

# ***CONCEPTUAL FRAMEWORK APPROACHES TO THE SCHOOL AND DIVERSITY***

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## Abstract

Conceptual approaches to school and diversity are one of the results of the research process that aims to understand pedagogical practices from the perspective of the diversity of undergraduate students of the Faculty of Education of the University of Nariño and presents epistemological reflections on the relationship that the school has and the diversity of the populations it serves at the basic and secondary educational levels. A documentary review process is carried out around the diversities that inhabit the social microstructures that are present in the classrooms and that, necessarily, must be recognized as such. It is important that teachers, students, administrators, and parents recognize diversity as an opportunity to enhance the capabilities of the human beings who are part of the educational system in our country and thus truly legitimize the concept of inclusion.

**Key words:** education, pedagogy, didactics, diversity, teaching strategies.

## Resumen

Aproximaciones conceptuales a la escuela y la diversidad es uno de los resultados del proceso investigador que tiene como propósito comprender las prácticas pedagógicas desde la perspectiva de la diversidad de los estudiantes de pregrado de la Facultad de Educación de la Universidad de Nariño y presenta reflexiones epistemológicas en la relación que tiene la escuela y la diversidad de las poblaciones a quien atiende en los niveles educativos de básica y media. Se realiza un proceso de revisión documental en torno a las diversidades que habitan las microestructuras sociales que hacen presencia en las aulas de clase y que, necesariamente, se deben reconocer como tal. Resulta importante que profesores, estudiantes, directivos y padres de familia reconozcan en la diversidad una oportunidad para potencializar las capacidades de los seres humanos que hacen parte del sistema educativo en nuestro país y así lograr realmente legitimar el concepto de inclusión.

**Palabras clave:** educación, pedagogía, didáctica, diversidad, estrategias de enseñanza.

## Introduction

The project "School and diversity" is the result of the research process called: "Pedagogical practices of undergraduate students in the school of education at the University of Nariño addressing diversity in different educational institutions in the municipality of Pasto", this research was approved by Resolution No. 226 on November 6th of 2020, by the Vice Chancellor for

Research and Social Interaction at the University of Nariño. This research project aims to understand how the pedagogical practices carried out by undergraduate students in the school of education programs are tailored to the diversity of students of each institution where they are doing their teaching practice.

The School of Education at the University of Nariño sees its undergraduate programs as vital for nurturing future educators who will contribute to refreshing the pedagogical approaches. Its research project aims to understand how student-led pedagogical practices in these programs address the diversity of the students in different educational institutions in the Municipality of Pasto, they aim to better prepare graduates for the challenges that the students will face the professional field.

This research delved into how the education provided to undergraduate students in the School of Education at the University of Nariño should acknowledge the diversity within the communities of teaching practice institutions as a fundamental aspect of their educational process carried out within the academic program.

The research process carried out by the students of the undergraduate programs of the academic program in the Educational Institutions made it possible to inquire about the teaching practices and to assess how meaningful and inclusive they are, as well as to determine if they offer a response to the students of the teaching practice institutions with learning disabilities, diversity of thought, socio-cultural, economic and political conditions.

The analysis of diversity and its relationship with the school as a subject of study leads to the understanding that the initial training of teachers must urgently take into account the specific characteristics of the social reality present in the school. Consequently, the children who are involved in the educational processes require particular attention tailored to these diversities.

The contemporary school must consider diversity broadly. It cannot be confining to the exclusive inclusion of people with disabilities or special needs, whether cognitive, communicative, socio-affective or psychomotor among others. It is crucial to understand that a truly inclusive education requires didactic strategies that allow the participation of all members of the school community in the processes of social interaction in learning environments, thus facilitating effective communication.

In that particular setting, it is essential to enhance educator skills that enable conceptual recognition of diversity in all its aspects, this need arises from a profound lack of understanding within this disciplinary field and it is believed that adopting different methodological approaches is the only way to ensure that children can accomplish their academic goals

It is crucial to understand that diversity goes beyond differences in students' race, cultural, ethnicity, and linguistic background. It also encompasses a range of skills, learning styles, and individual educational needs. By acknowledging this diversity, educators can tailor their teaching approach to meet each student's needs on a personalized level. Addressing diversity in education involves promoting an inclusive environment where all students feel valued and respected. This entails challenging stereotypes and prejudices, and promoting empathy and mutual understanding. Additionally, it requires implementing teaching strategies that encourage active participation from all students, considering their individual strengths and weaknesses. Teaching practice from a diversity perspective also involves the use of diverse and culturally relevant educational resources.

This helps students to see their own reality represented in the curriculum and to understand the diversity of the world around them. By using materials and examples that reflect cultural diversity, educators can foster students' identity and self-esteem, as well as promote a greater understanding of global reality. In conclusion, addressing diversity from the perspective of pedagogical practice is essential to ensure inclusive and equitable education. By valuing and recognizing diversity, educators can create an enriching learning environment for all students. This involves adapting pedagogical practice, promoting inclusion, and using diverse educational resources. In doing so, equal opportunities are promoted and students are prepared to be global citizens aware of the diversity around them (Gómez, 2021).

The concept of pedagogical practice, which refers to the set of strategies and actions that are specially designed and implemented by educators in order to successfully and effectively carry out the teaching-learning process in the educational realm. The fundamental elements of pedagogical practice will be highlighted and deepened, such as: the meticulous and detailed didactic planning, the careful selection of methodologies and educational resources, the rigorous assessment and monitoring of learning, as well as the relevant and crucial pedagogical relationship established between teachers and students. Likewise, the characteristics and competencies that an exemplary and excellent teacher should possess and develop in his pedagogical practice are addressed in detail, such as a vocation and an innate passion for teaching, a deep understanding of educational framework, the ability to adapt to the needs and learning styles of students, the ability to promote and encourage active participation and critical thinking, and the willingness to work as a team and to foster an atmosphere of respect and trust in the classroom. In short, pedagogical practice constitutes a fundamental

and determining element in the educational process, as it significantly influences the academic, personal and social development of students, thus contributing in a transcendental way to the construction of a more equitable, just and democratic society, (Velásquez, 2022).

It is essential to consider diversity in the development of teaching practice, whether it is cultural, ethnic, linguistic, socio-economic, gender-related, related to abilities, among others, because this condition can influence student's learning. Consequently, differentiated attention requires an appropriate and comprehensive educational response. It is important to recognize and value all individual differences

Present in the educational setting as it is from this criterion that it is possible to offer relevant education to students, promoting equity for all actors involved in the school and thus collectively building learning environments that provide opportunities and foster the full development of each student, regardless of their origin, culture, or social situation.

It is imperative for educators to be highly knowledgeable in their field, utilizing pedagogical theories, didactic methods, and techniques tailored to each student's unique needs. This translates into practical pedagogical application where individualized plans are crafted to ensure content accessibility and relevance for all, taking into account diverse learning styles and students' characteristics. Moreover, it is crucial for diversity to be seen as an asset in the classroom not to a barrier to academic progress, avoiding assigning tasks or promoting students with unrelated special needs. The challenge of diversity lies in broadening student's perspectives and fostering a mindset of respect and openness towards differences. Inclusion encompasses not only cultural, ethnic or linguistic diversity but also individual differences in skills, knowledge, and special educational needs.

The preparation that should be provided both to undergraduate students of higher educational institutions in charge of the initial training of students and to the continuing and postgraduate training of teachers linked to the formal education system consists of giving them context-based preparation. This means not preparing them based on romantic assumptions sometimes attributed to education, but rather on the social realities they must face, which will of course be grounded in disciplinary and pedagogical training so that every professional who joins the school as a trainee teacher or as a qualified teacher can build the necessary adaptations and supports to ensure that each student has access to the curriculum and can reach their full potential. Thus, addressing diversity in pedagogical practice involves recognizing, valuing, and promoting equal opportunities for all students. (Fuentes & Duk,



2022)

In the planning, interaction, and evaluation of teaching practices, having adequate training in the theoretical foundations of diversity is highly important. Both in the initial training process and for educators or education professionals engaged with the educational system, this training provides a solid basis for understanding and effectively addressing educational proposals that allow for recognizing differences among students. In essence, it involves crafting teaching strategies that enable the inclusion of all individuals in the communicative process that is inherent to teaching and learning, where the aspect that will determine the success of the educational process will be to find a linguistic code among all parties involved in the educational process that achieves establishing communicative processes with a high level of assertiveness. Diversity in the educational context implies, primarily, recognizing the pivotal role of the teacher within the school environment, while keeping in mind overarching aim of education, which corresponds to the formation of a citizens who navigate their world to the disciplinary lenses provided by their education.

Therefore, it is essential for the educator to learn to recognize the diversity that surrounds them, acknowledging themselves as a diverse individual in order to appreciate differences. This entails promoting an inclusive and equitable approach that ensures equal opportunities for all students, without exception. Consequently, both the school and its educational community are responsible for creating an educational environment where each student can pursue their life project. This involves constant self-building and reconstruction, developing skills to learn, act, and, most importantly, share in a diverse and globalized society. (Huamani Cutti, 2021)

Specifically referring to the dynamics of classroom, the concept of diversity can be defined as the presence of students with different characteristics, such as their ethnic background, gender, abilities and capabilities, socio-economic status, sexual orientation, religious beliefs, among other aspects. Recognizing and valuing this diversity implies not only accepting the existence of these differences but also promoting equal opportunities, inclusion, and respect for all individuals, regardless of their individual characteristics. That is why, in teaching practices of planning, interaction, and evaluation, it is crucial to ask: Who is learning? Therefore, it is necessary to establish a diagnosis that ensures the teacher designs the most appropriate teaching strategies for the students.

Whitin the realm of pedagogy where the educational process is recognized, as the subject of study, several theorists have proposed theoretical frameworks that acknowledge diversity. One of them is the theory of

constructivism, which emphasizes the active role of the student in building their own understanding. According to this theory, learning occurs as students engage actively in building meaning and knowledge, through problem-solving, reflection, and interaction with peers. As Piaget (1970) aptly stated "Intelligence cannot be described solely in terms of retaining information, but must be understood in terms of the interaction of the organism with the environment". Learning is a social and cultural process in which individuals internalize knowledge through interaction with others and guided participation, (Vygotsky, 1978).

Howard Gardner proposed the theory of multiple intelligences, which recognizes the diversity of abilities and learning styles among students. According to Gardner, there is not a single form of intelligence, but multiple forms, and each individual possesses a unique combination of them. (Gardner, 1983). Each student exhibits different types of intelligence, such as linguistic, logical-mathematical, spatial, musical, bodily-kinesthetic, interpersonal, and intrapersonal. These intelligences can be developed and strengthened through specific activities and methodologies tailored to the individual needs and preferences of each student. These theories support the importance of adapting pedagogical practices to the diverse characteristics and learning styles of students.

Inclusion and diversity in education are essential to ensure that all students have equal learning opportunities. Theories of constructivism and multiple intelligences, to name just a few, provide a solid theoretical framework for understanding and addressing diversity in the classroom. Educators have the responsibility to adapt their pedagogical practices to ensure truly inclusive learning environments, where each student can learn according to their own characteristics and learning styles, (Cornejo et al., 2023).

In the legal and political framework, there are multiple regulations and policies that firmly support inclusion and diversity in pedagogical practice. These regulations, endorsed by current legislation, tirelessly promote equal opportunities and absolute respect for diversity, ensuring that all students, regardless of their characteristics or differences, have full and equitable access learning opportunities at all levels. In Colombia, educational inclusion is supported by various regulations and laws that promote equal opportunities and access to education for all students, regardless of their individual characteristics. Some relevant regulations include:

The General Education Act (Law 115 of 1994) known as the General Education Law, defines the principles and regulations that govern the public education service in Colombia. In its article 13, it emphasizes the right to inclusive and high-quality education must be

guarantee to all Colombian citizens, without any type of discrimination.

Inclusive education is both a commitment and a responsibility of the State towards individuals with disabilities, within the context of conventional education. To uphold this right, adjustments will be made to the curriculum, as well as teaching methods and techniques tailored to the individual needs of people with disabilities." (Law 115 of 1994).

In accordance with Decree 1421 of 2017, the Regulation on Inclusive Education establishes policies related to inclusive education in Colombian educational system. It outlines guidelines for the implementation of pedagogical strategies, curriculum adjustments, and support services to ensure the inclusion of students with disabilities and special educational needs in educational institutions.

The Decree 366 of 2009 (Establishing the national policy for comprehensive care for early childhood) emphasizes the need to ensure that all boys and girls have access to high quality services during their early years, regardless of their disability or vulnerability status. Although not specifically focused on education, it underscores the importance of providing comprehensive care to this group of population.

"Equity and diversity in education requires the collaboration of all educational stakeholders: administrators, teachers, families, community, and, of course, the students themselves. Current laws and policies in the legal and political frameworks strongly support inclusion and diversity in educational practice. These regulations are essential to ensure equal opportunities, respect for diversity, and the prevention of any form of discrimination or harassment in schools." (Márquez, 2024)

Educational institutions include guidelines in their institutional educational projects (PEI) for teachers to implement Universal Design for Learning (UDL) as an educational strategy that actively tackles learning barriers. This approach provides all students with multiple means of access, participation, and expression in the curriculum. Furthermore, Individual Plans for Reasonable adjustments (PIAR) are established, comprising a set of strategies and supports aimed at ensuring equitable access and participation for students with disabilities in the educational framework.

The educational strategies created by teachers to address diversity in pedagogical practice are intended to ensure inclusive education. These strategies not only focus on adapting the curriculum content to the diversity of students but also encompass a wide range of approaches aimed at creating an enriching and respectful educational framework. (Cortés Dussán &

Araméndiz Méndez, 2021).

The use of inclusive and participatory educational methodologies in the classroom enables active participation of all students, offering different forms of expression and engagement tailored to their individual abilities and learning styles. By providing diverse options and resources, equal opportunities are promoted, and the value of diversity in the teaching and learning process is acknowledged. Additionally, it aims to foster collaboration and teamwork among students.

In the classroom interaction practices, adopting educational strategies that consider diversity allows students to learn from their peers, share ideas and experiences, and develop social and communication skills. Working in diverse teams not only offers different perspectives and approaches but also promotes acceptance and mutual respect among students, creating a cooperative and enriching learning environment. Regarding assessment strategies, teachers should continuously carry them out and tailor them to the individual needs of students, considering their strengths and weaknesses, and providing personalized feedback to encourage their progress and growth. Differentiated assessment is an approach that acknowledges the individual differences among students and adjusts assessment methods, criteria, and resources to address those differences, ensuring fair and equitable assessment for all of them, (Pardo, 2014).

Formative assessment focuses not only on final outcomes but also on the ongoing development and improvement of each student. Through these strategies, the goal is for all students, regardless of their characteristics and abilities, to actively participate in the learning process and reach their full potential. Diversity is valued and respected as an enriching resource that promotes equality, respect, and inclusion in the classroom and society.

The need to consider both curriculum and syllabus in terms of student diversity is an essential, and indispensable strategy, because it allows for adaptation of learning objectives to students' abilities, ensuring a heterogeneous approach in pedagogical practices in order to guarantee an inclusive, equitable, and quality education for all of them. This entails adjusting, modifying, and transforming the factors, identifying statements and subprocesses, whether based on Basic Learning Standards or learning evidence and examples if using Basic Learning Rights as a reference. Consequently, syllabus, physical and digital educational resources, activities, pedagogical theories, didactic methods, and techniques must be adjusted according to the needs, interests, and unique characteristics of each student, valuing and respecting their diversity and singularity. By adapting and personalizing the

syllabus the active, determined promotion of ensuring that all students, without exception, have the real, effective, and meaningful opportunity to understand, internalize, assimilate, and apply the knowledge, skills, and competencies acquired in the learning process. (Colorado Espinoza & Mendoza Moreira, 2021).

To achieve the adaptation of micro-curricular structures based on the educational needs of students from the perspective of diversity, teachers must carry out a documentary review of physical and digital educational resources to use a varied range of didactic methods and techniques, in addition to pedagogical theories, granting them a high level of flexibility for the development of dynamic teaching practices that can adapt both to the learning needs of students and to the micro-contexts in which they live

To address diversity in the educational context, it is necessary to use a variety of educational materials that are accessible, adaptable, and allow for different forms of learning. These materials should facilitate the inclusion of all students, considering their individual needs, learning styles, and skill levels. Adapted texts and materials can be provided in different formats (such as digital versions, audiobooks, braille books) for students with visual impairments or reading difficulties, enabling all students to access information effectively. The use of technologies such as educational software, mobile applications, and online tools that can customize learning according to students' individual needs is crucial. For example, reading programs with voice support for students with dyslexia. Additionally, manipulative materials such as building blocks, puzzles, and three-dimensional models can be incorporated to facilitate hands-on learning and understanding of abstract concepts for students with learning difficulties. Visual boards, picture cards, or alternative and augmentative communication systems (AAC) can also be used to support communication and comprehension for students with autism or other communication difficulties. The use of different learning resources requires the design of educational activities and tasks that allow for different levels of complexity or adapt to students' learning styles (visual, auditory, kinesthetic)

It is important to recognize that the development of educational strategies addressing diversity broadens the educational framework, allowing students to explore different perspectives and enrich their knowledge. By promoting the active participation of all students, equality of opportunity is fostered and barriers to exclusion are broken down. Likewise, these methodologies encourage critical thinking, creativity, and autonomy, providing students with necessary tools to face the challenges of the 21st century, (López et al., 2024).

The following is a conceptual basis for diversity and its classification:

## **Diversity**

According to Rojas Achicanoy et al; 2013

When referring to diversity as a term implying all types of real situations for the human beings inside their nature; it is vital that in the university context, the student knows deeply his/her place of origin; thus, the student knows his/her history, culture as well as customs and traditions from his/her community in order to build theories about the facts of different realities in which he/she performs. Currently, diversity, constitutes a way of recognition for all kinds of existing differences among communities; so that, for a lot of young people this recognition represents one of the most clear ways to identify himself/herself as a member of a community; In that sense to get an accurate criterion about the concept of culture, based on the capacity that each young has to recognize what the reality of his/her context is and so identify the own characteristics of his/her region is essential.

So, it is all about recognizing cultural differences among diverse human groups on the assumption that the main purpose of education is to strengthen people's culture. From that point of view, diversity requires that the "other" is called the principal, the teacher, and the educational community will be able to understand the culture and where an individual comes from, since it is going to determine, in some way, the social practice that children may be educated with and the way they will interact socially.

It is the culture of the people since its social constructions that provide inhabitants the basis for being recognized in other settings from which respect for these practices and not exclusion of themselves may be achieved.

In societies where respect for cultural and racial diversity is low enough, the school is partially given the task of educating its students in the understanding, assessment, and management of diversity that is experimented by them daily with their partners, although there is a consensus about the necessity that schools face this problem, there is not enough comprehension about the specific factors or a combination of them which may be related with the respect to diversity yet. This research proposes that the convergence of different academic settings (a safe classroom environment, the membership to the school, and the external environment to the school) and the components of the social capital of the student (reliability in their partners, institutional capital, and relational capital) are potential factors in the explanation of respect to diversity in the classroom. The study conducted also allows reflection on what has been foisted as an absolute responsibility of the school in relation to inclusion, which, by the way, does not count with qualified professionals in attention to diversity. On



the other hand, the educative proposes, while it is true, glimpse in their contributions of the inclusion, in many cases they are only good intentions, but in real practice, in the pedagogical practice carried out by teachers, the students' particularities are usually ignored.

The necessity for joining forces among the State, community, family, and school requires undermining the fact that the school is the only social actor who must be in charge of fostering diversity; so it is important to create awareness that all social actors have to play a role, by which thinking on adequate attention to diversity will be achieved.

The treatment of diversity is reduced to a methodological issue in order to integrate those called "different". As long as topics such as control, power, and totalization of practices are questioned. It might be assumed that the concept of diversity is an epistemological, ethical, and political possibility. This argument is supported by post-critical social theories. (Matus, 2005, p.16)

One of the greatest threats against diversity is to consider that the adequate treatment for a particular condition of an individual may be reduced to use methodologies whose purpose is only to "integrate" the student in the use of a pedagogical basis which was proposed by authors for their contexts and which probably pretended to be universal.

It is not possible to think that the studies carried out by theoretical who have contributed to pedagogy may constitute universal laws and as a consequence, they will be the solution for contextual particularities of territories where a pedagogical practice is taking place in the current historical moment. Unfortunately, delegating the responsibility of being in charge of using the pedagogical basis to the teacher, pretending he/she has to be responsible for a case of specific attention related to diversity, means detracting the relevance that this category of study has.

In the same way, diversity points to be defined as the crucible which recognizes the differences since a comprehensive and broad conception in which is possible to contemplate positively different features of different kinds (Rubiales Ruiz, 2010) they are the ones, which in its interrelation process make the difference. (Ayala Cardona, 2020, p.94)

Diversity is taken as an essential value that must be taught and attached by individuals inside a social context, it also must be concerned inside and outside of educational institutions, the individual must be recognized as a different person, therefore he/she has some educative needs to access to learning. In the same way, whether each student or individual is different, the difference will not be observed from a negative aspect, otherwise, it will be something normal and privileged

overcoming a homogenizing model inside education.

## **Gender Diversity**

According to Women's Secretary, 2019:

Sexual and gender diversity is a social category of analyses that covers different ways to experiment and express sexuality, as well as the identity constructions that subjects elaborate around sexuality assuming which it means individually and collectively considering the same and the different. Such construction allows an individual to position himself/herself from his/her subjectivity to intersubjectivity and socioculturality. (p.p.37\_38)

Currently, gender diversity must be recognized as a normal situation inside society, so it is a free expression right; all citizens are free to express their ideas and grow up. On the other hand, the differences between men and women in past times are gone. Nowadays it is inferred that men and women have the same conditions, so they have the same rights and equalities.

Gender and sexuality, both are historical and cultural constructions, and the dynamism of social relations submit their categories, notions, and valuations to a permanent confrontation and redefinition, which exhorts to a deconstruction of unique models that morally and politically rank sexualities.(Moore,1991) The gender perspective allows distorting such categories because of their explanatory capacity, recognizing other actors who are also victims of discrimination, as they do not assume traditional stereotypes of masculinity and femininity socially defined.(Rodriguez-Pizarro & Rivera Crespo, 2020, p.334)

Gender diversity has always existed, but because of the ideologies of each part of history it has been defined in two genders, male and female, however there are so many genders in our society and many of them are caused of discrimination.

Regarding gender diversity, it is defined as the grade of heterogeneity or differences in the composition of a group of individuals according to their sex (Kearney, Gebert&Voelpel,2009; Simons, Pelled&Smith,1999) (As it was cited in Romero-Martinez et al.,2016)

Gender diversity takes place for the same individuals or for their gender, because it may be changeable according to their perspectives or anatomic conditions.

## **Diversidad Ideológica.**

Three years ago, with Ley General de Educación, better known as Ley 115 de 1994, the educative right for all citizens, without any exclusion is

recognized, prioritizing the diversity of people and mitigating discrimination. A competitive education that contributes to bridging the gaps of inequality, centered in educative institutions and fostering the participation of the whole society. (Gomez Villota & Cordoba Guerrero, 2021, p.56)

Considering the text above, it is possible to mention the diversity of populations as a right for everybody, including the ideological diversity that in education will be part of the way of thinking in each one of our students, this right to participate democratically and to have their own criterion without being discriminated. The Ministry of National Education (2013) states that ideological diversity "rescues the own richness of identity and also the particularities of those students, who because of social, economic, political, cultural, linguistic, physical and geographical reasons requires special protection"

In school, everybody may find different types of ideologies, for instance: in a religion class, it may be that some students believe in God, but others do not. Anyway, students who do not believe are no less important to us, as teachers. Probably in a science class considering what is known about the origin of the universe, maybe for some educators will not be easy to believe in other theories that are not part of their culture or ethnicity, however the science teacher should choose the best methodology so that his/her class will be interesting and there will be respect without being against other ideologies or ways of thinking of his/her students.

For instance, Chilean universities have not advanced enough with curricular activities about diversity and justice yet, in spite of the fact there is an urgent necessity deriving from the cultural Chilean pluralism, the structural inequality, and the growing migratory phenomenon. (FERNANDEZ, 2018). One of the studies which warned of this little progress was conducted by Venegas (2013) it proved that at a certain moment, among the curriculums of pedagogy, only a few had contents about diversity such as originary cultures, rural education, gender, multiculturalism, and relation community-society. (Peña-Sandoval & Lopez-Jimenez, 2020. p.741)

At the moment of integrating and developing activities that require giving opinions and points of view, the integration of different ways of thinking might create new advances and contributions in the educative setting, moreover, it is vital that pedagogy has diversity of contents to strengthen the teaching of all students in all their learning levels.

### **Diversidad Cultural.**

## **Cultural Diversity**

Colombian education has been showing drastic changes concerning the inclusion of cultural diversity by means of using the educative curriculums, in the schools as well as in the universities, however the results among the population are not so clearly evident, thus it is very common to find (mainly currently) the derogatory treatment to alternate cultures which live together, it means there is, despite everything, intercultural segregation dramatically marked, a worrying issue, especially if one mentions the advance and mental progress of the populations. That is why this study intends to provide an answer to the theoretical concerns and doubts about the factors implied when talking about "cultural diversity" It means to provide them with significance and understanding in their general aspects so, that they may be adapted to a social Colombian context, by means of the academic achievement in the project "Educar desde la diversidad" an analytical project about awareness/unawareness of cultural diversity, collective worldviews, and the recognition of the other in the educative institutions La Victoria in Ipiales and San Francisco de Asis in El Peñol, both located in the Department of Nariño, Colombia. (Noguera Basante & Pantoja Medina, 2015, p.313)

The great number of cultures helps everyone to know more about our regions when taking into account the traditions in the design of the teaching and learning strategies in the schools, this knowledge is highly appreciated accepting the different beliefs and customs of each region.

Most Colombians when listening about ethnical and cultural diversity believe that this expression refers only to the existence of Indigenous and Afro-Colombians. Just a few understand that this expression entails in some sense the differences among a costeño, a valluno and, a llanero (terms referring to inhabitants of a particular place in Colombia). Many people consider that there are no differences among Indigenous, others think that there are not distinctions between Raizales from San Andres y Providencia and chocoanos. However, it is absolutely different. (Aristizabal Giraldo, 2000, p.61) UNESCO (1995) argues that cultural diversity is a multiplicity of means in which the cultures of society are expressed, when they demonstrate, enrich, and transmit the cultural heritage through different ways: artistic creation, production, diffusion, distribution, and enjoyment of the different generations who live in the planet. The Declaration states that respect for cultural diversity, tolerance, dialogue, and cooperation in a reliable environment is one of the best guarantors of peace and international security.



According to Levi-Strauss cultural diversity is the result of the different geographical, historical and sociological circumstances over life and they affect the different ways that people have to adapt, organize, and understand the world. (Rivas,2016)

### **Political Diversity**

The electoral regionalization in Nariño is clearly emerging. Pacific region is liberal, huge by extension, but not for the number of locations. In the center, there are a great number of conservative municipalities mixing with a few “no traditional” and other liberals. Conservatism is strong in the border regions, South, North, and Western Andean. The general physical panorama is a conservative department, currently in Nariño ideopolitical traditionalism still predominates, although electorally liberalism prevails, this fact can be explained because of the potential that a few municipalities perceived as bigger in population have. (Puentes Palencia,1998, p.147)

It is necessary to take into account that the methodology of study in a sociopolitical field is based on historical periods and political conjunctures which might trigger different analysis, depending on the prevailing ideas and speech, personalities, and the different types of election. It may also be stating that political parties currently present themselves as eminently electoral groups that keep on functioning in direct relationship with the positions to captivate a market (Puentes Palencia, 1998, p.150)

According to the Peace Area (2010):

Nowadays Nariño has advanced in the innovative political practices that have deepened in the proposal of a good government, democratic governance, and citizen participation, which are models in several regions of Colombia and Latin America. The clearest examples are the participative procedures in the formulation of the budget or the citizen councils or the development of public policy for the equality of Nariño women. (p.31)

Political diversity also refers to an elevated manifestation of political culture. In Colombia, the peace process and the discussion about the new Constitution in 1991, state two different positions about the system of desirable political parties for our country. While for other analysts of the bipartisan system, it had been one of the sources of our relative institutional stability, so it must be

preserved, for others, it was one of the main reasons of the problems affecting our country, therefore it must be overcome. This last position triumphed in the Constituent Assembly and the constitutional laws as well as its subsequent legal development were oriented to stimulate the change from a bipartidism system to a multiparty system, through the incorporation of multiple currents (political, ethnic, religious, or other) to the electoral political system. (Pizarro Leongómez,1997, pp.82-83)

Political diversity refers to an elevated manifestation of political variety attaching not only the existence and the recognition of a variety of political alternatives or options (political groups, political movements, associations, meaningful citizen movements, and other), but also their active participation in a contemporary political context. It means they may participate of all the process as they have the guarantees to participate in all the contexts with their tenets and proposals.

Traditionally, Colombia was a bipartisan country (liberals and conservatives) with minimum participation of alternative political parties, but starting with the Political Constitution of 1991 the democratic opening was allowed, expanding the spaces for participation in several scenarios. However, after different reforms, it has been established the threshold for political party recognition is 3% in a vote concerning for Senate committee, so few parties have that possibility. Fortunately, in Colombia, the diversity of political actors is recognized, which allows Afro-descendants and indigenous communities to participate in special constituencies.

Certainly, politics as most disciplines has faced a changing procedure or “modernization” to achieve a “state of reason” a more modern state with a collective strength to change history, furthermore, politics is a necessity that brings norms that are not often accepted, but as the book mentions, it is useless to “rebel” against them.

### **Linguistic Diversity**

Considering the act of speech is a vital part of culture, it is important to highlight that it provides identity to the speaker, this identity says a lot about the roots and costumes inherited over time in a specific context, providing strength and distinctive features. (Argoty Escobar & Iles Cabrera,2012, p.72)

Undoubtedly our country has a vast amount of linguistic diversity, the cultural diversities that were once rooted so deeply in our region left their mark and precisely, language, costumes and meanings represent the great

heritage of our ancestors, people in their fight against forgetfulness and the imposition of a foreign language brought from Spain to America, which objective was to finish with the last roots that nowadays still survive and are the ones we are all very proud of because they did not give us our language, it was imposed and we already had our language.

In situations of linguistic contact, the coexistence of languages in the same territory might be conflictive at some occasions. Many times, The State has to regulate this relation introducing some linguistic politics. In Colombia, language diversity has contributed to the creation of two types of linguistic politics. (De Mejía,2005) (as cited in Garcia Leon & Garcia Leon, 2012, p.49)

Language is the object of study of itself. It is a subject with an important theoretical corpus, which defines the ways and relations of a code. The grade of acquisition of this code provides information about the grade of linguistic competence. Knowing how to use this code, in which situations and its functions define the grade of communicative competence managed by the speaker. Therefore, nowadays language teaching is addressed to a methodological change related to the cited conception of communicative competence proposed among others. (Canale &Swain, 1980; Hymes, 1972)

### **Ethnic Diversity**

According to Jáuregui Sarmiento (2021)

In Colombia, there are three big ethnic groups: Indiginean people, Afro Colombian communities, including raizales from Archipelago de San Andres, Providencia y Santa Catalina and Gypsy Roman people.

These ethnic groups are perceived as collective subjects who belong to an origin, a history, and some cultural characteristics, which are given in their worldviews, costumes, and traditions as well as cultural expressions including the place or territory, they live in.

Furthermore, according to this interpretation of these concepts, fair complexion people and/or mixed-race technically are not part of this ethnic classification, hence, they are not identified with a specific ethnic group.

For this reason, ethnic diversity is huge; it derives from cultural and linguistic diversity, some of the characteristics sustained ethnic diversity are its relation of own language with its cultural practices, the communication of tradition, and because of the pride

each person feels for his/her cultural roots and for his/her language.

By its geographical isolation, separated from the Old World by the two great oceans, the Atlantic and the Pacific, Latin America was occupied in a different way from that which occurred in Europe and Asia. Its ethnic composition has been different and the ways of interaction and relation among its people have also been distinct. It is impossible, therefore, to address the ethnic issue on the continent without devoting special attention to the "indigenous" issue. First, it is necessary to recognize as members of the same ethnic group both those who consider themselves "indigenous" instead of "Indians" today, and those who admit to being called "natives" "aboriginals" or "originals"

About the basis of criteria as the cultural aspects in a broad sense, the place of birth of ancestors, the relation with the environment, all and each one of pre-Columbian people may be classified as different from white (Caucasian) or European, from black or African, from yellow, that is, Asian.

As a definition, it is known that ethnic diversity is the integration of different populations in a single and unique society where everyone has their customs, language, color skin, religion etc., that is why in Colombia the vast majority of ethnic diversity is presented, and as Colombians, we must be proud of our origins, hence we have a great richness and diversity.

Ethnic diversity is growing in Europe. At the same time, there is evidence of a growing anti-immigrant feeling in several European countries, against which political leaders appear to be unwilling or unable to take a position. The accommodation of ethnic diversity and the integration of ethnic minorities is, therefore, one of the main challenges facing the project of building a democratic and politically united Europe. It is mainly focused on a political issue that observes an ethnic beauty and a sustainable coexistence among them, despite discrimination and legalization of these aspects keep on being very visible in European countries and into political issues, there is still certain grade of social discrimination, which some authors state is pretty slight, but it is necessary to remember that Germany committed inhuman acts because of a problem that began socially.(Turton & Gonzalez, 2001)

In regards to ethnical diversity, Gracias Hincapie (2015) concluded that:

In spite of global interest, the local and global efforts of countries that have ethnic groups in their population have not been enough to achieve the objective of guaranteeing access to this duty-right in optimal conditions under the criteria of quality,



equality, and coverage. In addition, the education of ethnical groups in Colombia and all over the world, is an issue which has to assume great challenges by part of the States, society and international community. (p.150)

The importance of taking into account ethnic diversity is helpful to accept ourselves and to accept others in relation to the educative field and in general, it might influence positively in the collaboration and teamwork. This contributes to the improvement of society in the way we perceive ourselves and to the others too.

In conclusion, it is necessary to mention that the responsibility of educational attention to diversity involves the collaboration of multiple actors who should work in a coordinated way to guarantee that all students have access to an inclusive and quality education. School principals and teachers play an important role in the implementation of inclusive practices and their adaptation to the individual needs of students. It implies designing and adapting learning activities, offering personalized support and foster a cozy and respectful school environment. Gardner and Harris (2014) state that "Teachers are the closest actors to students, so they play a crucial role in the effective implementation of inclusive education strategies.

The orientation equipment and psychopedagogues collaborate in the identification of the special educative needs of students and in the design of the intervention strategies to support their development and learning. According to Jimenez & Fernandez (2016) "Psychopedagogues play a key role in the assessment and attention to diversity, offering orientation and support to students as well as teachers" Families and educative communities work cooperatively with school institutions to guarantee an inclusive environment and support the integral development of students. Epstein (2001) points out that "Active participation of families and community is essential to foster an inclusive and high-quality education for all students."

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