Scientific approach to public policies in interculturality

Abordaje científico de las políticas públicas en la interculturalidad

Omar Alhi Saavedra Urcia
https://orcid.org/0000-0002-2661-5666
osaavedrau@ucvvirtual.edu.pe
Universidad César Vallejo
Chiclayo-Peru

Dilser Ivan Carrasco Huaman
https://orcid.org/0009-0008-6179-3207
dcarrascohu@unprg.edu.pe
Universidad Nacional Pedro Ruiz Gallo
Lambayeque-Peru

Alonso Abedh Bocanegra Ancajima
https://orcid.org/0009-0008-7555-2463
alonsoabedh95@gmail.com
Universidad Nacional Pedro Ruiz Gallo
Lambayeque-Peru

Wilson Antonio Zuñiga Pezantes
https://orcid.org/0009-0002-6142-060X
wzunigap@unprg.edu.pe
Universidad Nacional Pedro Ruiz Gallo
Lambayeque-Peru

REVISTA INVECOM ISSN: 2739-0063

Received: 05-01-fi5 **Accepted: fi8-03-fi5**

fi0fi6. V6. N 1.

Abstract

For the development of this research, the objective was to analyze the level of scientific approach to public policies regarding interculturality. To this end, a bibliometric analysis was conducted using metadata extracted from the multidisciplinary database Scopus. The results obtained highlight topics such as intercultural education, training, cultural diversity, the cultural factor, cultural identity, and research, all related to interculturality in public policies. Based on the results of the semantic analysis and in line with previous studies, it is observed that interculturality should not be limited exclusively to Indigenous peoples, but should be a guiding principle of the educational system. This implies its inclusion in curricular designs from pre-primary to higher education, diversified according to the local and regional context. It is underlined the importance of promoting research on interculturality and increasingly invoking it as a basis for policy strategies aimed at managing diversity related to interculturality. Furthermore, it is suggested that interculturality can be an effective strategy for addressing conflicts involving Indigenous and Native peoples, while respecting the diverse beliefs of rural, peasant, and Native communities.

Keywords: interculturality, public policies.

Resumen

Para el desarrollo de esta investigación, se estableció como objetivo analizar el nivel de abordaje científico de las políticas públicas en materia de interculturalidad. Con este fin, se realizó un análisis bibliométrico utilizando metadatos extraídos de la base multidisciplinaria Scopus. Los resultados obtenidos destacan temas como la educación intercultural, la capacitación, la diversidad cultural, el factor cultural, la identidad cultural y la investigación, todos ellos relacionados con la interculturalidad en las políticas públicas. A partir de los resultados del análisis semántico y en concordancia con estudios previos, se observa que la interculturalidad no debe limitarse exclusivamente a los pueblos indígenas, sino que debe ser un principio rector del sistema educativo. Esto implica su inclusión en los diseños curriculares desde el nivel inicial hasta el nivel superior, diversificados según el contexto local y regional. Se subraya la importancia de fomentar la investigación sobre la interculturalidad y de invocarla cada vez más como base para las estrategias de políticas destinadas a gestionar la diversidad relacionada con la interculturalidad. Además, se sugiere que la interculturalidad puede ser una estrategia efectiva para abordar los conflictos relacionados con los pueblos originarios e indígenas, respetando las diversas creencias de las comunidades rurales, campesinas y pueblos originarios.

Palabras clave: interculturalidad, políticas públicas.

Introduction

In the latest report by the International Labour Organization (OIT, 2022), the percentages of indigenous population by country were presented. In Guatemala, 36.0% of the population is indigenous, followed by Bolivia with 27.8%, Peru with 26.7%, Panama with 14.8%, Chile with 10.6%, Ecuador with 9.6%, Colombia with 2.2%, and Brazil with 0.3%. This significant presence of indigenous peoples worldwide underscores their importance. However, as noted by Elias et al. (2020), Harney (2020), and Zapata-Barrero & Mansouri (2021), challenges and pending tasks persist that require solutions through public policies related to interculturality.

The analysis of public policies regarding interculturality extends to various contexts. For instance, a study in Chile by Joiko (2023) critically examines how national educational policies have generated everyday borders, affecting the educational experiences of migrant children and adolescents, particularly in the northern part of the country. After evaluating regulations and policies from 1990 to 2021, it concludes that increased migration has led to the bordering of educational policies in their functioning and language. According to Iwama et al. (2022) and Li (2020), this influences processes of racialization of borders, exclusion of migrant children, and the extension of border control to schools. Authors such as Skinder et al. (2021), Strausz (2021), and Yip (2021) argue that the educational sphere constitutes a form of bordering beyond geopolitical limits and border zones.

In Ecuador, a study by Tym (2022) explores under-researched connections in Latin America between Anglo-Saxon anthropology and political philosophy of interculturality. This study details how the ontological turn can contribute to the development of an intercultural theory that encompasses the differences between indigenous peoples and Western societies.

In a similar vein, authors like Bye et al. (2020) and Chaudhary et al. (2022) argue that the concept of "culture" can be ambiguous, leading to a better understanding of interculturality as a positive proposition from indigenous intellectuals. Subsequent debates highlight the importance of considering intracultural diversity, nuanced representations of both indigenous and Western cultures. According to Ambros & Buzinde (2021) and Sarmiento et al. (2020), it is crucial to recognize the dissimilar traits within communities and individuals of the same group.

An example of this is the case study developed by Bautista-Valarezo et al. (2020) on health practices and preferences of the Shuar population in Ecuador. This study reveals the need to develop an interculturality that not only ethnically addresses public policies but also localizes and adapts them to the preferences of individuals in national territories.

Additionally, the research by Calderón Canales et al. (2023) seeks to understand how beliefs related to childbirth impact rural communities in the Americas between 2005 and 2020. Through a literature review in scientific databases, it was found that in Mexico and Peru, there are beliefs regarding the placenta, related to fetal well-being and the spiritual management of childbirth. In Venezuela and Peru, reasons for attending births at home are also noted, such as geographical barriers and access to healthcare. It is concluded that further research and implementation of public policies on interculturality in childbirth care at health centers are still

needed, as not all American countries have them.

Considering this idea, authors like Elias & Mansouri (2020), Ren (2022), and Xu et al. (2022) argue that interculturality seeks to facilitate dialogue between cultures and the construction of diverse societies. However, it is also perceived that it may facilitate the loss of indigenous customs and the absence of mutual agreements, which, according to Arévalo Velásquez et al. (2023), shows divergences between the expected ideal and reality. In this historical and current context, it is necessary for educators in the arts pedagogies to contextualize their teachings in an intercultural and plurinational manner. This would allow students to transform their environment through competencies based on creation and innovation, as suggested by Catalano & Morales (2022) and Villodre (2020). By doing so, divergences similar to those concluded in other studies can be avoided, taking into account what is suggested by Pauta-Ortiz et al. (2023).

For their part, Zapata-Barrero & Mansouri (2022) discuss interculturalism as a foundation for local public policies managing migrant diversity in plural societies, especially at the local level. Although its relevance has increased, it has a global origin in relationships and international negotiations. Their study provides an overview of the multiscalar approach to understanding how it can frame the diversity agenda. It also analyzes how a lack of understanding of this multiscale orientation can affect the capacity of interculturalism to address local governance of diversity. Methodologically, Zapata-Barrero & Mansouri (2022) conduct a selective textual analysis of documents produced by key institutions such as UNESCO, the United Nations University, the European Union, and the Council of Europe. These findings, aligned with authors like Zembylas (2023), highlight the importance of multiscale thinking in studies of diversity and interculturalism to avoid confusion in their applications.

From another perspective, Añaños Bedriñana & Herreras Gutiérrez (2023) examine Bilingual Intercultural Education (EIB) in Peru, focusing on the “Quillabamba” Higher Pedagogical Institute in Pichari as a regional EIB center. The authors assert that Peru has public policies and a legal framework regarding EIB, aligned with international human rights treaties that protect indigenous peoples, especially in education. In this sense, EIB is crucial for ensuring equality, respect for diversity, and the integral development of individuals and communities. Furthermore, it promotes social justice, human rights, and inclusion of minority and vulnerable groups such as indigenous peoples, whose ancestral knowledge is at risk without adequate state protection. Therefore, it is essential to preserve their language and cultural identity.

In summary, the advances in the development of interculturality through state public policies highlight the importance of analyzing the level of scientific approach of these policies. Thus, this study aims to understand how public policies can effectively integrate cultural diversity and promote social inclusion in various contexts, thereby contributing to a more equitable and respectful society towards diversity.

Methodology

To examine the scientific approach to the relationship between public policies and interculturality, this study implemented bibliometric techniques. Following Gupta et al. (2021), this discipline utilizes quantitative methods based on scientific metadata to analyze: the temporal evolution of academic production, collaboration networks among authors and institutions, thematic patterns and disciplinary approaches, as well as geographic and institutional impact. Furthermore, the application of bibliometric techniques requires a rigorous and sequential process composed of five fundamental stages. It begins with the formulation of clear research questions, followed by the precise identification of relevant variables. Afterwards, canonical search equations are developed to effectively focus the search. Subsequently, an appropriate database is selected for data collection, and finally, the data is processed to address the initial research questions.

It is important to note that for conducting the bibliometric analysis, the Scopus database was utilized, providing extensive bibliographic coverage. Additionally, specialized software VOSviewer was employed, facilitating the visual representation of the collected data, which aids in identifying patterns and thematic networks within the studied literature.

Phase 1. Definition of search criteria and data collection

The process began with the definition of search criteria to gather the most relevant articles. The following canonical search equation was applied: “Public policies” AND “Intercultural” OR “Interculturality” OR “Interculturalism.” This search equation did not impose a temporal limit, as the intention was to analyze evolution over the years. The search was primarily conducted considering the title, abstract, and keywords of the available articles in Scopus, ensuring that the selected documents were directly linked to the study's objective. Thanks to the implemented search strategy, a total of 178 documents were identified, including scientific articles, conference proceedings, reviews, and other types of publications.

Phase 2. Data extraction and filtering

The records identified in the Scopus database were exported in CSV format for subsequent processing in a spreadsheet. This format allowed for the customization of tables and figures necessary to address the posed research questions (the raw data in CSV format is available at the following link: https://acortar.link/wGBy53). Once the data was collected, filtering was performed to exclude documents that were not research articles, thus ensuring the relevance and accuracy of the obtained results.

Phase 3. Bibliometric analysis

With the filtered data, VOSviewer and Bibliometrix software were utilized to conduct the bibliometric analysis. These programs enabled the creation of co-citation and co-occurrence maps of keywords, facilitating the identification of trends and prominent themes in the field of study. In VOSviewer, parameters were configured to analyze the fundamental terms of the scientific approach to the topic, providing a graphical visualization of how collaborations and research themes are interconnected globally.

Phase 4. Interpretation and synthesis of results

The final phase involved interpreting the maps and data obtained from the bibliometric analysis. Among the calculated indicators were author productivity, institutional collaboration, citation of documents, and other relevant indicators for understanding the evolution and trends in the scientific approach to public policies in interculturality.

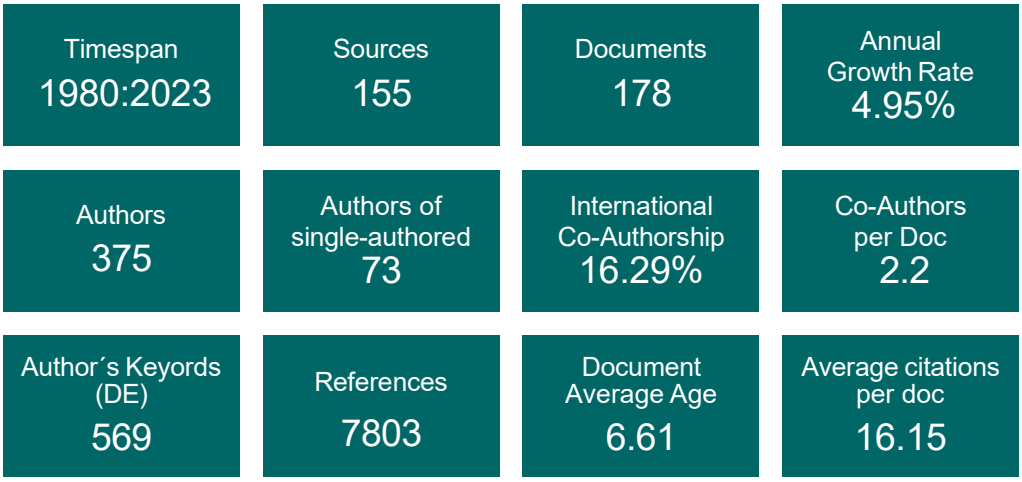
This methodology provided a detailed and well-structured overview, facilitating the understanding of the complex dynamics and evolution of scientific knowledge regarding the relationship between public policies and interculturality. By unraveling the intricacies of these interdisciplinary fields, critical areas and emerging trends were identified, highlighting pivotal points that could be fundamental for guiding future research in these domains of knowledge.

Results and discussion

The analysis of the scientific production related to the scientific approach to public policies in interculturality revealed that, since 1980, there have been records of research in the Scopus database. In total, 178 scientific documents were found published in 155 journals and contributed by 375 authors. The dynamics of this scientific production demonstrate an annual growth rate of 4.95%. Moreover, it was observed that 73 documents were authored by a single author, while the international co-authorship rate was 16.29%, with an average of 2 co-authors per document. Authors utilized 569 keywords, and the documents have been cited a total of 7,803 times. The average age of the documents is 6.61 years, receiving an average of 16.15 citations per document (Figure 1).

Figure 1

Summary of bibliometric indicators



Note: Summary extracted from Bibliometrix, based on metadata regarding the scientific approach to public policies in interculturality, sourced from Scopus

The overall increasing trend in scientific production is a positive indicator of sustained interest in the topic over time (Figure 2). However, there is a notable period of very low production between 1980 and 2000, with an average of only 2 publications per year. This suggests, according to Ofer & Linial (2023) and Zárate et al. (2023), a lack of interest or neglect of the topic during those two decades.

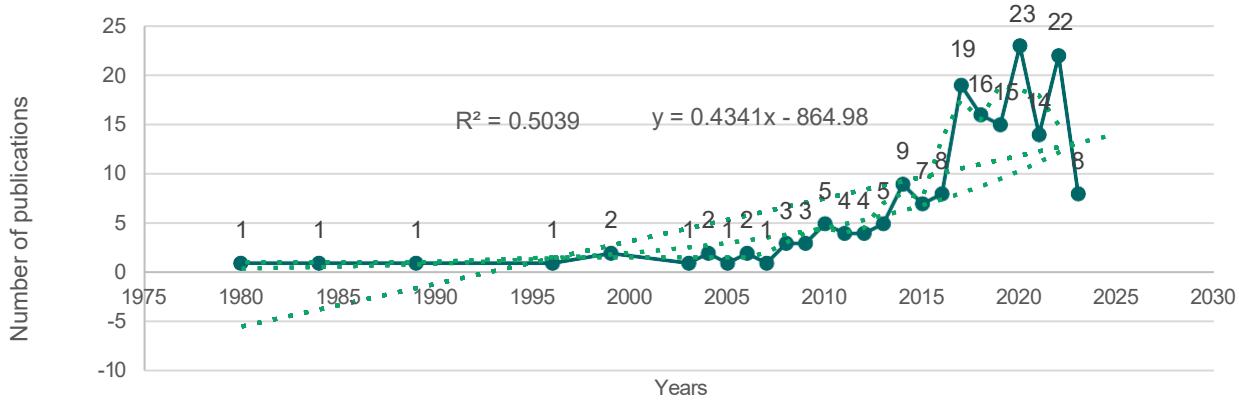
Fortunately, starting in 2004, a significant turning point is observed, with a marked increase in the rate of publications, averaging 23 per year between 2004 and 2020. This represents a jump of nearly ten times more articles than in the previous two decades. This reflects, in accordance with the ideas of Bălan (2023), Miklošík et al. (2021), and Suhaili et al. (2021), a renewed interest and attention from the scientific community in this area.

The challenge now is to understand what triggered this change. Hoffman et al. (2021) and Kraus et al. (2021) suggest exploring whether any significant discoveries occurred during that period, or whether new technologies or methodologies became available that facilitated research. Identifying the underlying factors would provide valuable insights into better understanding this trend.

Finally, it is encouraging that by 2022, a high level of production was maintained, with 22 publications. This consolidates the trend of sustained increase over the last decade and a half. The future challenge is to foster research in this field, keep the interest alive, and attract new researchers to make original contributions. After a long period of stagnation, this area shows vital signs in the last decade, driven by some central catalytic factor.

Figure 2

Evolution of publications on interculturality and public policies



Note: Developed from metadata obtained from Scopus, updated until June 2023, and processed using Microsoft Excel. The equation reveals an exponential trend in the data, allowing for future projections with a coefficient of determination (R^2) of 0.5039

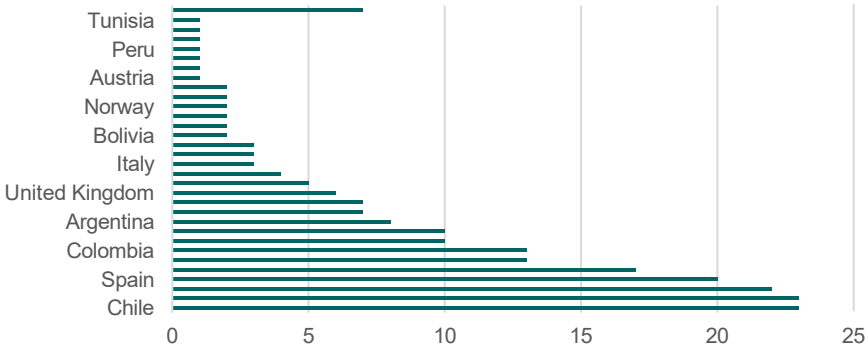
It is noteworthy that Latin America emerges as the region with the greatest academic emphasis on issues related to interculturality and public policies (Figure 3). This is due to the rich ethnic and cultural diversity that characterizes most countries in the region. The practical necessity to address intercultural issues, both in government policies and society, translates into increased academic research on the subject.

Within Latin America, Chile stands out as the country with the highest scientific production on interculturality and public policies. This likely reflects early advancements in the political and legal recognition of Indigenous peoples in Chile, as well as specific programs aimed at these populations. According to Rojas et al. (2021), although Chile still has significant historical debts with its Indigenous peoples, it is at the forefront in the region in addressing these issues.

Looking to the future, this academic leadership of Chile—along with Latin America as a whole—should be consolidated. There remains much to investigate in order to formulate better intercultural policies and more inclusive societal models. It is essential to leverage this existing expertise to enrich public debate and disseminate this regional scientific production on interculturality to the rest of the world. Its value extends beyond Latin America; it offers lessons and best practices that are internationally applicable. Ultimately, there are important foundations from which to advance so that Latin American public policies guarantee rights, dignity, and comprehensive well-being for all peoples.

Figure 3

Countries that have published on interculturality and public policies



Note: Developed based on metadata obtained from Scopus up to June 2023 and processed in Bibliometrix

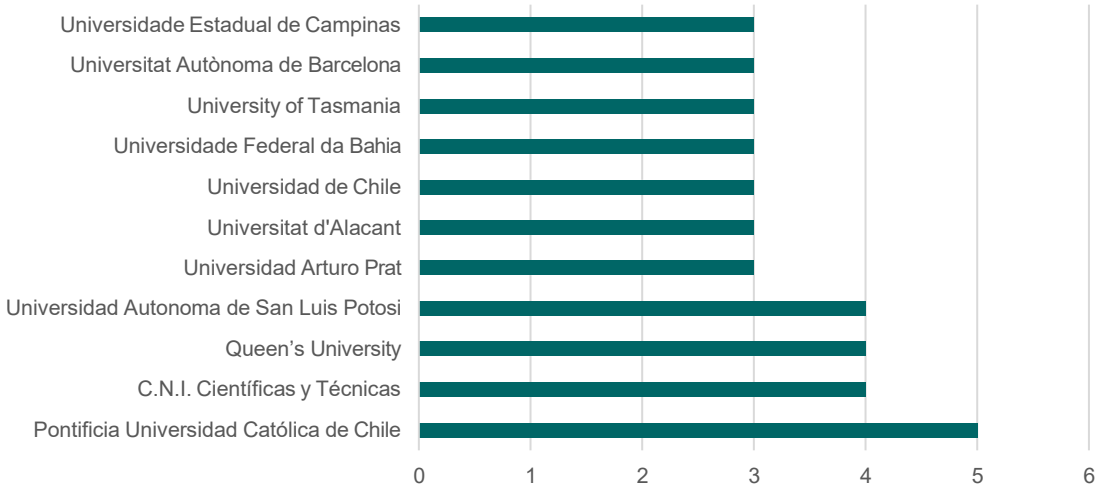
Another relevant finding from the study is that academic institutions in Hispanic America lead scientific production, representing 63% of the total publications on interculturality and public policies (Figure 4). This highlights the relevance and interest in this topic within the region.

Among the most productive institutions are two research centers: the Pontificia Universidad Católica de Chile, with 5 publications, and the Consejo Nacional de Investigaciones Científicas y Técnicas of Argentina, with 4 publications. This indicates that they are reference institutions in this field at a regional level.

These institutions are fundamental in the production of knowledge on these topics, underscoring the importance of understanding these regional dynamics to enrich the global debate on interculturality and public policies.

Figure 4

Academic institutions that have published on interculturality and public policies



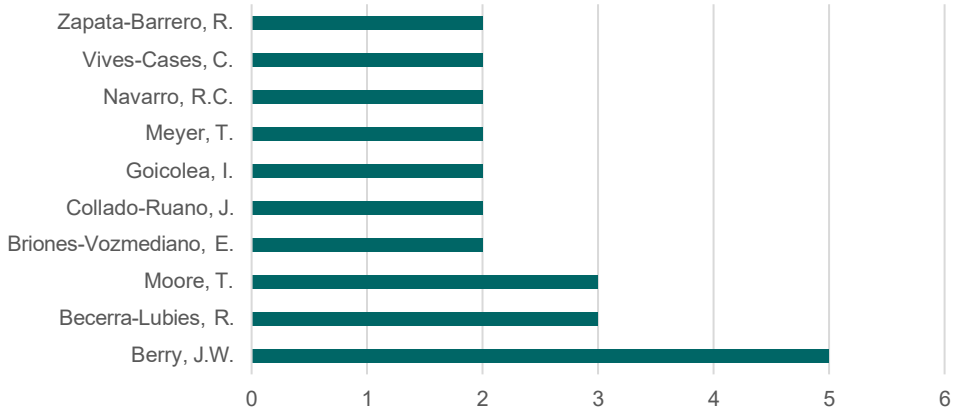
Note: Developed based on metadata obtained from Scopus up to June 2023 and processed in Bibliometrix

The study revealed that Berry, J. W. is the most prolific author in the field of interculturality and public policies (Figure 5). As an emeritus professor of psychology at Queen's University in Kingston, Canada, he has dedicated much of his career to the study of intercultural and transcultural psychology. He is one of the leading theorists of the bidimensional acculturation model, which explores how individuals and groups navigate their cultural identity in relation to and interaction with other cultures.

For decades, the Canadian experience in managing a multicultural society has enriched Dr. Berry's expertise in this field. He has established himself as a global reference at the critical intersection of interculturality and political management.

Likewise, his academic leadership may be attributed not only to his prolific research output but also to the applicability of his studies to the real world. His work transcends academia and has permeated public policy makers. This practical relevance of interculturality in public policies explains its predominance in publications in this area, crucial for culturally diverse societies in the 21st century. Building on existing theories and ideas could be key to developing successful intercultural public policies.

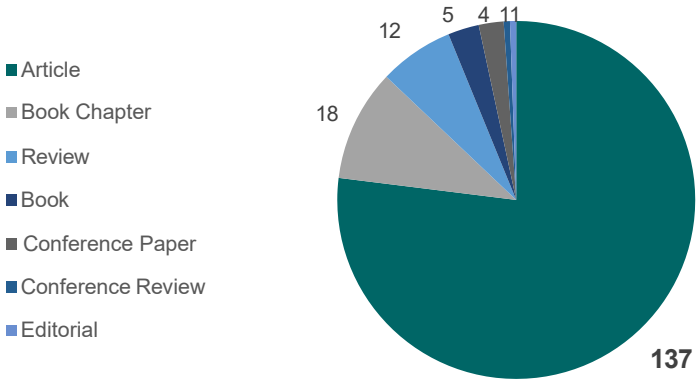
Figure 5
Authors who have published on interculturality and public policies



Note: Developed based on metadata obtained from Scopus up to June 2023 and processed in Bibliometrix

The results also demonstrate that studies on interculturality and public policies have primarily been published through articles and, to a lesser extent, in book chapters, journals, conference papers, and conference reviews (Figure 6). It is logical for authors that the largest proportion of publications are articles in academic journals, as this is the conventional channel for disseminating research across most disciplines. Academic journals allow for timely sharing of findings with the scientific community.

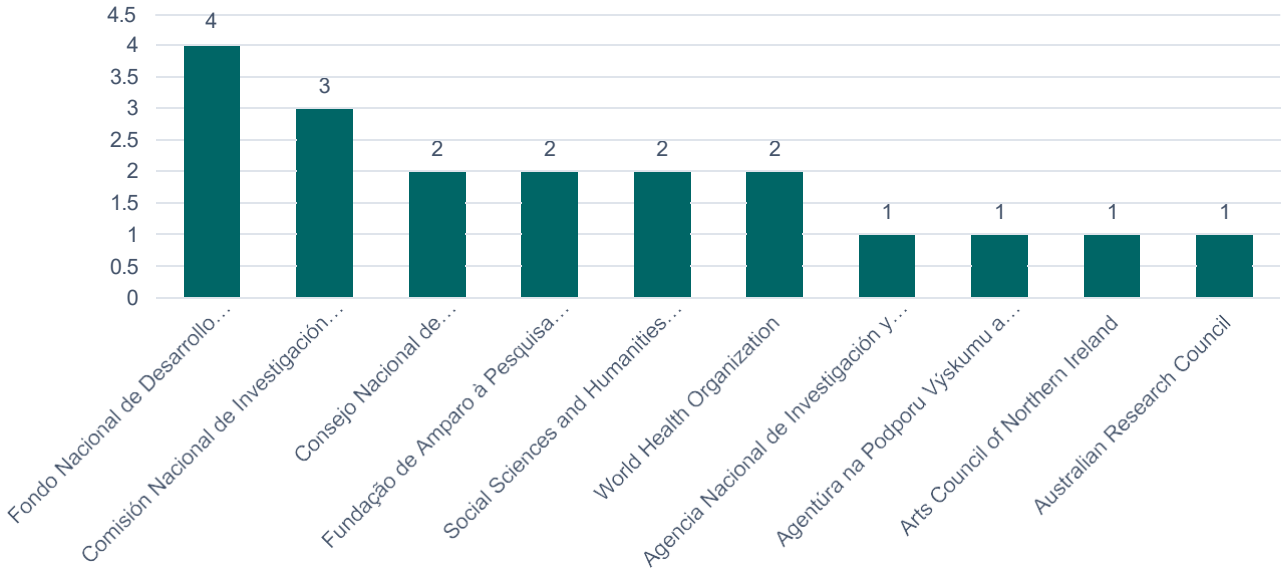
Figure 6
Types of documents where publications on interculturality and public policies have occurred



Note: Developed based on metadata obtained from Scopus up to June 2023 and processed in Bibliometrix

On another note, it is observed that the National Fund for Scientific and Technological Development (FONDECYT) is the organization that has most sponsored publications on interculturality and public policies (Figure 7). It is logical that FONDECYT of Chile emerges as the primary funding source for publications in this interdisciplinary area, given that Chile is the country with the highest production on the intersection of interculturality and government policies. In this context, it makes sense that its national agency for promoting scientific research also leads in this specific funding.

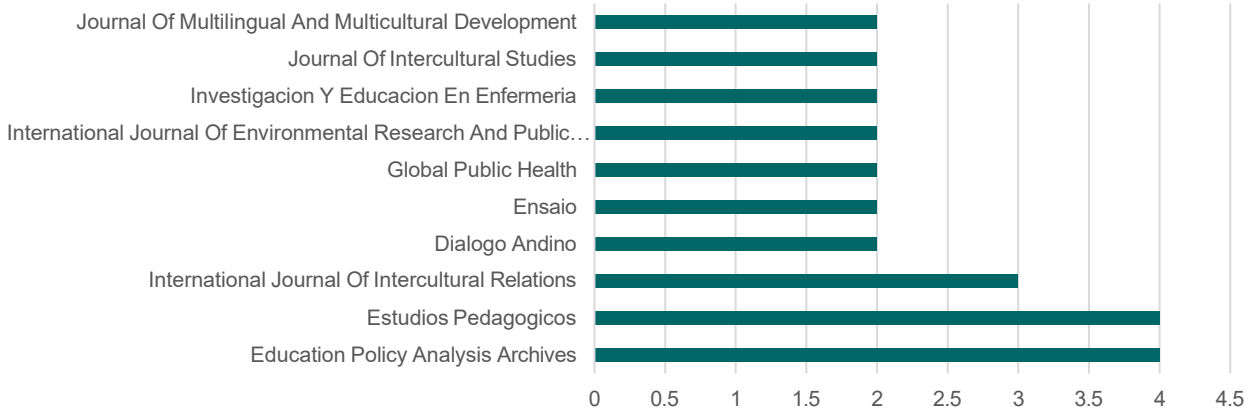
Figure 7
Organizations that have sponsored publications on interculturality and public policies



Note: Developed based on metadata obtained from Scopus up to June 2023 and processed in Bibliometrix

Next, it can be observed that, due to the nature of the study on interculturality and public policies, the source titles are mostly related to education, such as the *Education Policy Analysis Archives* and *Estudios Pedagógicos*. It is understandable that most titles of publication sources are linked to the educational field, as education is a crucial public policy area where interculturality holds special relevance.

Figure 8
Sources where publications on interculturality and public policies have occurred

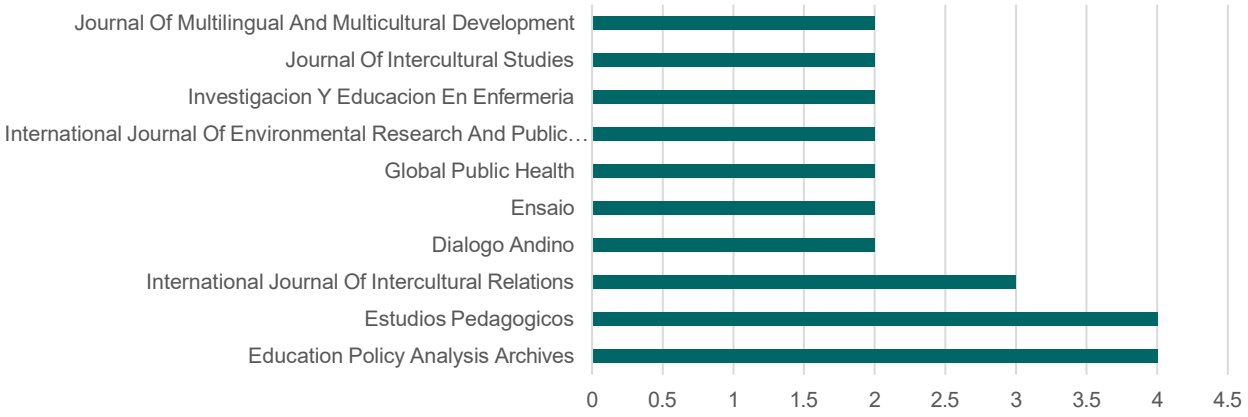


Note: Developed based on metadata obtained from Scopus up to June 2023 and processed in Bibliometrix

Through the analysis, it is confirmed that publications on interculturality and public policies are closely related to social sciences, arts, and humanities (Figure 9). Interculturality examines interactions, values, identities, and expressions within the social fabric. Public policies aim to provide practical solutions to the needs of diverse human groups.

Figure 9

Thematic areas where publications on interculturality and public policies have occurred

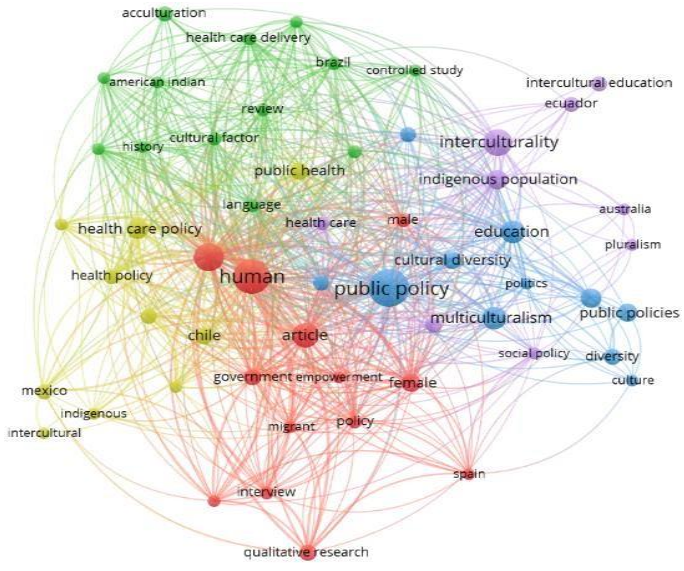


Note: Developed based on metadata obtained from Scopus up to June 2023 and processed in Bibliometrix

Regarding semantic development, the semantic network allows for the identification of important terms such as intercultural education, Indigenous population, public health, healthcare, multiculturalism, social policy, diversity culture, governance, cultural factors, acculturation, and training (Figure 10). This cluster of terms, in the authors' opinion, is closely related to the scientific approach to public policies in interculturality.

Figure 10

Semantic network on the scientific approach to public policies in interculturality

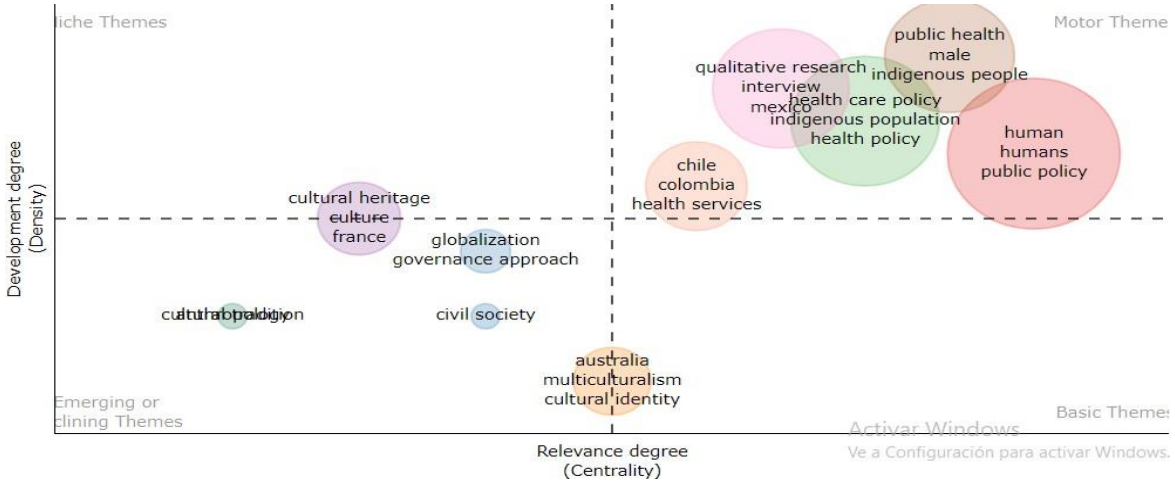


Note: The semantic panel was developed with VOSViewer, based on metadata extracted from Scopus

Additionally, the basic terms of the scientific approach to the topic are identified, including: cultural heritage, culture, France, globalization, governance, approach, civil society, cultural identity, qualitative, research, health services, human, public health, and Indigenous population, among others. All of these are key terms inherent to the proposed research (Figure 11).

Figure 11

Structural map of the scientific approach to public policies in interculturality



Note: The semantic panel was developed with VOSViewer, based on metadata extracted from Scopus

Finally, it is worth noting that the results of the semantic analysis align with the contributions of Añaños Bedriñana & Herreras Gutiérrez (2023), who state that interculturality is the guiding principle of our educational system. This should be included in curricular designs from the initial to the higher education levels, diversified according to local and/or regional contexts.

In this regard, the authors highlight the importance of topics such as intercultural education, training, cultural diversity, cultural factors, cultural identity, and research, as these are closely related to interculturality in public policies. Moreover, the study by Pauta-Ortiz et al. (2023) emphasizes the need for educators in arts pedagogy to learn to contextualize their teachings in an intercultural and plurinational manner. This underscores the relevance of adapting educational practices to promote an inclusive and respectful approach to cultural diversity.

Conclusions

The analysis of scientific production on interculturality and public policies shows a steady growth since the year 2000, reflecting an increasing interest and commitment to understanding and addressing these issues. Furthermore, it highlights international collaboration, particularly in Latin America, as a key aspect in this field.

These results underscore the importance of promoting research on interculturality, which should serve as a guiding principle in our educational system. Additionally, they suggest that interculturality could serve as a foundation for public policy strategies aimed at managing cultural diversity. This would enable effective addressing of conflicts related to Indigenous peoples, while respecting the diverse beliefs of rural, peasant, and Indigenous communities.

References

Ambros, A., & Buzinde, C. (2021). Indigenous self-representations in the touristic sphere. *Annals of Tourism Research*, 86, 103099. https://doi.org/10.1016/j.annals.2020.103099

Añaños Bedriñana, K., & Herreras Gutiérrez, G. (2023). La protección de la cultura y el derecho a la educación intercultural bilingüe en Pichari (VRAEM) de Perú. *Revista Electrónica Iberoamericana* 17(1). https://doi.org/10.20318/reib.2023.7804

Arévalo Velásquez, C. L., Ocampo Cañas, J. A., & Buitrago Echeverri, M. T. (2023). Social determination of alcohol consumption among Indigenous peoples in Colombia: a qualitative meta-synthesis. *BMC Public Health*, 23(1), 1–20. https://doi.org/10.1186/s12889-023-15233-6

Bălan, C. (2023). Chatbots and voice assistants: digital transformers of the company-customer interface - A systematic review of the business research literature. *J. Theor. Appl. Electron. Commer. Res*., 18, 995-1019. https://doi.org/10.3390/jtaer18020051

Bautista-Valarezo, E., Duque, V., Sánchez, A., Dávalos-Batallas, V., Michels, N., Hendrickx, K., & Verhoeven, V. (2020). Towards an indigenous definition of health: an explorative study to understand the indigenous Ecuadorian people's health and illness concepts. *International Journal for Equity in Health*, 19. https://doi.org/10.1186/s12939-020-1142-8

Bye, R., Aalberg, A., & Røyrvik, J. (2020). What we talk about when we talk about HSE and culture – A mapping and analysis of the academic discourses. *Safety Science*, 129, 104846. https://doi.org/10.1016/j.ssci.2020.104846

Calderón Canales, F., Flores Fierro, D., Matus Orellana, B., Núñez Allup, E., Peñailillo Pérez, C., Ortiz Burgos, A., & Reinoso Lara, D. (2023). Beliefs and factors of childbirth care in rural communities in America 2005-2020. *Salud Ciencia y Tecnología*. https://doi.org/10.56294/saludcyt2023269

Catalano, T., & Morales, A. (2022). Dancing across difference: arts and community-based interventions as intercultural education. Intercultural Education, 33, 48 - 66. https://doi.org/10.1080/14675986.2021.2016214

Chaudhary, N., Misra, G., Bansal, P., Valsiner, J., & Singh, T. (2022). Making sense of culture for the psychological sciences. *Review of General Psychology*, 26, 399 - 415. https://doi.org/10.1177/10892680211066473

Elias, A., & Mansouri, F. (2020). A systematic review of studies on interculturalism and intercultural dialogue. *Journal of Intercultural Studies*, 41, 490 - 523. https://doi.org/10.1080/07256868.2020.1782861

Elias, A., Mansouri, F., & Sweid, R. (2020). Public attitudes towards multiculturalism and interculturalism in Australia. *Journal of International Migration and Integration*, 22, 1063-1084. https://doi.org/10.1007/s12134-020-00784-z

Gupta, R., Prasad, A., Babu, S., & Yadav, G. (2021). Impact of coronavirus outbreaks on science and society: Insights from temporal bibliometry of sars and covid-19. *Entropy*, 23(5). https://doi.org/10.3390/e23050626

Harney, N. (2020). Interculturalism, inequality and hospitality in italy. *Ethnos*, 87, 771 - 789. https://doi.org/10.1080/00141844.2020.1806898

Hoffman, D., Moreau, C., Stremersch, S., & Wedel, M. (2021). The rise of new technologies in marketing: a Framework and Outlook. *Journal of Marketing*, 86, 1 - 6. https://doi.org/10.1177/00222429211061636

Iwama, J., Peguero, A., Marchbanks, M., Eason, J., Blake, J., & Zhang, J. (2022). Immigration and school threat?: Exploring the significance of the border. *Journal of Research in Crime and Delinquency*, 60, 703 - 739. https://doi.org/10.1177/00224278221100124

Joiko, S. (2023). Proliferación de fronteras en las políticas educativas en contextos migratorios en Chile. *Estudios Fronterizos*, 24, 1–24. https://doi.org/10.21670/ref.2301112

Kraus, S., Jones, P., Kailer, N., Weinmann, A., Chaparro-Banegas, N., & Roig-Tierno, N. (2021). Digital transformation: an overview of the current state of the art of research. *SAGE Open*, 11. https://doi.org/10.1177/21582440211047576

Li, J. (2020). Transnational migrant students between inclusive discourses and exclusionary practices. *Multilingua*, 39, 193 - 212. https://doi.org/10.1515/multi-2019-0125

Miklošík, A., Evans, N., & Qureshi, A. (2021). The use of chatbots in digital business transformation: a systematic literature review. *IEEE Access*, 9, 106530-106539. https://doi.org/10.1109/ACCESS.2021.3100885

Ofer, D., & Linial, M. (2023). What's next? Forecasting scientific research trends. *Heliyon*, 10. https://doi.org/10.1016/j.heliyon 2023.e23781

OIT (2022). Panorama laboral de los pueblos indígenas en América Latina. La protección social como ruta hacia la recuperación inclusiva frente a la pandemia de COVID-19. https://www.ilo.org/americas/publicaciones/WCMS_864130/lang--es/index.htm

Pauta-Ortiz, D. P., Mansutti-Rodriguez, A., & Collado-Ruano, J. (2023). Philosophical and anthropological contributions of Sumak Kawsay for the pedagogies of the arts in Ecuadorian Higher Education. *Sophia*, 2023(34), 87–115. https://doi.org/10.17163/soph.n34.2023.03

Ren, Y. (2022). Actualizing interculturality through finding de-centred threads. *Journal of Multicultural Discourses*, 17, 101 - 105. https://doi.org/10.1080/17447143.2022.2071910

Rojas, D., Henríquez, W., & Rojas, C. (2021). Racism, interculturality, and public policies: an analysis of the literature on migration and the school system in Chile, Argentina, and Spain. *SAGE Open*, 11. https://doi.org/10.1177/2158244020988526

Sarmiento, I., Zuluaga, G., Paredes-Solís, S., Chomat, A., Loutfi, D., Cockcroft, A., & Andersson, N. (2020). Bridging Western and Indigenous knowledge through intercultural dialogue: lessons from participatory research in Mexico. *BMJ Global Health*, 5. https://doi.org/10.1136/bmjgh-2020-002488

Skinder, S., Shah, S., & Dar, S. (2021). Analysis of educational disparities in border areas of India: a study of Gurez Valley. *GeoJournal*, 87, 2739 - 2752. https://doi.org/10.1007/s10708-021-10398-2

Strausz, L. (2021). Instrumentalization of the Border Zone. Environment and Ideology in the Educational Films Made between 1955 and 1989 by the Hungarian Ministry of Interior's Film Studio. *Acta Universitatis Sapientiae, Film and Media Studies*, 20, 151 - 164. https://doi.org/10.2478/ausfm-2021-0019

Suhaili, S., Salim, N., & Jambli, M. (2021). Service chatbots: A systematic review. *Expert Syst. Appl.*, 184, 115461. https://doi.org/10.1016/J.ESWA.2021.115461

Tym, C. (2022). Antropología ontológica e interculturalidad de la salud en el pueblo shuar de Zamora-Chinchipe. *Íconos - Revista de Ciencias Sociales*, XXVII(75), 163–180. https://doi.org/10.17141/iconos.75.2023.5445

Villodre, M. (2020). Integrating musical education in the pluricultural spanish context. *Journal of International Migration and Integration*, 1-20. https://doi.org/10.1007/s12134-020-00782-1

Xu, J., Peeters, A., & Gernay, M. (2022). Constructing interculturality through intercultural dialogues and autoethnography: building relations, nurturing preparedness and rejecting boundaries. Language and Intercultural Communication, 22, 567 - 582. https://doi.org/10.1080/14708477.2022.2104863

Yip, M. (2021). We have never been so bounded: Pandemic, territoriality, and mobility. *The Geographical Journal*, 187, 174 - 181. https://doi.org/10.1111/geoj.12389

Zapata-Barrero, R. (2023). Interculturalism and the 'Ideological Turn' of Diversity Politics. Journal of Intercultural Studies, 45, 656 - 671. https://doi.org/10.1080/07256868.2023.2293190

Zapata-Barrero, R., & Mansouri, F. (2022). A multi-scale approach to interculturalism: from globalised politics to localised policy and practice. *Journal of International Migration and Integration*, 23(2), 775–795. https://doi.org/10.1007/s12134-021-00846-w

Zárate, L., Rodrigues, M., Dias, S., Nobre, C., & Song, M. (2023). SciBR-M: a method to map the evolution of scientific interest - A case study in educational data mining. *Libr. Hi Tech*, 41, 1694-1724. https://doi.org/10.1108/lht-04-2022-0222

Zembylas, M. (2023). A decolonial critique of 'diversity': theoretical and methodological implications for meta-intercultural education. *Intercultural Education*, 34, 118 - 133. https://doi.org/10.1080/14675986.2023.2177622

AUTHORSHIP CONTRIBUTION:

1. Conceptualization: Omar Alhi Saavedra Urcia, Dilser Ivan Carrasco Huaman, Alonso Abedth Bocanegra Ancajima, Wilson Antonio Zuñiga Pezantes.
2. Data curation: Omar Alhi Saavedra Urcia.
3. Formal analysis: Dilser Ivan Carrasco Huaman
4. Funding acquisition: Omar Alhi Saavedra Urcia, Dilser Ivan Carrasco Huaman, Alonso Abedth Bocanegra Ancajima, Wilson Antonio Zuñiga Pezantes.
5. Research: Omar Alhi Saavedra Urcia, Dilser Ivan Carrasco Huaman, Alonso Abedth Bocanegra Ancajima, Wilson Antonio Zuñiga Pezantes.
6. Methodology: Dilser Ivan Carrasco Huaman.
7. Project management: Omar Alhi Saavedra Urcia.
8. Resources: Omar Alhi Saavedra Urcia, Dilser Ivan Carrasco Huaman, Alonso Abedth Bocanegra Ancajima, Wilson Antonio Zuñiga Pezantes .
9. Software: Alonso Abedth Bocanegra Ancajima.
10. Supervision: Omar Alhi Saavedra Urcia, Dilser Ivan Carrasco Huaman.

11. Validation: Omar Alhi Saavedra Urcia, Dilser Ivan Carrasco Huaman.
12. Visualization: Omar Alhi Saavedra Urcia, Dilser Ivan Carrasco Huaman.
13. Writing – original draft: Omar Alhi Saavedra Urcia, Dilser Ivan Carrasco Huaman, Alonso Abedth Bocanegra Ancajima, Wilson Antonio Zuñiga Pezantes.
14. Writing – proofreading and editing: Omar Alhi Saavedra Urcia, Dilser Ivan Carrasco Huaman.