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Multiculturalism in Amazonian riverside education: Valuing cultural diversity and inclusion in educational practices

Multiculturalism in Amazonian riverside education: Valuing cultural diversity and inclusion in educational practices

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Summary: By promoting multiculturalism in Amazonian riverside education, we seek to value and respect the different cultures present in the region, recognizing the importance of traditional knowledge and promoting the inclusion of local perspectives and knowledge in curricula and educational practices. Therefore, the objective of this research is to investigate the importance of multiculturalism in Amazonian riverside education, aiming to value and promote the cultural diversity present in the region, as well as identify the best educational practices that promote the inclusion of different cultures and perspectives in riverside schools. To achieve these objectives, we established the following research problems: How can multiculturalism be integrated into Amazonian riverside education in order to value and promote the cultural diversity present in the region, and what are the most effective educational practices to guarantee the inclusion of different cultures and perspectives in riverside schools? The research was carried out through a bibliographical review that covers studies related to multiculturalism in Amazonian riverside education. Data analysis is qualitative, identifying the main concepts, approaches and best practices found in the literature. The results of this research demonstrate that multiculturalism in Amazonian riverside education is fundamental to valuing and respecting the cultural diversity present in the region.
Key words: Multiculturalism. Amazon riverine education. Cultural diversity.

Abstract: By promoting multiculturalism in Amazonian riverside education, we seek to value and respect the different cultures present in the region, recognizing the importance of traditional knowledge and promoting the inclusion of local perspectives and knowledge in curricula and educational practices. Therefore, the objective of this research is to investigate the importance of multiculturalism in Amazonian riverside education, aiming to value and promote the cultural diversity present in the region, as well as to identify the best educational practices that promote the inclusion of different cultures and perspectives in the riverside school. To achieve these objectives, we established the following research problems: How can multiculturalism be integrated into Amazonian riverside education in order to value and promote the cultural diversity present in the region, and what are the most effective educational practices to ensure the inclusion of different cultures and perspectives in riverside schools? The research was carried out through a bibliographic review that covers studies related to multiculturalism in Amazonian riverside education. Data analysis is qualitative, identifying key concepts, approaches and best practices found in the literature. The results of this research demonstrate that multiculturalism in Amazonian riverside education is essential to value and respect the cultural diversity present in the region.

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1. Introduction

The Amazon region is known worldwide for its exuberant biodiversity and the rich cultural diversity that permeates it. In Amazon riverside communities, this cultural diversity manifests itself in a unique way, with the presence of different ethnic groups, traditions, languages and ancestral knowledge. In this context, multiculturalism in Amazonian riverside education plays a crucial role in valuing and promoting cultural diversity, ensuring the inclusion of all local perspectives and knowledge in the educational environment.

By recognizing the importance of multiculturalism in Amazonian riverside education, space is opened for intercultural dialogue, in which the traditions, histories and traditional knowledge of riverside communities are respected and valued. It is through this dialogue that riverside schools can contribute to the construction of strong identities and the preservation of the Amazon's cultural richness.

However, multiculturalism in Amazonian riverside education also faces challenges and demands deep reflections. How can we ensure that all cultures and perspectives are represented fairly and equally in educational practices? How to promote inclusive education that recognizes the different forms of knowledge present in the region?

This research aims to explore the theme of multiculturalism in Amazonian riverside education, investigating educational practices that value cultural diversity and promote inclusion in riverside schools. Through this research, we hope to contribute to the understanding and improvement of educational practices that promote multiculturalism in Amazonian riverside education. By recognizing the importance of cultural diversity and inclusion, it will be possible to build a fairer, more equitable education rooted in the realities of Amazon riverside communities.

2. Multiculturalism and Multicultural Education

Multiculturalism is conceived in education as an inclusive proposal that enables the recognition of different cultural groups with minority representations and which are subject to a framework of hierarchies. Despite diversity of ethnicity, class, gender or religion, all men and women share a natural equality and a common human condition. Miguel Nenevé defines multiculturalism as follows:

> Multiculturalism is a system of beliefs and behaviors that recognizes and respects the presence of all diverse groups in an organization or society, recognizes and values their sociocultural differences, and encourages and enables their continued contribution to an inclusive cultural context by empowering all people in this organization or society (NENEVÉ, 2009, p. 62).

In this way, understanding multiculturalism is realizing that there is the other, and many others within a society, cultures, words, varied identities that contribute to the formation of different organizations.

Multiculturalism has aroused a lot of interest among educators who discuss the construction of an emancipatory curriculum, which promotes discussions about diversity and cultural plurality present in the context of the school space. Cultural issues cannot be ignored by educators, the interaction between cultures in a reciprocal way, favoring their coexistence and integration based on a relationship based on respect for diversity and mutual enrichment.

The discussion on multicultural education must propose a break with pre-established models and practices in the school curriculum that have a colonizing effect on students from different cultures. Through analysis bibliographically, it was possible to list some ways to promote multiculturalism in Amazonian riverside education, such as:

Inclusion of curricular content that addresses the traditional cultures present in the region; Pair-ceremonies and collaborations with riverside communities and community leaders; Carrying out extracurricular activities that allow the expression of the different cultures present in the region; Encouragement of research and appreciation of traditional knowledge; Training teachers who work with cultural diversity.

Below we will discuss each of these elements in order to expand them and make them more comprehensive. We bring in a simplified way ideas on how to implement such elements in riverside schools,

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and also presenting points of view from other scholars on the topic.

The inclusion of curricular content that addresses traditional cultures present in the Amazon region is a fundamental strategy to promote multiculturalism in riverside education. This approach allows students the opportunity to know, value and identify with the traditions, histories, languages and ancestral knowledge present in their sociocultural context.

Paulo Freire (1996), emphasizes that "education must be thought of based on the reality experienced by students, considering their sociocultural contexts and promoting the appreciation of their cultures and knowledge" (FREIRE, 1996, p. 25).

Furthermore, Santos (2012) argues that the inclusion of traditional cultures in the school curriculum allows the construction of a more democratic, plural and inclusive education. According to the author, "the appreciation and respect for local cultures are fundamental for an education that promotes equity and the appreciation of cultural identities" (SANTOS, 2012, p. 53).

Partnerships and collaborations with riverside communities and community leaders are fundamental to promoting multiculturalism in Amazon riverside education. By actively involving local communities in the educational process, it is possible to ensure that their perspectives, knowledge and needs are considered and respected.

Several authors highlight the importance of the participation of local communities in education as a way of strengthening relationships of trust, valuing traditional knowledge and promoting cultural authenticity. In this sense, Santos (2012, p. 65) highlights that "the participation of riverside communities in the definition and implementation of educational practices is essential for a contextualized education, which considers the realities and aspirations of the communities".

Furthermore, partnering with community leaders is a relevant strategy to ensure that the voices and needs of riverside communities are heard and met. Oliveira (2019, p. 21) highlights that "community leaders play a crucial role as mediators between communities and educational institutions, contributing to the construction of a respectful and effective dialogue".

The participation of riverside communities in the educational process is also aligned with the principles of intercultural education. For Macedo (2005, p. 8), "intercultural education implies the recognition of cultural plurality and the promotion of spaces for dialogue and interaction between different ethnic groups, enabling the joint construction of knowledge".

Collaboration with riverside communities and community leaders can occur through meetings, school councils, community visits, exchanges of experiences, among other forms of involvement. This partnership allows communities to feel valued and protagonists of their own education, contributing to the strengthening of cultural identity, mutual respect and the promotion of a more inclusive and contextualized education.

According to research carried out, we found that carrying out extracurricular activities that allow the expression of the different cultures present in the Amazon region is an important strategy to promote multiculturalism in riverside education. These activities provide opportunities for students and the local community to share, value and celebrate their traditions, cultural practices and ancestral knowledge.

Rocha (2015, p. 37) highlights that "festivals, exhibitions and artistic presentations are privileged spaces for riverside communities to show the world their cultural expressions, their traditions and their forms of knowledge". Clifford (1997, p. 14), who argues that "cultural events are moments of encounter and celebration, in which communities can share their cultural richness and reaffirm their collective identity".

Carrying out extracurricular activities is also aligned with the perspective of integral education, which seeks to promote a broader and more comprehensive education for students. According to Lima (2017, p. 42), "extracurricular activities allow students to develop skills and competencies that are not only academic, but also artistic, cultural and social, contributing to their comprehensive education."

These activities may include folk festivals, in which dances, songs and typical costumes from different riverside cultures; craft exhibitions, where students and the community can showcase and sell their traditional products; artistic presentations, such as theater, music and dance, which value local cultural expressions; and cultural events that involve the active participation of riverside communities, such as knowledge fairs and traditional practices.

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These extracurricular activities allow students and the community to feel proud of their cultural roots, strengthening their identity and self-esteem. Furthermore, they promote interaction and cultural exchange, contributing to mutual respect and cultural enrichment of the entire school community.

Encouraging research and valuing traditional knowledge in Amazonian riverside education are fundamental to promoting respect and preservation of ancestral practices and knowledge present in the region. Through studies that promote the investigation and preservation of local knowledge about medicinal plants, sustainable agricultural practices, fishing techniques, traditional crafts and other cultural aspects, students and the community have the opportunity to value and deepen their knowledge, in addition to contributing for the preservation of these traditions.

Mendonça (2018) highlights the need to encourage research and value traditional knowledge in Amazonian riverside education, according to this author, "research on traditional knowledge allows students to understand the importance of sustainable practices and ancestral knowledge in harmonious coexistence with the Amazonian environment" (MENDONÇA, 2018, p. 23).

Furthermore, Molina (2016, p. 52) argues that "the appreciation of traditional knowledge contributes to the construction of the cultural identity of riverside communities and to the promotion of sustainability, by encouraging the responsible use of natural resources and the preservation of ancestral knowledge ".

School research that promotes the investigation of traditional knowledge can cover several topics relevant to the Amazon region, such as the study of the medicinal properties of local plants, research into sustainable agricultural practices adapted to the riverside environment, the valorization of traditional fishing techniques that respect biodiversity, and the preservation and appreciation of traditional crafts.

These studies not only contribute to enriching students' knowledge, but also promote interaction between generations, encourage intercultural dialogue and strengthen community bonds. Furthermore, they allow traditional knowledge to be documented and transmitted to future generations, preventing the loss of this ancestral knowledge.

The training of teachers who work with cultural diversity in Amazonian riverside education is essential to guarantee an inclusive pedagogical practice that is sensitive to the needs of local communities. Educators must be trained to recognize, value and include the different cultures present in the Amazon region in their pedagogical practices, ensuring that students' cultural identities are respected and valued.

Kincheloe (2007), highlights the relevance of teacher training in this context, for the researcher "the training of teachers who work with cultural diversity must involve critical reflection on their own values and prejudices, the understanding of cultural specificities and the acquisition of pedagogical strategies that promote inclusion" (KINCHELOE, 2007, p. 68).

The training of teachers who work with cultural diversity in Amazonian riverside education must address several aspects, such as knowledge about local cultures, awareness of existing inequalities and prejudices, reflection on their own practices and the acquisition of inclusive pedagogical strategies.

This training may involve specific training courses, workshops, exchanges of experiences with other educators, visits to riverside communities and participation in intercultural education programs. These opportunities allow teachers to expand their cultural repertoire, develop empathy, understand the needs of riverside students and adopt pedagogical practices that value the cultural diversity present in the region.

3. Final considerations

We found that the inclusion of curricular content that addresses traditional cultures in Amazonian riverside education is supported by the need to promote an education that recognizes and values the cultural diversities present in the region. This approach contributes to the formation of solid identities, mutual respect between those who are different and the construction of a more inclusive and fair society.

We observed that by establishing partnerships and collaborations with riverside communities and leaders communities, Amazonian riverside education has the opportunity to build a more participatory, inclusive and relevant educational practice, in which local voices and knowledge are respected and considered in the formation of present and future generations.

We consider that carrying out extracurricular activities that allow the expression of the different cultures present in the Amazon region is an effective way of promoting multiculturalism in education

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riverside, valuing and celebrating cultural diversity, strengthening the identity of communities and contributing to a more inclusive and contextualized education.

We also emphasize that encouraging research and valuing traditional knowledge in Amazonian riverside education are fundamental strategies to promote respect, preservation and continuity of ancestral practices and knowledge present in the region. These studies contribute to cultural enrichment, the appreciation of local traditions and a more contextualized and sustainable education.

Finally, we emphasize that the training of teachers who work with cultural diversity in Amazonian riverside education is essential to guarantee inclusive pedagogical practices that are sensitive to the needs of local communities. Through this training, educators will be able to recognize, value and include the different cultures present in the region, promoting a more equitable, respectful and contextualized education.

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