

Editorial

The universal declaration of human rights marks the course of the 20th century. Among them is the right to education. To guarantee it, and for it to be of quality, public policies that favor it from an inclusive and intercultural perspective are required, without discrimination or prejudice. In the contemporary context, the concepts of diversity and difference are broadened in relation to social inequalities and vulnerability. The paradigm of normality/abnormality is questioned and even rejected by the scientific community and by educational centers.

Already in the 21st century, the paradigm of inclusion is strengthened and causes a rethinking of education in a globalized and plural world, all from human complexity and the learning possibilities that diversity offers. There are multiple experiences that show the consolidation of this educational model in different socio-educational contexts, with innovative and challenging proposals, which, in turn, pose dilemmas and an enriching debate about this process of educational transformation towards inclusion and interculturality.

The present issue of the Journal «Alteridad» aims to deepen the construction of this new look towards diversity; analyze advances related to cultures, public policies and innovative practices for inclusion in education systems; make citizen participation visible for social empowerment and share stories of experiences from different perceptions and theoretical-methodological approaches concerning inclusive education in the international sphere. For this reason, regional and national studies and research projects are of great interest, as well as comparative analyzes between institutions or countries that highlight the dilemmas and challenges of inclusive education in an intercultural context.

Regarding the idea of interculturality and inclusion from public policies, the first article of the Monographic Section, *Ecuadorian Intercultural Education: a conceptual review*, presents the challenges of Intercultural Bilingual Education (IBE), in this case in Ecuador, contextualizing the historical and conceptual backgrounds of the struggle and demands of indigenous movements. The case allows us to accent on the analysis of the process of institutionalization of Bilingual Intercultural Education and reflect on the challenges and dilemmas that involve managing cross-cultural, rather than multicultural, relations between cultures as a political and ethical project.

The question of the progress of public policies in national and international contexts and how they respond to minority and vulnerable groups, either from policies of recognition of difference or equality policies, is presented to us from the beginning.

This conceptual review places us in a global view of the educational system that is concretized consecutively in different contexts and educational proposals, in the remaining articles that complete the monograph. In this way, the following study, *University Tutoring and intercultural education: debates and experiences*, focuses on the academic and labor trajectories of indigenous youth and their university training process at the National University of Salta, Argentina, and on the

contribution that the tutorships have had to their academic success at the personal level, as well as intercultural response in the university field of relationships that are built and negotiated on a daily basis between peers.

These two levels of analysis, biographical and institutional, refer us to the classical questions about the role and function of the school institution, from its initial stages to the university and the transition to adult life, in a global, plural and unequal world. They update the demands of fighting against racism and challenge intercultural communication in processes of constant negotiation and resignification.

Therefore, the third study, *The type of participation promoted in schools is a constraint factor for inclusive education*, from Querétaro, in Mexico, points out the importance of developing participatory processes to build inclusive school environments, in which diversity is recognized and valued and real situations of learning and participation are promoted by secondary school students. It is interesting and very illustrative to recognize the school context as a privileged space for interculturality and inclusion from participation, but also to highlight the factors that can make this participation limited or peripheral in decision-making and the democratization of the school life. One question is hovering all the time over this work: how do participation strategies favor inclusion?

And this same question could describe the fourth article, *Negotiating curriculum: Learning Service in Included School*, that brings us closer to the design and development of the curriculum, its link to the territory and the possibility of negotiation and participation of students in processes of problematization of classroom educational practices. The students' voice stars in a Service-Learning project that tests the collaborative culture and shared leadership of the educational community. It makes us think about the mobilization of knowledge that the cooperative and participative dynamics generate within the framework of projects of emancipatory accompaniment and school improvement. And finally, it leads us to concerns of high conceptual density based on concrete methodological proposals, that is, how can participatory curricular projects form a critical citizenship as active agents of social transformation?

How can methodological, educational, and organizational changes generate a new inclusive culture in educational systems? This challenge is addressed by the fifth and final study of this monograph, *Universal Design for Learning and Inclusion in Basic Education in Ecuador*, approaching the reality of knowledge and teaching strategies from the Universal Design for Learning (UDL) in basic education of Ecuador. The emphasis is placed on the attitude of teachers' innovation in the face of the demands of attending to the needs of all students from an inclusive quality approach. Addressing diversity involves planning, interacting and evaluating in a flexible, open and multi-level manner, valuing all knowledge and creating contexts rich in situated learning opportunities. The UDL allows us to revise our conceptions of diversity and learning, providing guidelines that promote equal opportunities and equity in the classroom contexts, generating special learning spaces that contribute to the success of all students.

The different realities described and analyzed in the studies that make up this monographic issue bring to light the great issues posed by intercultural and inclusive education in concrete political, pedagogical and didactic proposals that allow us to acquire new knowledge from a critical perspective.



The Miscellaneous Section starts with the article *Advertising and media competence for environmental education in primary school students*, where is evidenced that media and advertising significantly influence young people generating the need to train critical subjects on environmental issues. In this line, considering advertising as a strategy for the teaching of environmental education, five advertising spots have been presented to 75 students of the Huerto-Alegre school farm in Granada-Spain to probe the level of knowledge they have on environmental issues. The conclusion is that in the field of environmental education there is no connection between school education and the family, generating the need to work together.

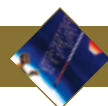
Complementing the previous work, the research *Environmental education in the baccalaureate: From school to family* shows how the students of the Center for Industrial Technological Baccalaureate and Services 212 (CBTis) of Tetla de la Solidaridad, Tlaxcala, Mexico, raise their family's awareness of environmental issues, through practical and viable actions that link the school environment and the community. It is stated that environmental education must generate an environmental culture where the protagonists are the parents and children, which allows creating environmental awareness, values and behaviors aimed at conserving the environment.

The research, *School media, scenarios to form political subjects in the school* presents the pedagogical process that seeks to make from high school students from six educational institutions in the Colombian cities of Medellín, Montería and Bucaramanga active political subjects having as references epistemological categories such as communication/education, school media and political subject. The research helps students to determine themselves as subjects of their own political education by means of the creation of the contents of the school media of certain public and private institutions.

The scientific work *Historical journey of literacy in Venezuela from the un-learning* states that at the current historical moment, citizens are exposed to a large amount of information presented by the media, which requires skills to understand and interpret information, understanding this hermeneutical exercise as a literacy practice seen from the conceptual lens of the critical rationalism and unlearning. The objective is to assume Paulo Freire's concept of literacy and use it in the reading and interpretation practices of information coming from the media.

United Nations Model: a constructivist tool is a research carried out on the application of the United Nations Model (UNM) in a group of students of the Master's Degree in Education of the National Pedagogical University of Mexico, aimed at fostering knowledge and critical awareness. Among the main conclusions reached after the application is that the UNM is a useful pedagogical tool to be used in environmental education, international cooperation, negotiation, public speaking, debate, role play and interactions among participants within a diplomatic framework.

We finished the editorial section by inviting you to send your scientific productions for the Monographic Section of volume 15 - number 1 (January-June 2020), entitled The educational possibilities of virtual and mixed augmented reality, coordinated by the thematic editors, Dr. Julio Cabero Almenara, Dr. Julio M. Barroso Osuna, research faculty of the University of Seville and Dr. Verónica Marín Díaz research professor at the University of Córdoba. We also invite you to send your research



on educational topics to be published in the Miscellaneous Section. We say goodbye communicating that the editorial team of «Alteridad» *is working to improve the presentation of its web portal.*

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