

A B S T R A C T S

**University communities
in dialogue for interculturality**

ANA MARÍA MÉNDEZ PUGA

This article is an introduction to this issue's papers, as well as an introduction to the work undertaken by the network for Children and Youths in Contexts of Diversity (Niñez y Juventud en Contextos de Diversidad), of which the Universidad Veracruzana, the Benemérita Universidad Autónoma de Puebla and the Universidad Michoacana de San Nicolás de Hidalgo are members. Moreover, it presents and problematizes complex terms, such as "interculturality" and "intercultural dialogue", in the framework of university education and public universities, taking into account the large cultural diversity that exists in Mexican public universities. The author argues that the first space for dialogue must be built between students and professors, if they are to later successfully include the students' environment in university contents and practices.

**Apiculture and Mayan
ecological knowledge in the
Petenes Biosphere Reserve
The importance of academic
mediation**

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This article describes a learning experience during which two academic women from the Universidad Autónoma de Yucatán and a student from UNAM-Mérida (Mexico) set out to learn from a successful beekeeper in the zone of the Petenes. The beekeeper possesses ample knowledge of the ecosystem of the local flora and fauna. The scholars seek to share scientific information that may prove useful towards his project. The purpose is for participants to learn something, and for the beekeeper to benefit from the scientific knowledge of the academics. The paper recounts the beekeeper's trajectory, underlining his interest in sharing his expertise, his goal towards a sustainable development of the forest, and improving the production of honey. Another highlight is his interest in stimulating the enthusiasm of young persons –who have no sources of employment in the area and tend to emigrate to the USA– for apiculture, so they may construct their life project around it.

**Undoing the knot of cultural
diversity in education
An ethnographic perspective**

CARMEN OSUNA

In this text the author refers to two realities she analysed from an ethnographic research perspective. In both she detected problems around the comprehension and application of laws and regulations concerning cultural diversity. In the Spanish case, she centres on the study of a junior high-school classroom in Madrid, the population of which was considered homogeneous, thus no differences among students were acknowledged, since there were no foreign, nor impaired students. In the Bolivian case, the author studied how the axis of interculturality was interpreted and put in practice in a school catalogued as intercultural; she identified a hyper-visibility of cultural differences. She concludes that the official discourse around interculturality tends to create an essentialization of culture which often drives to reproduce inequality and discrimination. Her recommendation is to think of the school not as a space that transmits an imposed culture, but as one of cultural production.

The inter-culturalization of the Universidad Veracruzana A contribution by an academic group

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This article presents the series of research and teaching activities that the academic group on Intercultural Studies of the Universidad Veracruzana, together with the Intercultural Universidad Veracruzana (UVI, acronym in Spanish), engage in. These activities stem from the acknowledgement of the diversity present within the university and beyond. In its research, the project *Intersaberes* (inter-know-how) stands out; its focus is the analysis of the management, production and fertilization of know-how and knowledge between academic and community actors. The second research project takes place among universities, the aim of which is to find what the students' perceptions about interculturality are, and to influence the inter-culturalization process of the three participating state universities. Under the teaching category, the text describes activities that foster mainstreaming an intercultural approach, such as seminars, continuing education courses and activities, and graduate programs design in the UVI.

South-South Weaving collaborations on education and sustainability in culturally diverse contexts between Mexico and South Africa

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This paper describes some of the actions undertaken by a group of scholars from Mexico and South Africa, aimed at including indigenous knowledge in school and non-school contexts, to foster sustainability. The group's departure centres on the relevance of academia reaching out to indigenous knowledge to allow a wider and more complex view of the world. A second aspect is the group's anti-essentialist approach to indigenous knowledge, as cultures are not perceived as autonomous systems, but as inter-related networks. The third element that characterizes the group is recognition that indigenous cultures produce legitimate knowledge, capable of dialoguing with scientific knowledge. The fourth aspect is the group's recognition of the colonizing influence of theories and epistemologies produced in the Northern hemisphere on the ways of thinking, the sciences, beliefs and life and world conceptions of the South. The collaborative work developed by the authors of this article seeks to decolonize both educational practices and knowledge production in contexts of cultural diversity.

Diversity and educational inclusion at university level from the perspective of the generation of intercultural processes

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Public universities in Mexico, particularly the Universidad Michoacana, gather a relevant ethnic, ethnic origins', interests', and cultural diversity in their classrooms. The School of Psychology develops several programs geared towards creating conscience among students of the experience of diversity, not only within classrooms, but also outside of them, in the social reality of the state of Michoacán. This article describes two university outreach experiences; students of the School of Psychology live in poor peasant and indigenous communities during a few weeks, a period for them to carry out educational and psychological support projects with the population that attends schools and their families. In closing, the importance of having universities implement educational inclusion programs in all its aspects is discussed, as it fosters community improvement.

**Participation and diversity
in the university.
An experience in social pedagogy**

GLORIA ELVIRA HERNÁNDEZ FLORES

In this paper the author presents a work experience with 21 students of the last semesters of undergraduate Pedagogy of the Pre-specialty in Social Pedagogy of the Facultad de Estudios Superiores Acatlán, part of the UNAM (the Universidad Nacional Autónoma de México). Recognition of subjects (the students and the professor) as diverse began from the start and served as the basis for the collaborative construction of contents and activities' design of the coursework. Throughout the term several activities were developed such as implementing social influence projects with migrants and artisans, exchanges with field work specialists and writing exercises acknowledging the symbols and forms used by youth via electronic devices. For the author, the fundamental part of the experience was to make the pedagogical link more human based on including students' interests and establishing different dialogical lines. Inter-culturality was weaved through a pedagogical encounter established from the participants' subjectivities through the acceptance of all as recipients of rights and responsibilities.

**Experiences with children
in clinics and in school
environments
Opportunities to transform
learning difficulties**

DÉBORA GRUNBERG

In this paper the author shares two work experiences: one which has lasted over 30 years, and another that recently began. The Psychopedagogical Aid Service for children and young people operates in the School of Psychology of the Universidad de Buenos Aires (Argentina). It is over 30 years old. The second experience took place in a beginners' level school. Both programs work with children of socially vulnerable sectors; both share the goal of potentiating the symbolic resources of subjects to favor their learning processes and school trajectories, paying attention to the singular and subjective characteristics of each person. The project is based on the certainty that whereas socioeconomic conditions affect educational and social trajectories of individuals, these do not determine subjective and symbolic resources.

Traducción: Lucía Rayas

