and institutional contexts. The model is operationalised by means of two interconnected tools: the Self-Assessment Questionnaire (LSAQ), which allows schools to position themselves on a continuum of organizational maturity, and the Knowledge Management Assistant (KMA), for the systematic compilation, application, and exchange of professional knowledge. The integration of inclusive practices and intercultural sensitivity are essential for cultivating a shared, collaborative, and innovation-driven vision within each school to respond to increasing diversity.

The chapter *“Perspectives on Generative AI in Education and the Potential Impact of National and European Policies: The Paideia Project”* by Professors Boldrini, Brachini, Donlon, and Tiernan addresses one of the most pressing challenges in education: Artificial Intelligence. The text presents the initial findings of the PAIDEIA project (Preparing teachers for AI Development in Education as an Innovative Asset), whose objective is to create a curriculum consistent with the European Digital Competence Framework (DigCompEdu). The PAIDEIA project’s primary contribution, as outlined in this chapter, is that AI must neither replace students’ cognitive abilities nor make teachers obsolete, but rather strengthen the latter’s role as aware instructional designers. Future curricula should empower educators to manage the potential of AI from a critical perspective, recognising it not only as a “digital” tool but as an omnipresent cognitive structure within the “infosphere”.

These four chapters underline that intercultural education cannot be reduced to the presence of diverse students in classrooms, but requires profound pedagogical changes, shared leadership, critical thinking, and teacher training.

The third axis is dealt with in four chapters that examine how cultural diversity asks questions of healthcare systems and reviews the responses which seek to ensure equity and quality of care. A common thread running through all the texts in this section is the demand for culturally competent and inclusive healthcare.

The contribution of professors Foulquié Rubio and Nevado Llopis, *“Health, Culture and Communication: The Role of Intercultural Competence in Reducing Inequalities in Healthcare”*, establishes the conceptual framework for this section by pointing out how global migration and cultural diversity are reshaping healthcare systems, adding to linguistic and cultural barriers that compromise equity, safety, and quality in healthcare. The text strives to analyse these disparities, concentrating on informational (primarily linguistic) and cultural barriers, such as the dominance of Western biomedical paradigms and the impact of implicit biases and stereotypes. The authors propose the adoption of an intercultural approach in healthcare systems through coordinated actions at three levels: personal (development of intercultural competencies by professionals), interpersonal (human-centred communication and the elimination of linguistic barriers using professional interpreters), and organizational (institutional policies, resources, and ongoing training). The chief contribution of their analysis is in showing that intercultural competence, combined with the use of professional interpreters, is essential to reducing disparities and moving toward a more equitable system. Effective practice requires addressing both language and culture at the same time through coordinated strategies between healthcare professionals and interpreters.

“Dialogue Interpreting in Mental Health Contexts” by Professors Niemants and Spinolo of the University of Bologna, looks more deeply into a particularly delicate question: the mental health of migrants and refugees. It presents an action plan for an Interprofessional Education (IPE) initiative that trains interpreters and healthcare professionals together. Through action research methodologies and experiential learning employing role-playing, the aim is for both groups to learn “about, from, and with each other”, thus transforming the triadic interaction (professional-interpreter-patient) into an effective therapeutic alliance. The ultimate goal is to facilitate knowledge exchange and promote a collaborative learning community in the field of “Interpretation Studies.”

The work of García Morales and Lázaro Gutiérrez, *“Foundational Ethics for Inclusive Healthcare Interpreting in Spain: Addressing the Needs of Neurodivergent and Transgender Patients”* deals with a critical gap in the Spanish context: the absence of an official code of ethics to guide interpreters and mediators in complex situations such as those arising from the care of neurodivergent and transgender patients. These patients often face disadvantages and systematic exclusion because the healthcare system is designed with homogeneous standards and overlooks their needs. The text proposes six fundamental ethical principles (autonomy, confidentiality, accuracy, impartiality, professionalism, and advocacy) specifically adapted to guarantee accessible and dignified treatment for neurodivergent or transgender migrant patients — collectives that face multiple forms of unjustifiable exclusion in a healthcare system that aspires to be fair, equitable, and aligned with human rights.

Finally, *“Training Translators to Use Plain English to Ensure Equal Access to Healthcare”* by Professor Monguilod Navarro, focuses on medical translation and proposes

a practical exercise to train future translators in the use of Plain English. The goal is to transform Informed Consent documents, often incomprehensible due to their technical jargon, into accessible texts that promote truly informed decision-making by patients.

Taken together, these four chapters demonstrate that equity in healthcare is not possible without a simultaneous approach to language and culture, which calls for competent professionals, sound ethical frameworks, and institutional commitment.

The last thematic axis includes two contributions framed within the consideration of a territory and the public policies applied to it.

The chapter *“Building Bridges in the Margins: Migrant Experiences and the Role of Community Spaces in Countering Predatory Inclusion in Rural Areas”*, by researcher Iris Egea, offers a critical approach to the phenomenon of promoting migration as a rural regeneration strategy in Europe, highlighting how it often acts following neoliberal logic that instrumentalises migrants. The chapter introduces the concept of “predatory inclusion”, characterised as the incorporation of migrants under conditions of labour exploitation, housing poverty, and social exclusion, while denying them full membership in the community. The text proposes an alternative to this utilitarian model, outlining a novel analytical framework that links predatory inclusion with grassroots practices of reclaiming community spaces. The chapter describes empirical cases in Spain (two towns in the northeast with around 2,500 inhabitants) and Ireland (a similarly-sized rural town in the west of the island). It shines a light on the active roles of migrants as builders of “rural-ity” (place-makers). Community initiatives — from mental health sessions to inclusive football matches — function as refuges and forms of resistance that build bridges, foster solidarity, and expose the structural inequalities that affect the entire community. This approach challenges individualistic neoliberal models and argues for policies geared towards socio-spatial justice and a fairer allocation of resources.

The second text in this section presents a longitudinal and quantitative study focused on the educational inclusion of students of Romanian origin in the province of Ciudad Real, Spain. *“Public Policies for the Inclusion of Romanian Students in the Province of Ciudad Real”* by Professors Anguita Acero, López Bertomeo, and Muñoz Martínez from the University of Castilla-La Mancha, and Aguarales Bautista from San Jorge University, provides an overview of Romanian student enrolment in compulsory education in the Spanish province between 2004 and 2020. It pays particular attention to the impact of the Romanian Language, Culture, and Civilization Program (PLCCR), launched by the Romanian government in 2007 to reinforce the learning, identity, and integration of the children of Romanian migrants as an extracurricular activity. Spanish educational authorities collaborated with this programme from the outset, which was also open to students of other national origins and even Spanish students eager to learn about Romanian culture and language. The collaboration has been ongoing despite several regulatory changes that have affected it. The results show that, despite its inclusive purpose and sound design, the percentage of Romanian students participating in the PLCCR is very low compared to the total number of students, although no major shortcomings

were detected in the integration processes of students of Romanian origin. This leads the authors to conclude that compulsory formal education, through its own resources, meets the inclusive needs of this student community in the province, which, in a sense, corroborates that the goals of inclusive education (SDG 4) are adequately addressed by public schools under successive regulatory frameworks.

These last two studies, which include a territorial dimension, lead us to reflect on the broader nature of migration policies: they cannot be reduced to issues of flow management or regional economic development, but must be framed in terms of justice, dignity, rights, and interculturality. And they must go beyond mere instrumental inclusion.

This book is more than just a compilation of academic studies. It is an act of intellectual resistance against the simplification, disinformation, and dehumanization which characterise much public discourse on migration and cultural diversity. It is also an exercise in responsibility for those of us dedicated to social research: to put our expertise at the service of more just, inclusive, and equitable societies.

The fourteen chapters herein show that cultural diversity is not a problem to be solved, but a structural reality of our times that questions all areas of social life. They also explain why responses cannot be fragmented or superficial: systemic change is required in health, education, communication, and public policies regarding territory.

If Bauman's "liquid society" is characterised by uncertainty and the weakening of bonds, this book proposes precisely the opposite: the building of certainties based on scientific evidence, the strengthening of bonds through mutual knowledge and empathy, and the cultivation of an ethical commitment to the dignity of all people, regardless of their origin.

As a former member of the "Migration, Interculturality, and Human Development" group, to which I still feel a strong connection, I am enormously happy to present this work which reflects the coming of age of a collective project that began years ago with the conviction that another world is possible. A world in which diversity is not a cause of conflict but a source of mutual enrichment. A world in which human development is measured not by economic indicators but by our capacity to guarantee dignified, just, and fulfilling lives for all people.

This book is an invitation to think, to question, to act. I hope its readers will embrace this invitation with the same intellectual generosity and ethical commitment with which it was written.

Arévalo de la Sierra (Soria), December 2025.

colección:

INTERLINGUA

429

Colección fundada por:

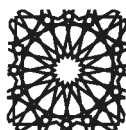
Emilio Ortega Arjonilla y Pedro San Ginés Aguilar

The Current Impact of Cultural Diversity on Human Development is an essential work for understanding one of the greatest challenges and opportunities of our time: how globalized societies can transform cultural diversity into a key driver of human development.

In an uncertain world, technologically accelerated, and in constant mobility, this book offers an original, interdisciplinary, and evidence based perspective, far from simplistic approaches. Its fourteen chapters combine research, case studies, and applicable educational proposals, making the work both rigorous and accessible for different audiences.

Among its most relevant contributions is an innovative treatment of the educational field, where transformative pedagogical models and teaching innovation strategies are presented. These proposals strengthen critical thinking, foster empathy, and equip educators to face the challenges of interculturality from critical and forward looking perspectives. The book also analyzes the role of the media in shaping perceptions of diversity, offering guidelines for responsible communication. Additionally, it explores the need for health-care systems adapted to cultural diversity, and examines public policies that reveal the complexity of territorial management of migration.

This book is a must because it demonstrates that diversity is a structural reality that demands comprehensive and committed responses. For academics, professionals, and anyone interested in making sense of the current globalized world, this work offers clarity, depth, and focused proposals. Ultimately, it is a book that inspires, challenges, and points toward possible paths to more just and cohesive societies that promote an ethically responsible global citizenship.



COMARES
editorial

ISBN 979-13-7033-118-4



9 791370 331184