

Interculturality is an aspect that is present in different social spheres, such as labor and education. In the educational sphere, interculturality is defined as, more than the relationship and interaction of cultures, the acceptance of our own culture and the acceptance of the existence of others in a social context, promoting ethical values such as respect and tolerance, demands fundamental aspects in its development. Now, intercultural education seeks to forge the integral education of students, developing in them abilities, capacities and skills as well as attitudes and values that promote educational equity and equality, which, in turn, would contribute to the construction of a more self-reflective and reasonable society.

Therefore, in this paper we first cover interculturality with its respective definition, then we contextualize interculturality in the classroom and its respective characteristics, the objectives established by the intercultural relationship, the role of the school, teachers and students in intercultural education, intercultural practices or projects and their characteristics, and finally, we conclude the positive aspects of intercultural education in society.

Interculturality

Interculturality refers, more than to the simple interaction of diverse cultures, diversity is acceptance, first of all, of our own culture, and then of the other cultures present in our own context. Now, interculturality is respect and acceptance of our personal identity.

Interculturality is a permanent process of relationship, communication and learning between people and groups that have different knowledge, daily practices, values and traditions, which are expressed as part of their identity; this process is oriented to build and promote mutual



respect, favored by the knowledge that each culture has of the other; this respect is manifested in tolerance towards diverse practices, although not in blindness towards manifestations that affect the mutual understanding between peoples and cultures.

In this way, we see that interculturality must tend to the integral development of all the capacities and abilities of individuals, over and above their cultural and social differences, but within the framework of respect for the particular characteristics that define them and constitute

their identity.

Interculturality in the classroom

Interculturality, as we see, is related to cultural diversity, which, in turn, is related to the relationship and integration of cultures and the need for community participation as an agent responsible for the "intercultural education" of the learner.

Intercultural education also has to develop in students the necessary knowledge and skills that allow them to conceptualize their own culture and their relationships with others, as well as to assume commitments and awareness of the presence of other cultures and assertive and bidirectional communication with them, within the framework of respect for their identity. Likewise, intercultural education should also contribute to the construction of one's own identity and appreciate that of others, which will undoubtedly result in developing a sense of belonging to a particular group.



On the other hand, we see that intercultural education goes hand in hand with education for conflict resolution and peace education, in which it is necessary to promote and practice values through an environment of respect and trust, in which learners understand and respect diversity in their real context, the need for peace education goes beyond simply theory, it requires implementation and adaptation to the needs of learners, and therefore to the context.

Pedagogical Practice

Pedagogical practice in the educational context can be guided by the guidelines proposed by UNESCO for intercultural education (UNESCO, 2014: 35-39) which are articulated in three principles:

Principle I

Intercultural education respects the cultural identity of the learner by providing quality education that is culturally appropriate and adapted to the learner's culture.

Principle II

Intercultural education teaches each learner the knowledge, attitudes and cultural competencies necessary to enable him/her to participate fully and actively in society.

Principle III

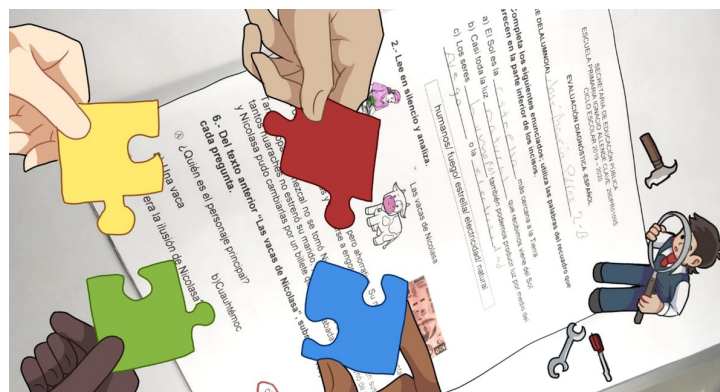
Intercultural education teaches all learners the knowledge, attitudes and cultural competencies that enable them to contribute to respect, understanding and solidarity among individuals, between ethnic, social, cultural and religious groups and between nations.

Objectives of intercultural education

"The objectives of intercultural education must be designed and formulated in such a way that they can fulfill the triple function: educate to transform, allow the control of the different

moments of the educational and guiding process, towards the construction of a dignified life for all". p. 71. Therefore, intercultural education must respond to the development of elements of personal formation and social character as fundamental axes in the interaction of different cultures. Personal identity, values education, dialogue, role-playing, analysis of moral dilemmas, motivation and self-esteem are some of the relevant aspects of intercultural education.

On the other hand, in terms of the objectives aimed at the learners, intercultural education focuses on the development of:



- The ability to reflectively the visions of one's own and others.
- The ability to handle differences without problems and to see it as an individual and social enrichment.
- The ability to act according to the situation and the other.
- The ability to develop strategies, solve problems, acquire perception skills, conflicts, and be able to resolve them discursively, recognizing their origins in ethnic, linguistic, cultural, generic, religious and social heterogeneity.

And to achieve:

- A basic identity and recognition towards the other.
- Sensitivity towards the injustices suffered by members of society for being different.
- Solidarity with one's own and with the stranger.
- The disposition towards civil courage.
- The disposition towards the construction of a world open to difference.

Now, the objectives of intercultural education are framed in the role played by both the school and the teacher.

Role of the school

The school has a fundamental role in the formation of people who are capable of developing a series of characteristics, abilities and skills that society considers necessary for their healthy development and integration into society. In this sense, schools must take into account the peculiarities of the society in which they are immersed when designing their own educational

proposal. Following in this line, it seems evident that one of these peculiarities that schools in our country should consider in their planning will be the multicultural and pluralistic nature of our environment.

Thus, the proposals should adopt an intercultural point of view that tries to respond to the growing diversity present in our society from a tolerant, dialogic and cooperative approach.

In the collaboration of an intercultural curriculum design, it is essential to start from a reflective analysis of the hidden curriculum, that is, the cultural foundation of our didactic discourse, which is specified in aspects such as the reception protocols, the degree of involvement of families in the education of students, the celebration of different anniversaries, etc.

Teaching role

Now, as teachers in our role as "mediators", one of the essential characteristics to promote and develop intercultural education is the "contextualization" of the place where we develop our teaching work, that is to say, in order to promote intercultural education, we must first know, understand, analyze and reflect on the different cultures and identities of both the community and the learners.

In addition, the performance of teachers acting directly in the classroom is important in this process, since they will have to evaluate these needs and, at the same time, provide the most appropriate solution proposals. This means getting rid of improvisation or voluntarism, this, since, interculturality is a concept that demands deep reflection and implies commitments of solidarity, coexistence and equality in terms of rights and duties, as well as respect for the personal and cultural identity of others, learning and accepting what separates us and above all highlighting that which unites us. An education based on values must be lived and practiced in addition to being taught or transmitted.

Intercultural programs in learning classrooms

Within this, we can name the multicultural bilingual programs developed in Latin America, which promote the importance of teaching and learning indigenous mother tongues, where the objectives and contents should be emphasized in the development of intercultural attitudes, since the contents are conceived as instruments in the development of interculturality, which respond to the needs and take into account the knowledge of the learners. The need for activities to promote "equitable interaction" is one of the essential characteristics to which the planning, development and execution of intercultural education projects must respond.

Conclusión

Interculturality applied in the classroom favors learning to achieve unity as a society, respecting diversity in all aspects. Interculturality, as a sign of social relations, helps to establish ties between cultures and thus allows us to have a better vision, understanding, and recognition of the differences and similarities that we have as a society.

Therefore, interculturality is properly linked to identity and each of the characteristics that make us part of a society. This is why intercultural education is an area of great benefit to develop these ties in relation to the various knowledge that we must have according to the society and people around us, highlighting in them that we are all different and learn to respect it.

Then, in intercultural education, various pedagogical reasoning can Intercultural programs in learning classrooms be treated that can help in the construction of ties between cultures, which, in turn, will allow students to develop the skills to understand their own culture and that of others, as well as also question those personal and social practices that can lead to exclusion and estrangement, instead of favoring cooperative practices and human development.

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