

Intercultural Education in Early Childhood Education: Strategies to Strengthen a Sense of cultural Belonging

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ABSTRACT

Intercultural education in early childhood education is a crucial area for the development of open, critical, and culturally situated identities. In the early years of life, children construct meaning about themselves, their community, and others; therefore, the recognition of cultural diversity cannot be treated as a mere curricular embellishment, but rather as a fundamental element of their development. This article hermeneutically analyzes the relationship between intercultural education, pedagogical strategies, and a sense of cultural belonging. Theoretical contributions from Walsh, Geertz, Aguado, Banks, UNESCO, and Gadamer were studied to understand how early childhood education can become a space for symbolic mediation, recognition, and cultural transmission. A documentary research project with a hermeneutic approach was developed. The usefulness of this design lay in its ability to interpret theoretical, pedagogical, and institutional texts, identify core meanings, and reconstruct analytical categories related to interculturality in early childhood. The analysis revealed that intercultural education fosters a sense of cultural belonging when it articulates memory, language, community practices, family participation, and a contextualized curriculum. It also showed that belonging does not arise from abstract discourses, but rather from concrete pedagogical experiences where children are recognized as bearers of culture. It was concluded that intercultural education at the early childhood level should be considered an ethical, pedagogical, and political practice. Its consolidation requires situated strategies, a dialogue of knowledge, and teacher training oriented toward the effective recognition of diversity.

Keywords: intercultural education, early childhood education, sense of cultural belonging, hermeneutics, early childhood.

Biographical Sketch: I joined the "Simón Rodríguez" Basic School (C.E.I.S.) in 2005, where I have worked as a classroom teacher ever since.