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## TRAINING OF INITIAL EDUCATION TEACHERS FOR THE DEVELOPMENT OF INTERCULTURALITY

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**Abstract:** The research on the processes of pedagogical mediation in the training of Early Education teachers for the development of the intercultural dimension adopts a mixed approach, describing and exploring both the bibliographic review and a survey applied to teachers of the Early Education Career of the Catholic University of Cuenca. The general objective is to determine the importance of these processes for the development of the intercultural dimension. Through inductive and deductive methods, a scarce use of theoretical-methodological tools for an effective implementation of interculturality is evident. The majority of teachers do not practice interculturality in the classroom or use teaching resources appropriate for the cultural diversity of the students. Despite demonstrating active respect for interculturality, teachers agree on the need to use media and activities to promote intercultural interaction. However, the evaluation of learning does not consider the intercultural diversity of the students. In conclusion, it is urgent to integrate interculturality as a transversal axis in the curricular program. These findings drive the development of a pedagogical proposal aimed at promoting the effective implementation of interculturality in the training of students in the Initial Education Career.

**Keywords:** Pedagogical mediation, teacher training, initial education, interculturality

Attention to interculturality and cultural diversity is a global fact. Globalization, ideological movements regarding gender equality and migratory processes have caused the transformation of a homogeneous society to a heterogeneous society, where religious, social, cultural and ethnic aspects are mixed, giving rise to the emergence of a hybrid culture., also called cultural syncretism.

Ecuador is defined as an intercultural

and plurinational state according to what is established in the Constitution of the Republic of Ecuador (2008) in article 1. In addition, there are other laws and regulations that simultaneously guarantee respect and promote the rights of people.. However, interculturality is perceived only as an issue for indigenous peoples, and the rest of society remains on the sidelines.

It is necessary to reflect, analyze and converge on the need to consider the phenomenon of interculturality as an issue that concerns all Ecuadorians, which is why it is necessary to develop intercultural competencies in all age groups, in order to make coexistence effective. harmony in an intercultural and plurinational country.

The Ecuadorian State, in accordance with article 347, paragraph 9, of the Constitution of the Republic, declares to guarantee the bilingual intercultural education system, in which the language of the respective nationality will be used as the main language of education and Spanish as the language. of intercultural relations, under the guidance of the public policies of the State and with total respect for the rights of communities, peoples and nationalities.

(Ministerio de Educación, 2013) On January 12, 1982, Ministerial Agreement 000529 was promulgated, through which it was agreed: To make bilingual bicultural education official, establishing in areas with a predominantly indigenous population, primary and secondary schools where instruction is given in the Kichwa and Spanish languages or their vernacular language. On November 15, 1988, through Executive Decree 203 that reforms the General Regulations of the Education Law, bilingual intercultural education was institutionalized, with the creation of the National Directorate of Bilingual Intercultural Indigenous Education (DINEIB) with functions and powers.(Perino, 2022)

It is worth asking whether forming a separate and parallel educational system to the official one and applying 'tailored' education to a part of the population has facilitated the decolonial and intercultural project of the indigenous movement or, on the contrary, has exacerbated the social marginality of the groups. in question". Although Intercultural Bilingual Education, on the one hand, managed to settle accounts with the indigenous peoples and on the other, it produced the division of the educational system into: Intercultural Bilingual Education and Hispanic education. However, this educational policy did not contribute as expected, rather due to the sociocultural differences of the population, subtle forms of exclusion emerged, this is reflected in the curricular purposes and contents.

On the other hand, Aguavil and Andino (2019) in their research: Training needs of Tsáchila Intercultural Education teachers, demonstrate that teachers have significant deficiencies in the development of pedagogical mediation processes, which influences curricular activities and makes it difficult to comply with the objectives proposed by the Model of the Bilingual Intercultural Education System (MOSEIB).

Based on the above, the object of study of this research is the processes of pedagogical mediation in the training of Early Education teachers for the development of the intercultural dimension and the scientific question is: What are the resources and strategies that enable the development of intercultural competence in pedagogical mediation processes?

This question will be resolved throughout the research process through collection, analysis and management of the information obtained in the various databases and field research, to know the perception and knowledge of the teachers of the Initial

Education career about interculturality. and its application in education.

The objective of this research is to create, based on the perception of the teachers of the Early Education career, a guide of resources and strategies that allow the approach of interculturality as a transversal axis in the processes of pedagogical mediation, which will be submitted to expert validation processes.

Escalante et al. (2014), when referring to the development of the intercultural dimension, states that “The intercultural approach supposes a rational strategy for the social and cultural integration of both ethnic minorities, as well as migrant nationals and social nationals ” (p.73). In line with the statement made by the authors, this approach seeks the integration of the person into a new culture, different from that of their origin, fully respecting their cultural background, thus avoiding one-dimensional acculturation. From the perspective presented, the need has been generated to develop some teacher training programs in which cultural perspectives have been integrated into the curriculum, allowing future teachers to explore and understand various cultures from a pedagogical perspective.

Considering that education is a process through which essential tools and knowledge necessary to function in daily coexistence between people are provided, Escalante et al. (2014) state that the professional training of teachers demands the development of intercultural competencies in higher education institutions. Intercultural teaching competence involves knowledge, attitudes and skills, essential elements to respond adequately and solidly to the demands of intercultural education. It is necessary for teachers of the 21st century to have professional and psycho-affective qualifications in the area of interculturality because students have special educational needs, which are usually a product

of the sociocultural environment from which they come. Rodríguez et al. (2018) maintain that Ecuadorian education has to recognize, value and establish a dialogue between the knowledge, wisdom, values and ancestral ways of life that ethnic groups possess to promote an inclusive education that responds to the objectives of the Opportunity Creation Plan. 2021-2025. Along these lines, Franco and Orozco (2014) state that interculturality must be assumed as a project that emphasizes the cultural and structural transformations of different groups for the construction of a more just, equitable and inclusive society.

In line with the above, for the construction of the cultural dimension in higher education students it is necessary to develop a pedagogy of interculturality, which guides the teaching and learning processes, which includes the use of appropriate methods, strategies and techniques. In this sense, Valverde (2019) says that there is insufficient use of theoretical-methodological tools that contribute to a proposal for intercultural education in the process of building a more equitable and plural society. For this purpose, Espinoza et al. (2019) in their research: The intercultural dimension in teacher training in Ecuador, demonstrates the non-existence of the dimension of interculturality in the curriculum, an insufficient use of methodologies to address it and the attitudes typified by students in relation to the recognition of The ethnic and cultural rights of Ecuadorians are in the category of being improved.

Therefore, it is necessary to generate cultural exchange programs for teachers in training, with the purpose of providing them with practical experiences in intercultural environments, promoting mutual understanding between different cultures, so it is urgent to generate collaboration agreements with indigenous communities with in order to achieve authentic learning experiences, helping teachers

understand intercultural dynamics from praxis itself. Only this way can multicultural curricular approaches be developed in which teachers in training can learn to develop lessons and activities that reflect the cultural diversity of their future students.

Regarding pedagogical mediation processes, Lara et al. (2016) in their research: Didactic strategy to generate intercultural learning in the educational units of the Guaranda canton, province of Bolívar-Ecuador, conclude that in the processes of pedagogical mediation, both ethnic and cultural diversity are not worked on adequately, but rather they are focused from a monocultural and Western perspective. Along these same lines, Larragueta et al. (2013) in their research: Intercultural mediation in school: a practice in intercultural construction, show that there are three aspects that make intercultural mediation difficult in the educational field: the absence of regulated training and clear legislation; the vision of mediating action as more voluntary than professional; and the lack of a holistic and integrative consensual initiative.

On the other hand, Vásquez (2022) states that the didactic strategies used for the teaching-learning of interculturality must be different from those used in the pedagogical mediation processes of the four basic areas: Language and Literature, Mathematics, Social Sciences and Natural Sciences, thus the development of multicultural educational resources must be thought about from current trends where technology must play a relevant role to help teachers teach about cultural diversity effectively, hence the development of specific educational materials. For early education teachers who promote interculturality has been a constant challenge, these materials must include textbooks, online resources and parodied practical activities for children from 0 to 5 years old.

## INTERCULTURALITY

The term intercultural began to be used in the second half of the 20th century, in the educational, political and artistic fields, in the context of the crisis of the industrial paradigm due to the presence of information and communication technologies and the immediate dissemination of information around the world. (Sánchez- Alarcos, 2020). Interculturality constitutes a real challenge for democratic societies. Well, as a starting point for the cultural relationship, the prefix inter = between is established; before multi = many. In reality, it must be stated that every intercultural process requires overcoming multiculturalism;

Interculturality goes beyond the simple recognition of different cultures within the same territory, it is a set of political, social, legal and educational processes generated by the interaction of cultures in a relationship of reciprocal exchanges caused by the presence, in the same territory, of human groups with different origins and histories. (Higuera Aguirre & Castillo Mantuano, 2015). Interculturality is a concept that arises in relationships between individuals who perceive themselves as different from others, and who are forced to establish some type of interrelationship despite the characteristics of a culture. Interculturality is understood as a strategy to foster reciprocal relationships based on respect for human dignity and equity, with the consequent annulment of racism and discrimination. In this sense, knowing the nature and need to carry out processes of effective inclusion of interculturality is essential for the initial training of early education teachers.



## **CULTURAL DIVERSITY**

The term cultural diversity includes the following concepts: Cultural identity that is related to the characteristics and attributes that define a person or social group according to their culture. Cultural pluralism consists of the coexistence and recognition of multiple cultures in a society. Cultural interaction refers to the exchange processes between different cultures, promoting the creation of other cultural forms due to the adoption of cultural elements from other groups. (Martínez Zúñiga & Pruneda Ávila, 2023). Likewise, the concept of cultural diversity includes ethnic, religious, linguistic variations, political ideologies, etc. Cultural diversity expands the possibilities of choice offered to everyone.

It is one of the roots of development, understood not simply in terms of economic growth, but also as a means to achieve a satisfactory intellectual, emotional, moral and spiritual life. (Naciones Unidas, 2001)

## **INTERCULTURAL COMPETENCE**

Intercultural teaching competence involves knowledge, attitudes and skills, essential elements to respond adequately and solidly to the demands of intercultural education. It is necessary for teachers of the 21st century to have professional and psycho-affective qualifications in the area of interculturality because students have special educational needs, which are usually a product of the sociocultural environment from which they come. Rodríguez et al. (2018) maintain that Ecuadorian education has to recognize, value and establish a dialogue between the knowledge, wisdom, values and ancestral ways of life that ethnic groups possess to promote an inclusive education that responds to the objectives of the Opportunity Creation Plan. 2021-2025.

## **INTERCULTURAL MEDIATION**

Intercultural mediation is defined as the way to promote more harmonious interpersonal relationships, through communication and social cooperation, mediation is aimed at building forms of harmonious coexistence between members of groups belonging to different cultures. (Vargas, Ferreyra, & Méndez, 2018). In the educational field, intercultural mediation favors dialogue, respect and recognition of the value of diversity, and the inclusion of ethnic and cultural minorities. The intercultural mediation that the teacher is expected to do follows a didactic process, which involves clearly defining learning objectives, active and inclusive methodologies, educational strategies and resources; and, evaluation from the intercultural perspective.

## **METHODOLOGY**

The present research adopts a mixed approach by combining quantitative and qualitative methods. It is characterized as descriptive, since it explores in detail the characteristics of the variables of the object of study, and of the field, by collecting data directly from the teachers of the Initial Education Career. A non-experimental design is used, since the variables are not manipulated by the researchers. The method used is inductive-deductive.

The study population is made up of all teachers (17) of the Initial Education Career on the university campuses of Cuenca, Cañar and Morona of the Catholic University of Cuenca.

## INSTRUMENT

To collect data, a questionnaire structured in 6 dimensions was designed: knowledge, skills, attitudes, curriculum, strategies and evaluation. This questionnaire was submitted to a pilot group to verify the clarity of the questions, their understanding and their ability to measure what was desired. After this test, adjustments were made to some questions based on the feedback received and 5 experts were consulted to eliminate possible errors in the writing. Subsequently, the questions were adjusted according to the experts' observations and applied to the entire population under study. The results were statistically validated through the use of the SPSS processor, which yielded a Cronbach's Alpha of 0.95, thus guaranteeing the reliability and validity of the questionnaire.

The inclusion criteria for the target group established that the participants were teachers of the Early Education Program and belonged to the Catholic University of Cuenca. Teachers from other careers or universities were excluded.

The data obtained through the survey were processed with SPSS and analyzed using response percentages in each of the 6 dimensions investigated. These results will serve as a basis for the development of a pedagogical proposal aimed at promoting the implementation of intercultural competence in students of the Initial Education Career.

## RESULTS

This section presents the results obtained from the application of the survey aimed at teachers of the Initial Education Career, with the aim of exploring their perception of interculturality in pedagogical mediation processes.

## RESULTS

Table 1 shows that a non-significant percentage of teachers (20%) exhibit knowledge of customs, legends and beliefs, recognition of stereotypes, historical context of multiethnic communities and the factors that influence intercultural relations. While a very significant percentage (80%) expresses ignorance in the aforementioned aspects to a greater or lesser degree.

Table 2, which relates to skills for managing interculturality, shows that a non-significant percentage of teachers (23.5%) present skills aimed at implementing activities to promote interculturality and change stereotypes, resolve intercultural conflicts, integrate teaching resources, and seek training and updating to develop interculturality. While a very significant percentage (76.5%), expresses having some, few or no skills to handle interculturality.

Table 3, which relates to attitudes towards interculturality, shows that a significant percentage of teachers (52.96%) develop attitudes of respect for the diversity of customs, values, opinions, identification and recognition of the worldview to improve intercultural interaction in the classroom. However, a moderately significant percentage (47.4%) states that they have moderate, some or no attitude to working on interculturality.

In relation to the curriculum for the management of interculturality, Table 4 shows that a moderately significant percentage of teachers (39.23%) strongly agree with adapting the curriculum to the institutional proposals in the syllabus, articulating in a way transversal intercultural competence in the career project. While a significant percentage (50.97%) quite agree; and, an insignificant percentage (9.80%) somewhat agree.

With regard to Table 5, in relation to strategies for the management of interculturality, it is shown that a moderately

OPTIONS	I know customs, legends and beliefs of Ecuadorian cultures.	I recognize the stereotypes associated with the various Ecuadorian cultures.	I explain the historical context of some ethnic groups and their impact on the dominant social context.	I identify the characteristics of multiethnic communities, to determine both individual and cultural differences.	I explain the way in which some factors such as poverty and lack of power have influenced the social relationships of ethnic and cultural groups.	Average percentage
I agree	35.3	11.8	17.6	11.8	23.5	20.00
I quite agree	35.3	70.6	35.3	41.2	58.8	48.24
I somewhat agree	29.4	11.8	41.2	41.2	17.6	28.24
I do not agree	0	5.9	5.9	5.9	0	3.54
Total	100.0	100.0	100.0	100.0	100.0	100.02

Table 1. Knowledge

OPTIONS	"I can implement at least 5 activities to promote interculturality in the classroom.	"I resolve conflicts that arise from intercultural differences.	"I integrate teaching materials and resources into the development of interculturality.	"The development of the intercultural dimension is related to teacher training and updating	"I plan teaching-learning activities that help change stereotypes (pre-established ideas) in relation to interculturality.	Average percentage
I strongly agree	17.6	23.5	17.6	35.3	23.5	23.5
I quite agree	58.8	47.1	35.3	29.4	35.3	41.18
I somewhat agree	23.5	29.4	41.2	23.5	29.4	29.4
I do not agree	0	0	5.9	11.8	11.8	5.9
Total	99.9					99.98

Table 2. Skills

OPTIONS	"I respect the customs of other people in relation to cultural diversity	"I respect the values of other people in relation to cultural diversity.	I can identify aspects of the Andean worldview (Ecuadorian cultures) to improve interrelation in the classroom.	I promote the values of interculturality in students	I share spaces (recreational, sports, social, academic) with people from a culture different from mine.	I respect the opinion of people from other cultures	"In practice, people must have equal opportunities to assert their rights established by law.	Average percentage
I strongly agree	64.7	64.7	23.5	41.2	47.2	64.7	64.7	52.96
I quite agree	29.4	29.4	52.9	47.1	17.6	29.4	35.3	34.44
I somewhat agree	5.9	5.9	23.5	11.8	23.5	5.9	0	10.93
I do not agree	0	0	0	0	11.8	0	0	1.69
Total								100.01

Table 3. Attitudes



OPTIONS	The implementation of intercultural education involves adapting institutional proposals in the syllabus.	Intercultural competence must be articulated transversally in the Initial Education career project.	In the career project, the aspects of interculturality must be included as a transversal axis.	Average percentage
I strongly agree	29.4	47.1	41.2	39.23
I quite agree	58.8	52.9	41.2	50.97
I somewhat agree	11.8	0	17.6	9.80
I do not agree	0	0	0	-
Total				100.00

Table 4. Curriculum

OPTIONS	“Use the information about interculturality available in the different media as a source of reflection and debate in the classroom.	“Develop activities that significantly integrate the interaction of educational actors to promote interculturality.	“In the development of academic activities, the intercultural characteristics of the students are observed	“Use existing resources in the environment to generate the inclusion of students from other cultures.	Develop integration and interaction processes in the classroom, to promote respect for intercultural differences.	In the learning components, activities are developed whose purpose is to promote interculturality as a transversal axis.	Average percentage
I strongly agree	23.5	35.3	35.3	35.3	41.2	23.5	32.4
I quite agree	41.2	35.3	47.1	35.3	41.2	35.3	39.2
I somewhat agree	29.4	23.5	5.9	17.6	17.6	29.4	20.6
I do not agree	5.9	5.9	11.8	11.8	0	11.8	7.9
Total							100.0

Table 5. Strategies

OPTIONS	“In the evaluation processes of learning results, individual characteristics are considered from an intercultural perspective.	“The principles of dignity, equality and non-discrimination must be included in the evaluation processes.	“For the design of the evaluation instruments, the intercultural differences of the students are considered.	Average percentage
I strongly agree	17.6	41.2	17.6	25.47
I quite agree	41.2	35.3	17.6	31.37
I somewhat agree	23.5	17.6	47.1	29.4
I do not agree	17.6	5.9	17.6	13.70
Total				99.93

Table 6. Assessment

significant percentage of teachers (32.4%) uses strategies to use and contemplate information about interculturality as a source of reflection and debate, integrates to educational actors to promote interculturality, uses resources to generate inclusion of students from diverse cultures, develops processes of integration, interaction, promotion of interculturality as a transversal axis, while a significant percentage (68.6%), applies strategies to a greater or to a lesser degree, for the management of interculturality.

Table 6, which relates to evaluation for the management of interculturality, shows that a moderately significant percentage of teachers (25.47%) carry out evaluation processes, considering the characteristics and individual differences of the students from the intercultural perspective, including principles of dignity, equality and non-discrimination; while a significant percentage (74.53%) thinks that aspects related to interculturality are not transcendental for the evaluation processes.

## DISCUSSION

The discussion of the results obtained reveals a series of significant findings in relation to the knowledge, skills, attitudes, curriculum, strategies and evaluation of the teachers of the Early Education Career regarding the integration of interculturality in the pedagogical mediation processes.

Regarding knowledge for intercultural work, the research reflects that a small percentage of teachers (20%) state that they strongly agree with having knowledge of customs, legends and beliefs, recognition of stereotypes, historical context of multiethnic communities and the factors that influence intercultural relations. On the other hand, there is a moderately significant percentage (48.24% and 28.24%), which indicates that they agree quite a bit and somewhat agree respectively; while, a non-significant percentage (3.54%)

expresses that they do not agree at all in relation to the knowledge they must possess to manage interculturality. Considering that education is a process through which essential tools and knowledge necessary to function in daily coexistence between people are provided, Escalante et al. (2014) state that the professional training of teachers demands the development of intercultural competencies in higher education institutions, and Franco and Orozco (2014) state that interculturality must be assumed as a project that places emphasis on cultural and structural transformations. of the different groups for the construction of a more just, equitable and inclusive society.

In relation to the skills for managing interculturality, it is shown that a small percentage of teachers (23.5%) strongly agree with implementing at least 5 activities to promote interculturality in the classroom, resolve conflicts arising from intercultural differences, integrate teaching materials and resources for intercultural development, teacher training and updating, and plan activities that help change stereotypes in the intercultural relationship, while a moderately significant percentage (41.18%) says they quite agree, a moderately significant percentage (29.4%), somewhat agree and an insignificant percentage (5.9%), say they disagree.

In this sense, Alonso (2006) highlights that in the development of intercultural competencies, teachers must be promoters and guides of students, based on research processes that range from observation to the ability to generate academic reports, that is, That is to say, the role of the teacher not only has to do with the development of cognitive skills, but must also enable the development of affective and emotional aspects, positive attitudes, sensitivity and empathy towards cultural diversity.

In reference to attitudes towards interculturality, a significant percentage of

teachers (52.96%) strongly agree that respect must be shown for the customs, values and opinions of other people in relation to intercultural diversity, identify the aspects of the Andean worldview to improve interrelation in the classroom, promote the values of interculturality, share spaces with people from different cultures and the validation that all people must have the same opportunities, while a moderately significant percentage (34, 44%), they quite agree, a non-significant percentage (10.93%) somewhat agree, and a non-significant percentage (1.69%) does not agree at all. In this sense, Espinoza et al. (2019) demonstrate the nonexistence of the dimension of interculturality in the curriculum, an insufficient use of methodologies to address it, and the attitudes typified by students in relation to the recognition of the ethnic and cultural rights of Ecuadorians are in the category of being improved. In this same sense, Rodríguez et al. (2018) maintain that Ecuadorian education has to recognize, value and establish a dialogue between the knowledge, wisdom, values and ancestral ways of life that ethnic groups possess to promote an inclusive education that responds to the objectives of the Opportunity Creation Plan. 2021-2025, which means that it is a priority to assume favorable attitudes towards the implementation of interculturality in the Ecuadorian curriculum. From what has been stated, intercultural teaching competence implies knowledge, attitudes and skills, essential elements to respond adequately and solidly to the demands of intercultural education. It is necessary for teachers of the 21st century to have professional and psycho-affective qualifications, because students in classrooms usually have some special educational needs, a product of the sociocultural environment from which they come.

In relation to the curriculum for the management of interculturality, it is shown that a moderately significant percentage of teachers (39.23%) strongly agree with adapting the curriculum to the institutional proposals in the syllabus, articulating intercultural competence in a transversal manner in the curriculum. career project. While a significant percentage (50.97%) quite agree; and an insignificant percentage (9.80%) somewhat agree. Valverde (2019) says that there is insufficient use of theoretical-methodological tools that contribute to a proposal for intercultural education in the process of building a more equitable and plural society. To which Espinoza et al. (2019), as mentioned above, demonstrate the non-existence of the dimension of interculturality in the curriculum.

In relation to strategies for the management of interculturality, it is shown that a moderately significant percentage of teachers (32.4%) strongly agree on using the information about interculturality available in the different media, developing activities that integrate the interaction of educational actors, develop academic activities observing the intercultural characteristics of the students, and generate integration and interaction processes in the classroom, for the promotion of interculturality as a transversal axis, while a percentage (39.2%) quite agree, A non-significant percentage (20.6% and 7.9%) somewhat agree and not agree at all, respectively. In this sense, Escalante et al. (2014), when referring to the development of the intercultural dimension, states that “the intercultural approach supposes a rational strategy for the social and cultural integration of both ethnic minorities, as well as migrant nationals and social nationals” (p.73). On the other hand, Vásquez (2022) states that the didactic strategies used for the teaching-learning of interculturality must be different

from those used in the pedagogical mediation processes of the four basic areas: Language and Literature, Mathematics, Social Sciences and Natural Sciences, as well as the development of multicultural educational resources, must be thought about from current trends where technology must play a relevant role to help teachers teach about cultural diversity effectively.

In this line of thought, Clark & Yinger, Sjavelson (1998) & Stern (1989) (cited by Serrano, 2010) and Wittrock (1989) maintain that strategies to work on interculturality must take into account the following elements: 1) Have take into account the epistemological characteristics of intercultural education, to address conceptual, procedural and attitudinal content, methodologies and appropriate resources. 2) Focus attention on the different activities to be used in the process, the teaching materials and their use strategies. 3) All learning activities to be developed within the didactic mediation process must be directed at the treatment of interculturality aimed at the construction of democratic societies, based on social justice. In line with the above, for the construction of the cultural dimension in higher education students it is necessary to develop a pedagogy of interculturality, which guides the teaching and learning processes, which includes the use of appropriate methods, strategies and techniques.

Regarding the evaluation for the management of interculturality, the research shows that a moderately significant percentage of teachers (25.47%) strongly agree on carrying out evaluation processes considering the characteristics and individual differences of the students from the intercultural perspective, they include principles of dignity, equality and non-discrimination, while a moderately significant percentage of teachers (31.37% and 29.4%) quite agree and somewhat

agree; and only a small percentage of teachers (13.70%) say they do not agree at all with using aspects related to interculturality in evaluation processes. From which it is deduced that, in a high percentage of teachers, they lack to consider aspects of interculturality in the evaluation processes, this, in line with the suggestion of Vargas, Ferreyra, & Méndez (2018) who state that in the In the educational field, intercultural mediation must promote dialogue, respect and recognition of the value of diversity, and the inclusion of ethnic and cultural minorities. The intercultural mediation that the teacher is expected to do follows a didactic process, which involves clearly defining learning objectives, active and inclusive methodologies, educational strategies and resources, and evaluation from an intercultural perspective.

Overall, although there is progress in awareness and recognition of the importance of interculturality in education, a continuous and coordinated effort is required to close the identified gaps and achieve effective integration of interculturality in teaching training and practice. This process not only involves the acquisition of knowledge, skills and attitudes, but also the constant review and adaptation of the curriculum, the implementation of innovative pedagogical strategies and an evaluation that comprehensively reflects the cultural diversity present in the educational environment.

## CONCLUSION

Based on the results found and the sources analyzed, adjusted to the point of view of the researchers consulted, the existence of insufficient use of theoretical-methodological tools that contribute to a proposal for the implementation of intercultural education as a transversal axis in the training of initial education teachers. Although there is widespread recognition of

the importance of knowledge, skills, attitudes, curriculum, strategies and intercultural evaluation in teacher training, research reveals a complex panorama regarding the management of interculturality by teachers, generating significant gaps in the effective implementation of intercultural competence in the curriculum.

Field research reveals the perception that teachers have in relation to intercultural competence, in aspects related to knowledge, skills, attitudes, curriculum, strategies and evaluation.

In relation to knowledge, there is a considerable percentage of teachers who agree on the need to understand key aspects such as customs, traditions, beliefs, philosophy of life, worldview, among others, of the various cultures that may or may not be present in educational environments, which constitutes a fundamental requirement to develop intercultural competence in higher education.

In relation to the skills, there is a clear need to strengthen them, since the majority of teachers report having difficulties in the implementation of intercultural practices, conflict resolution and use of teaching resources adapted to cultural diversity in the

pedagogical mediation process.

In reference to attitudes, a division is identified between those teachers who demonstrate active respect towards cultural diversity and those who show less committed attitudes. This discrepancy underlines the importance of promoting positive attitudes towards interculturality in the teaching staff.

Regarding the curriculum, a lack of theoretical-methodological tools is evident to achieve an effective implementation of intercultural competence, which highlights the importance of reviewing and updating content, methodologies, strategies, resources, techniques and evaluation of interculturality.

Regarding strategies, the general acceptance of the use of media and activities that promote intercultural interaction stands out, which is why it is necessary to develop communicative, technological, cognitive, affective, psychosocial and digital skills in teachers in training..

In the evaluation processes, a lack of consensus is identified among teachers regarding the integration of intercultural aspects, which suggests the need to provide evaluation criteria and resources to address this dimension effectively.

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