



Impact of Intercultural Roots on the Strengthening of Peaceful Coexistence

Impacto de las raíces Interculturales en el Fortalecimiento de la Convivencia Pacífica

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Abstract

The research project presented below was carried out at the Luis Carlos Galán school in commune 4 of the municipality of Soacha, Cundinamarca. With 5 eleventh grade students. The research focused on our main objective, which is the impact of intercultural roots in the strengthening of peaceful coexistence of students in grade 11, that is, how the socialization of students from different cultures has been modified by living in the same space in aspects such as violence and other aspects that derive from it. The research focused on the research method, participatory action, which as mentioned by Negrete, 2009, p. 91 intends to "Stimulate positive indigenous values and start from their own historical, social, economic, political and cultural reality". It is from this that the way in which the techniques of information collection will be implemented is structured according to the objectives defined within the general project, in which the technique is the interview and the collection Instrument is the questionnaire, this research route was the one that allowed the results to be obtained to understand which were the intercultural characteristics that should be strengthened in the school for peaceful coexistence. Therefore, the final product of the research was the

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creation of a physical booklet with pedagogical, didactic and ludic strategies that gave reason to fulfill the objective of the research project.

Keywords: peaceful coexistence, territory, interculturality, multiculturalism.

Resumen

El proyecto de investigación que a continuación se presenta fue realizado en la institución educativa Luis Carlos Galán, de la comuna 4, del municipio de Soacha, Cundinamarca. Con 5 estudiantes de grado undécimo. La investigación se enfocó en nuestro objetivo principal que radica en el impacto de las raíces Interculturales en el Fortalecimiento de la Convivencia Pacífica de los Estudiantes del grado 11°, es decir, como la socialización de los estudiantes de diferentes culturas se han modificado, por habitar en un mismo espacio en aspectos como violencia y demás aspectos que derivan de ella. La investigación se centró en el método de investigación, acción participativa, que como menciona Negrete., 2009, pág. 91 pretende "Estimular los valores autóctonos positivos y partir de su propia realidad histórica, social, económica, política y cultural." Es a partir de ello que se estructura la forma en la que se implementarán las técnicas de recolección de la información de acuerdo a los objetivos definidos dentro del proyecto general, en el que la técnica es la entrevista y el Instrumento de recolección es el cuestionario, esta ruta de investigación fue la que permitió que se obtuvieran los resultados para comprender cuales eran las características interculturales que se deben fortalecer en la escuela para la convivencia pacífica. Por ello como producto final de la investigación fue la creación de una cartilla física con estrategias pedagógicas, didácticas y lúdicas que dieron razón para cumplir con el objetivo del proyecto de investigación.

Palabras clave: convivencia pacífica, territorio, interculturalidad, multiculturalidad.

Introduction

The educational environment is par excellence a propitious scenario to promote individual and social development; it is in the classroom where each individual reinforces his or her identity from the relationships established with others and with the context. The educational scenarios of our country are immersed in realities of immeasurable cultural richness, however, the thematic contents leave behind the ancestral and cultural rescue, prioritizing some themes or subjects and the homogenization of knowledge, ignoring (to a certain extent) the essential of promoting healthy interpersonal relationships based on respect, tolerance and above all the value of difference.

A proposal arises then oriented to highlight the role of the educational environment as a privileged space that allows to make interculturality visible, specifically, it is about an articulation of areas in which the artistic and cultural samples of the different family and territorial environments of the students are prioritized, extending it at the same time to the recognition of the minority cultures of our country. In this sense we can emphasize that the current research project, revolves around identifying and strengthening the coexistence processes in a municipal educational institution, establishing the relationships that students present with their roots and how these relationships become a generator of spaces where the differences and multicultural richness of our country are taken into account or not, consequently this work is based on making a look at these intercultural roots that allow the peaceful coexistence of eleventh grade students of the IE Luis Carlos Galán de Soacha Cundinamarca.

In this document we will find different sections that will give account of the process carried out in the development of the research project, in such sections we will find the title of the project which outlines in a broad way the subject to be studied, then a contextualization is presented by way of characterization of the educational institution in which we will implement the research proposal taking into account its socio-economic and educational dynamics, later on, the problem statement is shown, which situates us concretely in the research problem, together with its objectives (general and specific), followed by the justification and the theoretical framework where the reasons

why it is important to address the educational problems from the academic, socio-cultural and pedagogical point of view are shown and supported, and finally the conclusions are presented, where the results obtained during the different stages of the research project will be presented.

In the following chapters, the reader will find the entire methodological component, with the various techniques, processes and mechanisms used to chart the research course; finally, the results, conclusions and discussions that could be reached as a result of the entire research process are presented.

We hope that this text will be of great pleasure to the possible readers and above all that it will be a representative exercise in the alternatives that are presented for interaction in the classroom and the way in which the critical perspective of interculturality allows not only to cement the dynamics of peaceful coexistence, but also to be an invaluable source of cultural richness and a very significant framework for the construction of subjects and communities.

Methodology

The method implemented was qualitative research, as it was considered the most appropriate for the project since in terms of the author Hernández Sampieri (2014) "qualitative studies can develop questions and hypotheses before, during or after the collection and analysis of data. Often, these activities serve, first, to discover what the most important research questions are." (p. 7)

Therefore, taking into account that students can change during the research process, analysis of results and conclusions, it is defined that this qualitative research model is the most relevant, because, due to the variability in the subjects of study, this tool offers the possibility of modifying both the questions and the strategies for the culmination of our objective.

The data collection technique used was the interview and the collection instrument implemented was the questionnaire.

It is important to note that this research is situated in the paradigm of Participatory Action Research understood as one that starts from a specific question or problem of a population or local group and seeks

to conduct not an extractive type of research but constructive of new knowledge (...) sharing the production of knowledge and the interpretation of the results of the process" (Zapata, 2016, p. 11); the project is framed in a qualitative approach oriented to the processes of intercultural recognition and patterns of behavior and coexistence within the classroom. 11); the project is framed in a qualitative approach oriented to the processes of intercultural recognition and patterns of behavior and coexistence within the classroom; for the development of the same, it will begin with a diagnosis that allows identifying the family pluriculturality immersed within the environment, from this an initial approach to the processes of coexistence, self-concept and interpersonal relationships within the classroom environment is made. This will be followed by an approach to the ancestral cultural values of the students' family environments, to later carry out a broader exploration of manifestations of territoriality, coexistence and collaborative work in order to bring students closer to the value of multiculturalism in which we are immersed. With this recognition of the different multicultural roots of the students, an intervention exercise will be carried out through action research aimed at strengthening the processes of peaceful coexistence within the classroom and the positive valuation of differences. Finally, a study and/or analysis will be carried out to account for the progress or variations in the interpersonal processes and in the characteristics of coexistence within the classroom environment as a result of the recognition of interculturality and the valuation of differences.

Results

The first step to reach an optimal analysis of the results is focused on the approach of the research question, which revolves around; How to strengthen the coexistence processes in the classroom of the 11th grade of the IE Luis Carlos Galán, through the knowledge of the intercultural roots of the students towards the valuation of the difference and the multicultural richness of our country? We first review the context of the students (population under study) which allows us to see that it is the real conditions of the territory and of the subjects, which should be responsible for guiding the development of the research, since, being guided by the methodology of PRA we recognize that, as stated by Fals Borda (2008) the scientific spirit can

flourish in the most modest and primitive circumstances, that an important work is not necessarily costly or complicated, nor should it be a monopoly of class or academia.

It is at this point where we can appreciate that the results yielded by the information collection techniques and the analysis of the same, allow us to appreciate that the coexistence processes in educational environments require par excellence an appropriation of the students' skills as citizens, since "school coexistence allows the integral development of children and young people both in their personal development and in their process of integration into social life, which implies responsible participation in civic life" (Arón, 2017, p. 14). In the case of the cultural conditions of the territory of the students of grade 11 of the IE Luis Carlos Galán, some dynamics are appreciated that point to cultural differences as dynamizers in constant transformations, which in turn are responsible for promoting some negative behaviors of the recognition of differences based on stereotypes and therefore are not consolidated with the most optimal forms for the resolution of eventual conflicts.

It is from these findings that we can identify that based on the expressions of the population under study, one of the ways that best fits the context, to strengthen the processes of coexistence in the classroom of grade 11 of the IE Luis Carlos Galán, should be focused on recognition and positive valuation of the intercultural roots of students, reflection that leads to the design of the booklet that will be the product of this research and that will be focused on three main categories: Territory, coexistence and pacification (conflict resolution) and interculturality; all of this advocating for a critical interculturalism that respects diversity, promotes exchange and strengthens values such as understanding, tolerance and reciprocity, within a responsibility shared by three fundamental actors: society, family and school, a process that in turn is immersed in dynamic environments and realities that make visible the need for the educational pillar enshrined by UNESCO "learning to live together". (Delors, 1994).

From the exhaustive and critical analysis of the data collection techniques, we give an order and sequence to the fulfillment of the objectives of this research project having as main horizon the general objective: To design proposals of coexistence among students of the 11th grade of the IE Luis Carlos Galán with the use of pedagogical

strategies that allow the strengthening of peaceful coexistence in the classroom through the knowledge of their intercultural roots.

To begin with, it is necessary to emphasize that the direct involvement of the target population in the research process is the most enriching source of information, since it allows the research group to investigate and interpret more closely the problems that concern that group. The synthesizing process and the subsequent analysis of the information collection instruments allow us to see that according to the interviewees, it would be effective to incorporate didactic tools in the group that aim at improving coexistence and the positive valuation of differences, and it is there where we can see the applicability of the general objective that guides the present research project: "To design proposals for coexistence among 11th grade students of the IE Luis Carlos Galán with the use of pedagogical strategies that allow the strengthening of peaceful coexistence in the classroom through the knowledge of their intercultural roots".

To achieve this goal, we start with the specific objectives and analyze the way in which each of them has been approached:

Objective 1

Identify aspects related to peaceful coexistence from the knowledge of their intercultural roots: In this sense, it was possible to perceive through the analysis of the interviews that students recognize the way in which environments vary according to the presence of one or several cultures in the same territory, this is how variations in common activities such as language, family traditions, tastes in variations such as gastronomy, music, etc., come to light.

Objective 3

Validate the perception of collaborative pedagogical strategies in the process of peaceful resolution of tensions related to the processes of appropriation or identification with the territory they inhabit. The voices of the students referred to the territory allow us to see that it is the family and social groupings that are responsible for creating bonds of tolerance or negative valuations of the difference; it can be analyzed that from the aggregation of individuals with similar characteristics arise some negative dynamics such as stereotypes and discrimination, as well as segregation or sectorization that are in turn

the product of the creation of groups with similar cultural characteristics.

Objective 4

To evaluate the scenarios of peaceful coexistence and positive attitudes in the interpersonal development of students through the valuation of differences: The voices of the students population under study, allow differentiating the way in which interpersonal relationships are established from practices such as segregation and discrimination and the way in which this is modified and varies in a positive way by giving more validity to the voices of the other, and by recognizing that the formation of the individual is enriched when other cultures are considered as a source learning and d elements in common that can contribute to positive community and school processes from the positive valuation of differences.

Objective 5

Systematize the results of the outrage to students in order to consolidate the implementation of the pedagogical proposal that promotes peaceful coexistence in the classroom overcoming scenarios of problem situations and conflict within the school environment : The interpretation and analysis of the results of the surveys, also allow us to appreciate that the design of the objectives is appropriate according to the findings, since the students consider that it is this type of pedagogical and didactic activities of intercultural training that promote harmonious coexistence environments, within healthy limits of tolerance, positive valuation of difference and learning from the cultural roots of other individuals within the same territory.

Objective 6

To design a pedagogical proposal that favors collaborative work, strengthening the processes in which students recognize the diversity and multiculturality of both the educational and social environment as a source of training and/or individual and group enrichment; in this sense we can see in the light of the opinions collected in the synthesis of the interviews, that students consider as vital, training processes regarding the political valuation of differences and dynamics that lead to a peaceful coexistence within the terms of multiculturalism, cultural exchange and above all respect for the other. It is essential to

recognize that Participatory Action Research IAP in education has marked a significant milestone in the processes of educational and social intervention in school and community environments, because as is well known, it is a methodology that seeks the promotion of critical readings of societies and transformations thereof from the construction of knowledge and self-analysis, in this methodology "many coherent efforts come together, to build forms of knowledge of reality, appropriate to advance intellectual decolonization and contribute to the structural change of society." (Leal, 2009, p. 28). It is in this sense, in which it is necessary to recognize the research scaffolding that has preceded the present research; as well as the way in which the different elements of these antecedents and those of the present research can be contrasted.

On the one hand we find the way in which coexistence in the classroom has been constantly considered as a research topic in the sector to be addressed (Soacha), this element, which for the present research composes one of the primary categories of analysis, has had some previous studies that aim to generate analysis projects regarding the harmonious interactions of students within the classroom, such is the case of some of Master's Thesis in the faculties of education such as those entitled: "Perception of 11th grade students on the implementation of the peace chair at the Liceo Mayor de Soacha" and "Social representations of violence at school, of fifth grade girls and boys of the Institución Educativa Las Villas, Sede Sol Naciente, of the municipality of Soacha, Cundinamarca" developed by the Universidad Militar Nueva Granada and the Universidad Pedagógica Nacional, respectively; As it had been expressed, in the initial chapters, such investigations have as a common axis the promotion of "the importance of educating students in the peaceful resolution of conflicts, respect for human rights, tolerance, peaceful coexistence, and advancing in the development of citizenship competencies" (Ramos, 2019).

Based on the analysis of the results and the answers provided by the population under study, we can highlight that the role of social representations and the way in which they directly influence the dynamics of coexistence and the habits that lead to violence are considered vital in the different lines of research, It is there where it becomes important to generate actions that link social representations and experiences of violence within family

environments, as well as the way in which these prototypes are echoed in educational environments, often triggering coexistence scenarios with little acceptance of difference; and there is no doubt that the educational environment has a leading role in the possible modifications of the dynamics of coexistence, since, as stated by Chaves (2015), the educational system is par excellence a socializing entity and therefore acquires a leading role in the processes of transformation of behaviors, and it is to this point that is aimed through the design of the primer for students; As they themselves stated in their voices in the interviews, it is the ludic and didactic tools that can have a positive influence to promote peaceful coexistence and learn to generate positive relationships around intercultural differences.

Conclusions

The development of this research was framed within some objectives that supported the path of the same, before it we can find the essential to delve and give a participatory and protagonist voice to the population under study; in this sense we evidenced firsthand, the way in which students perceive the milestones that exist within their school, social, family and cultural environments regarding coexistence and the impact that multiculturalism has on the daily dynamics of each one of them.

In this sense, it was essential to first identify those aspects related to coexistence within the students and the way in which the recognition of cultural roots is part of the generation of stereotypes when there is no positive valuation of difference.

In this same sense, we find the vitality for a research to deepen from the design and effective application of data collection techniques that go hand in hand with the characteristics of the population under study, so that the collection techniques aim to strengthen the overall processes of the research and can lead to positive results that in turn have an impact on the welfare of the community; In this case, the interviews that were developed allowed to deepen about the perceptions of collaborative work

and the way in which students recognize diversity and multiculturalism as a factor that enables coexistence, but which in turn requires a pedagogical guide and didactic strategies aimed at individual and group enrichment through the recognition of the cultural richness that exists in the variety of roots within the same educational group.

It is important to emphasize that the development of research through the participatory action research methodology makes it possible to recognize the vitality of the opinion and voices of the population under study, since it is they who are in charge of directing the way in which the categories of analysis emerge to consolidate critical research processes and a final research product aimed at improving the conditions and behaviors of the group under investigation: and one of the fundamental parts within a research project in the methodology of participatory action research consists in the conscious and rigorous structuring and instruments that allow synthesizing the collection of information from the population under study, in our case the systematization consisted in the transcription of the interviews and the analytical contrast between the voices of the interviewees and the theory that consolidates the theoretical framework, this process allows a more rigorous consolidation of the research process and an optimal organization of the stages of the process that point to the fulfillment of the objectives stipulated from the beginning of the research.

The analysis of the findings of the interviews conducted with the 11th grade students of the educational institution allows us to show the way in which interculturality crosses each of the axes and categories that structure our research project. We can evidence the way in which peaceful coexistence is strongly marked by traits of violence and some characteristics of the culture and language that define the territory in which students live and develop their academic activities, in the same way it was possible to evidence the way in which cultural exchanges are responsible for permeating the language and daily behaviors of both students and their family environments, The

students are constantly concerned about generating educational and didactic tools that aim at improving the processes of coexistence and the recognition and respect of the other, enriched in turn by the learning that can be given to the customs, traditions, language and artistic manifestations of other cultures.

One of the analyses we intend to reach is to take for granted that the students of the educational institution have a basic knowledge about peaceful coexistence within their school, but this basic knowledge has not generated significant critical processes to be implemented in the daily coexistence within the institution, on the other hand, the educational policies that prioritize knowledge in areas or exact sciences have reduced the spaces to generate in the students processes of tolerance and respect for the other, To a great extent, it can be thought that the study plans have been given the task of not granting "many" spaces where students are made aware of the current school and social situation, the spaces that invite students to be critical, respectful and tolerant in front of diverse situations, to go beyond what is given to them in terms of healthy coexistence and respect for individualities, have been limited.

Therefore, the development and subsequent implementation of a booklet that deals with the different problems of coexistence experienced by students in educational communities is necessary, because as evidenced throughout the development of this project the existence of many variables involved in peaceful coexistence in an educational institution; which were grouped into 3 major concepts, as shown in the analysis of the validation instruments, these concepts are: 1. The territory in the school, since it is important to establish whether or not the students appropriate the territory where they carry out their daily school activities and how it becomes a generator of spaces where they are or are not violated. Interculturality in the school, which is a fundamental axis to analyze the peaceful coexistence in the school, since the recognition and respect for the different cultures of our country and neighboring countries, depends

largely on the good and healthy coexistence not only in educational institutions but also in a peaceful society. Conflict resolution at school, because it is undeniable that in an educational institution there are no conflicts, which are inherent to any social group, it is important that the student is fully aware that we can find conflicts at any time and that we must face them but with a different disposition to use force, such conflicts should be assumed in a reasonable, tolerant and peaceful manner, seeking help if necessary from external and neutral sources that allow the student to solve the conflict in the best possible way.

This booklet highlights the importance of recognizing ourselves as unfinished multicultural subjects in a given space, which we share with other people who retain these characteristics and who are different. It also highlights the importance of knowing and recognizing in others an immeasurable richness in terms of their culture and way of thinking, always having as a fundamental axis the tolerance towards the unknown and the different.

In this way we intend to generate one more proposal to improve peaceful coexistence in educational institutions, an innovative proposal that attracts the attention of students and allows them to generate a new culture, a culture of acceptance of others, of acceptance of the different and above all a lifestyle based on respect and tolerance that can germinate in educational institutions and in a society that undeniably needs it.

According to the above, it is important to point out the need to develop different research fronts to intervene in the various problems currently present in educational institutions, because not only problems about healthy coexistence converge, there are also problems such as respect and tolerance for gender ideology, gender equity, the rescue of our country's culture, the recognition of indigenous people, indigenous cultural restitution, drug addiction problems, depression, among many others, which not only affect the healthy coexistence in an

institution, but also the respect and tolerance of the indigenous culture, among many others, the rescue for the culture of our country, the recognition for the native people, the indigenous cultural restitution, problems of drug addiction, depression, among many others, that not only affect the healthy coexistence in an educational institution but also affect a large student population that urgently asks for elements that allow to intervene in all these situations.

Therefore, it is important to implement different research projects, aimed at generating striking educational proposals that involve not only teachers and students, but also their families, this will allow implementing the different proposals in a more accurate way and will surely generate a closer knowledge to the reality of the socio-cultural context of the students and thus a change in the ways in which students are assuming so many problems in school.

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