

## Inclusion and otherness in education

### Inclusión y otredad en la educación

Today's educators must be prepared to deal with a complex and diverse educational environment. Cultural inclusion, fostering meaningful interactions and preparing for uncertainty are essential to develop students who can meet the challenges of the 21st century. Therefore, inclusion is not only limited to the physical integration of students from different cultures in the classroom, but implies a genuine recognition and respect for their identities and experiences.

In this vein, Pincheira-Muñoz (2021) addresses the concept of otherness and otherness, noting that immigrant students bring with them not only cultural diversity, but also new ways of seeing the world. Educators must promote an environment where these students feel valued and can actively participate, which also enriches the learning of local students. This inclusion of cultural identity is a pillar for a more equitable education that respects diversity, an issue that has become central in multicultural societies.

For their part (Osorio-Gómez, Vidanovic-Geremich & Finol De Franco, 2021) stress that teaching is not a unidirectional process, but is intrinsically linked to the interaction between students and teachers. In this sense, the educator acts as a mediator who facilitates active learning, encouraging dialogue and the joint construction of knowledge. This implies that teachers must be willing to adapt their methodologies, integrating digital technologies and fostering collaborative learning environments. Constant and meaningful interaction in the classroom allows students to develop not only cognitive competences, but also social skills essential for their holistic development.

In contrast, the concept of transcomplex education proposed by González-Velasco (2021) suggests a way of thinking about education in the context of the uncertainty and complexity of our time. In a world where technological and social changes occur rapidly, traditional educational systems, focused on the transmission of fixed content, become insufficient. Transcomplex education proposes to train students to be able to adapt to and manage situations of uncertainty. This approach involves the development of competences such as critical thinking, complex problem-solving skills and creativity, which are essential for students to be able to cope in a constantly changing work and social environment.

Therefore, in contemporary education, the preparation of pedagogues to deal with the increasing cultural diversity and complexity of the educational environment is crucial. The approach to **cultural inclusion** is no longer limited to the mere integration of students from different backgrounds in the classroom, but requires a deeper consideration of their identities and experiences, promoting their active and respectful participation. As Pincheira-Muñoz (2021) points out, immigrant students bring with them new perspectives that not only enrich learning, but also contribute to the creation of a respectful and equitable classroom environment. True inclusion implies a commitment to the recognition of otherness and otherness, key elements for an education that celebrates diversity in all its forms.

Alba Susana Valarezo-Cueva

<https://orcid.org/0000-0002-5484-9232>



## REFERENCES

- González-Velasco, Juan Miguel. (2021). La Educación Transcompleja una nueva forma de pensar la incertidumbre [Transcomplex education a new way of thinking about uncertainty]. *Revista CON-CIENCIA*, 9(2), 67-83. <https://doi.org/10.53287/rqla9910zy25i>
- Osorio-Gómez, L. A., Vidanovic-Geremich, M. A., & Finol De Franco, P. M. (2021). Elementos del proceso de enseñanza – aprendizaje y su interacción en el ámbito educativo [Elements of the teaching-learning process and their interaction in the educational field]. *Revista Qualitas*, 23(23), 001-011. <https://doi.org/10.55867/qual23.01>
- Pincheira-Muñoz, L. (2021). Las relaciones de otredad, alteridad e inclusión identitaria cultural de estudiantes inmigrantes en espacios escolares municipalizados en la región metropolitana [The relationships of otherness, otherness and cultural identity inclusion of immigrant students in municipal school spaces in the metropolitan region]. *Estudios pedagógicos (Valdivia)*, 47(2), 355-369. <https://dx.doi.org/10.4067/S0718-07052021000200355>