Public Policies of Bilingualism towards Social Peace

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Abstracts: The objective of this study is to analyze bilingualism in Colombian educational public policies and academic management committed to healthy coexistence and social peace in elementary and middle school education. It is mixed research, and the data processing techniques are textual analysis of written documents and descriptive statistics of data from surveys applied to teachers. The main findings explain that public bilingualism policies do not achieve satisfactory results due to the lack of procedures that involve the different actors of the educational system. The bilingual curriculum represents the means of implementation of these policies in the educational institution and urgently requires an update that includes its actors recognizing their needs, where shared learning represents a vital foundation for socialization from the classroom, guaranteeing the development of communicative skills among different groups of students and promoting harmonious coexistence that sustains social peace. Public policies for bilingualism require updating with strategies and trained human capital for the development of a curriculum that facilitates its effectiveness, considering learning as a promoter of social peace.

Keywords: Public Policies, Bilingualism, Curriculum, Shared Learning, Social Peace.

1. INTRODUCTION

The United Nations Educational, Scientific and Cultural Organization - UNESCO [1] has been promoting the use of more than one language in everyday life since 1953, considering bilingualism as a necessity and defining it as the learning of at least one other language as a second language, since it conceives multilingualism as a means to increase learning performance and economic and labor productivity, as well as to promote interculturality, linguistic and cultural diversity.

Likewise, UNESCO promotes the need to educate to foster linguistic and cultural diversity, research, interrelation between nations and intercultural diversity [2]. In this regard, in the agenda of the Sustainable Development Goals for the period 2015-2030, target 4.6 (paragraph 59) [3], highlights the importance of learning the mother tongue in the early years as a strength and respect for the socio-anthropological and cultural contexts in which people live, as well as the desirability of encouraging multilingualism as a means of contributing to coexistence, quality of life, respect and democratic life with ethical and ecological sense, as expressed in target 4.7 [3].

As English has become one of the most important languages in the world, public policies for bilingualism lead governments to improve the teaching of other languages through their educational systems, adapting to the needs of each country to respond to macro political, socioeconomic and academic requirements [4]. Thus, UNESCO, the Sustainable Development Goals (SDGs), as well as the Program for International Student Assessment (PISA) tests, recognize the importance and need to address bilingualism among the different educational levels.

In response to these global demands, different countries have been including the teaching of English in their curricular systems. Among some countries that consider bilingualism within their public policies are Mexico, Costa Rica, Uruguay and Colombia, among which Costa Rica and Colombia take it into account in the constitution since 1994, while Uruguay has adopted it in its educational system since 2008. For its part, Mexico considers English as part of the objectives of the Ministry of Education, but without legal value [5].

It should be noted that education is a right enshrined worldwide and also in Article 67 of the Political Constitution of Colombia [6], establishing a number of benefits and connotations, both political and social, for the education sector, which have led the country to consolidate public policies that guarantee this right in different social contexts. In order to analyze the Colombian educational system, through its problems, advances and projections in

correspondence with the implementation of public policies on bilingualism, it is important to be clear about the meaning of a public policy.

For [7], a public policy refers to a governmental action plan that, in a specific way, focuses on certain fields of interest for the development of a country, taking into account its problems and the way to help solve them. In Colombia there are policies for the development of bilingualism through its educational system and at different levels of training. In this way, the value contained in the actions of international exchange and pluricultural relations are highlighted as substantial elements in the formation of students, in order to build values for a life of relational amplitude that also promotes harmony, tolerance and social peace.

In accordance with globalization processes, the Colombian Ministry of National Education [8] develops public policies on bilingualism, on which it is convenient to distinguish the meaning of public policy defined as a set of collective objectives, responses and institutional actions, formulated to solve a specific public problem, which is the product of the participatory construction between social actors such as the state, academia, private companies and civil societies, who generate a response with a long-term vision that is materialized through plans and programs [9].

In this way, public policy integrates decisions, actions, agreements, strategies, techniques and instruments, which are managed and managed by the authorities with the participation of other social actors, with the purpose of contributing to provide adequate solutions to specific problematic situations or to take preventive actions in a timely manner in the face of the needs and requirements of attention to various problems. This implies a planning process with a long-term vision that surpasses administrative and governmental periods, since they are structured to solve complex social realities, through the formulation of priority objectives based on intersectoral and interinstitutional coordination processes. Likewise, and framed in a dynamic process, the intention of public policy is different from eliminating a problem through a statement, because it is a responsible and committed proposal that involves related social actors to create processes of social transformation.

According to the Foreign Language Assessment Framework [10], knowledge of more than one language is associated with better possibilities of access to higher education and jobs both, in the same country and abroad. At a cognitive level, language learning develops skills such as problem solving, abstract reasoning, creative thinking and flexibility, among others that contribute to maximize the competitive level of people to face different job opportunities.

Learning a foreign language involves aspects such as interculturality, cognitive skills and economic progress. In this way, learning another language acts as a link between people, cultures and countries, while promoting respect for diversity, inclusion and harmonious coexistence. It is worth noting that the English Proficiency Index, EF-EPI, [11] shows how English proficiency is related to the economic indicators of different countries, making this language a necessary skill in the modern workforce, which positions nations competitively in a globalized world.

Therefore, the National Bilingualism Plan in Colombia for the period 2004 - 2019 [12] set the goal for the year 2025, with the following statement: "to have citizens who are able to communicate in English, with internationally competitive standards, which will insert the country in the processes of universal communication, in the global economy and in cultural exchange". However, the country has been facing a reality that is still far from that goal, when the majority of Colombians cannot communicate in English [12].

In the national context, the importance of a bilingual population that guarantees the growth of the region is considered and the MEN, in accordance with international demands, has issued policies, laws, programs and projects for the implementation and promotion of English teaching and learning processes in the country [13] [14].

These public policies are aimed at the development of communicative competencies as proposed by the National Bilingualism Program (PNB) and, since the introduction of bilingualism in the different stages of the educational system, it became necessary to develop a curriculum plan that would allow its contextualization at the different levels of education. Thus, the curriculum represents one of the main areas for the development of a public policy oriented to the national education sector. The concept of curriculum has transited through different meanings,

to the point of recognizing that its content must integrate the new necessities of the historical social context, providing clear and consistent orientations on what for and why it is desired to educate, for which its contextual aspect with the participation of the different actors of the educational system is extremely necessary [15].

On the other hand, bilingualism is immersed in the topics discussed at the curricular level of the Colombian educational system; however, the country faces a problem because the use of a second language has become an operative difficulty, disregarding the importance of bilingualism [12]. This paper addresses the problems of the educational system related to bilingualism, within the framework of Colombian public policies and its current circumstance in the curricular systems of basic and middle school, which has been exacerbated for years. In this respect, it is worth highlighting that the Public Policy for Education in Colombia has different plans, programs and projects with the aim of building a peaceful, egalitarian and educated Colombia, taking into account bilingualism in contribution to the demands of the global world, in consideration of the economic and cultural factors faced by the country [16].

The Political Constitution [6] recognizes the country as a multilingual and multicultural nation. In addition, Article 21 of the General Education Law [17] determines the acquisition of conversational and reading skills in at least one foreign language as one of the purposes of basic primary education and, since 2004, the National Bilingualism Plan "Colombia Bilingüe 2014-2018" [18] was formulated with the purpose of strengthening the learning of English in basic and secondary education, including it in the strategic lines of the educational policy of the Ministry of National Education [15].

In the intention to give following up to the public policies established for bilingualism at national level, the achievement of the proposed goals implies stimulating a progressive increase in the English level of teachers in the public sector, in addition to contributing to the curricular redesign in educational institutions, which validates the progress of scientific research that, like this one, contributes to this task.

The purpose of this article is to analyze bilingualism in Colombian educational public policies and academic management committed to healthy coexistence and social peace in elementary and middle school education. The methodology has a mixed approach with a qualitative part that deals with the textual analysis of documents and a complementary quantitative part, which records the descriptive statistical analysis of data collected by a survey applied to teachers of three basic and middle school educational institutions in Medellin, Colombia. This document is structured with an introductory part that contextualizes the problem, a development part that contains the literature, a section with the methodology, the results section and the conclusions.

2. LITERATURE

2.1. Bilingualism Public Policies

The dynamics of the global world have permeated the socioeconomic, cultural and demographic systems, determining aspects of international and intercultural relations that make exchanges viable in a harmonious manner and propitiate progress for the development of each country. Likewise, bilingualism contributes to the effectiveness and efficiency of global communications and exchanges, where the Common European Framework of Reference for Languages CEFR [19] has become the reference for certifying the levels of progress in the development of language skills: a) Basic User of the language, with levels A1 and A2; b) Intermediate User - Independent, with levels B1 and B2; c) Advanced User - Proficient, with levels C1 and C2 [20].

The National Public Policy on Bilingualism is defined as a strategy with which the national government coordinates and articulates the behavior of various actors through a set of successive intentional actions, which represent the concrete realization of decisions around the collective objective of achieving the gradual and progressive mastery of two languages by the majority of the Colombian population, considered necessary or desirable as it faces socially relevant situations, such as globalization, the demands of the work-professional environment, among others.

Colombia, according to the demands of global development, has also formulated policies; however, despite the implementation of these programs, the results of both national and international tests show that the goals set by these programs have not yet been achieved. A summary of Colombian regulations related to bilingualism policies is presented in Table 1.

Table 1. Regulatory framework for Foreign Language Teaching in Colombia

Regulations	Description
Political Constitution of Colombia	Article 7: The State recognizes and protects the ethnic and cultural diversity of the Colombian Nation. Article 67: Education is both a personal right and a public service that has a social function; it seeks to promote access to knowledge, science, technology, and other cultural goods and values.
General Law of Colombian Educational System	Article 22: The development of speaking, reading, and writing skills in at least one foreign language. Article 23. Mandatory and fundamental area
Bilingual Education Program (PNB, 2014 - 2019	Aims to promote Bilingualism among citizens who can interact in English; it also seeks to develop a country that is immersed in the communication global processes and economy, cultural openness, as well as international standards.
Foreign Language Boost Program (PFDCLE) 2010-2014	Develops English communication skills among teaching staff and students within the educational system so that it fosters human talent development within the knowledge economy.
Bilingual Law 1651 from 2013	Adds and modifies articles of Law 115 that foster the development of speaking, reading, and writing skills in at least one foreign language. Regulates language programs through quality management certification. Authorizes funding to implement the Bilingual law and regulates the English language promotion in official institutions.
State Program of the English Language 2015 – 2025, "Colombia Very Well!"	Formulates, releases, and publishes "Basic foreign language proficiency standards: English" within National Evaluation System, Saber 11, and Saber Pro. Assists and trains teachers, as well as promotes the use of media and new technologies ("Colombia Aprende").
Bilingual Colombia 2018-2022	Strengthens foreign language teaching and learning in preschool, elementary, and secondary education to guarantee integral education and development of competencies of global citizens of the 21st century.
Ten-Year National Education Plan 2016 – 2026	Offers an inclusive and participatory quality education system. In the framework of reference, the third challenge includes: establishment of general, pertinent, and flexible curricular guidelines.

Source: Compilation based on Urrea, 2018 [21].

According to the national report on the State Tests in Colombia [22], national competence assessment tests, it has been observed that students have not reached the level of English language proficiency, as expected with the implementation of the bilingualism policies mentioned above. According to the EF English Proficiency Index, Colombia ranks 77th out of 100 countries in the world, and 17th in Latin America [11]. This reaffirms that Colombia is still at very low levels to reach the level of bilingualism expected in the national policies, as shown in Table 2.

Table 2. English Proficiency Index EF EPI in Latin America 2022

Latin America			
Position	Country	Ranking	Level
30	Argentina	562	High
37	Costa Rica	536	Medium
38	Cuba	535	
43	Paraguay	526	
44	Bolivia	525	
45	Chile	524	
48	Honduras	522	
49	Uruguay	521	
50	El Salvador	519	
51	Perú	517	
53	República Dominicana	514	
58	Brasil	505	

58	Guatemala	505	
61	Nicaragua	499	Low
67	Venezuela	492	
75	Panamá	482	
77	Colombia	477	
82	Ecuador	466	
88	México	477	Deficient
98	Haití	421	

Source: Compilation based on Education First. EF EPI [11]

Comparing the results with Argentina, which ranks first in Latin America, it is clear that this country stipulates general standards for the learning of all foreign languages, not only for English, and also gives freedom and autonomy to the institutions in each province to design their curricula, without adhering to a single suggested curriculum [23]. On the contrary, Colombia has a national strategy and defined guidelines, making it more structured and difficult to adapt. Additionally, in Argentina, teachers in their classrooms do research to analyze teaching practice and methodologies in the language teaching process, according to the needs of their students [24]. Bilingual policies in Colombia have not been sufficiently effective, since the planned objectives have not been met, nor have the resources been put to the best use, taking into account the specific needs of the communities.

For a public policy to be effective, its logistics must contain the following parameters: diagnosis of the situation, registration of needs and requirements, request from the state, which means speaking of a public policy in which the institutions have the opportunity to make a statement [25]. The problems that have emerged continue to be part of a current reality at the global level and very clearly in Latin America, where the decontextualization of the curricula with the needs of the actors involved in the educational system is becoming more acute.

These actions to encourage bilingualism include agreements with the British Council to strengthen cultural relations and educational opportunities, the program's coverage in the district's public institutions, and the delivery of didactic and digital resources with teaching and learning tools for English contextualized in the city's local environment [26] [27].

Another advance in bilingualism policies is represented by the experience developed in the city of Medellín, with the Medellín Bilingual Program managed by the Secretariat of Government. Among the main strategies of this program is the Bilingual Seed, which aims at strengthening the English teaching-learning processes of preschool and elementary school teachers with training, classroom support and didactic materials [28].

Despite the progress made in these cities, the problem of the low level of English compared to other countries involves the entire educational system, because within the premises of Colombia Bilingüe it is stated: "We want all children and young people enrolled in official schools to have the opportunity to learn English from an early age" [12], p. 67. This circumstance described above requires coherent attention within public policies regarding bilingualism, which is more explicit in the way of involving all the components of the educational system, in order to guarantee the harmonious articulation of the progress of bilingualism through the different stages of education, taking into account the participation of the actors of the educational community.

The actors that are part of this system are constituted by government agents and education secretariats, also involving institutions, principals, teachers, students, parents, the private sector and trade unions. It is important to recognize that all these agents of the national education system are considered as actors who should intervene in the formulation of policies; therefore, their participation in the planning of educational programs gives them value for their vote in shaping the curriculum, for example, the bilingual curriculum, ratifying the social interest of being involved in the design of educational plans and programs.

Despite the existing programs and policies for the implementation of bilingualism, the lack of allocation of resources makes its development difficult, and there are obstacles with access to rural areas and other vulnerable groups. This situation causes that a large part of the population cannot benefit from bilingual programs, in addition

to the lack of teacher training. Infrastructure, educational materials, the failure to achieve goals, the shortage of teachers and their qualifications, as well as the results of learning assessments at low levels, are evidence of an insufficient development of competencies in the different areas of knowledge by students, which shows inefficiency in the implementation of bilingualism policies [15].

In terms of curriculum, there are laws [17] that offer sufficient tools for the transformation of the school into a modern school, fostering the discussion of science, respect for others, and the value of citizenship. Although curricular guidelines have been issued for the area of English, their implementation has not yet adequately considered the needs of the actors. This makes it necessary to reconsider the policy for bilingualism or adapt it with updates that are sensitive to the real needs of the context, so that the main actors participate in the policy and are able to implement it in an effective and efficient way.

Among the advances with bilingualism policies there are the efforts to strengthen the dialogue on reforms, the joint work for the formulation of the Institutional Education Project (PEI) trying to articulate governmental curricular principles with the contextual realities of the institutions. English programs are immersed in each PEI, becoming more evident in private education than in public education, exacerbating inequality in the educational sector. To close this gap, the Ministry of National Education [29] has used several strategies such as conducting diagnostics on the English level of teachers, the Native Foreign Trainers Program, the Talkative E strategy (conversation clubs for teachers), the B1 Challenge digital platform for elementary and middle school students.

For the year 2021, the MEN initiated the proposal English for Colombia 2.0 [30], which includes material for both teachers and students, involving alliances with organizations such as the British Council. One of the most recent proposals is the Ecosystem of Higher Teacher Training Colleges with Bilingual Educational Models, which aims to train future bilingual teachers with high pedagogical, methodological and linguistic competencies for teaching English [31]. For the socialization and fulfillment of the policies, the national ministry has published different official documents and pedagogical guides with the purpose of orienting and supporting a quality education in the public institutions of the country and among these documents are the curricular guidelines in foreign languages, basic standards of competences, basic learning rights for preschool, primary and high school and the suggested curriculum in English.

In order to achieve the goals stated, it is necessary to continue raising the level of English proficiency of the teachers in charge of this language in the public sector, the curricular design and planning that involves the implementation of innovative strategies included in each institutional educational project, thus materializing the programs proposed by the educational public policies in the school contexts.

2.2. Bilingualism In The Academic Management

Bilingualism in the academic management of basic and secondary education in Colombia is made viable through the Educational Project of the Institution - PEI. This educational project refers to the document in which educational institutions record "the principles and purposes of the establishment, the available and necessary teaching and didactic resources, the pedagogical strategy, the regulations for teachers and students, and the management system". Likewise, it is of vital importance that the IEP responds to the "situations and needs of the students, the local community, the region and the country, be concrete, feasible and evaluable" [32]. Therefore, and as a consequence of the applicability of the PEI, the respective curriculum of the academic process in the educational institutions should be directed, in which the national guidelines for the development of bilingualism are included.

It should be noted that bilingualism is a term that frames several linguistic, social, cognitive and pedagogical aspects for its definition [33]. Therefore, in order to understand its meaning, contextual factors that allow a broad definition are taken into account. Bilingualism refers to the degree of fluency that a person achieves to be able to communicate in more than one language and culture, which helps to generate competent citizens for the globalized world [34]. The development of bilingualism contributes to the integration of global citizenship. For this reason, one of the significant documents of educational management to guide the development of foreign language competencies is represented by the curriculum, which is designed for each level of performance contributing, in this

way, to the processes of inclusion, cooperation and intercultural interactions [33]. The competences for the mastery of a foreign language, within the educational systems, should be considered in the study plans (curricula) for all stages and transversally to all subjects.

In Indonesia, the implementation of English in an educational institution in the city of Jambi-Indonesia, highlight this language as a medium of instruction for teaching content in other areas. In this way, the implemented methodology allows to achieve successful results in the implementation of the English foreign language. For this reason, in Indonesia, they consider the curriculum (curricula) designed to meet the national interest of achieving English language proficiency [35].

On the other hand, in Spain, a review of the way in which diversity and multilingualism, contemplated in the bilingual programs of primary schools, revealed the lack of measures to respond, from an inclusive approach, to the difficulties presented by students in bilingual classes. This situation allowed them to investigate this problem extensively and to understand the urgent need to develop a curriculum capable of guaranteeing the inclusion of diversity from elementary school [36].   Martín & Durán (2019)

However, the teaching of English as an intercultural tool for conflict resolution has been studied in the Colombian context and the importance of considering some categories of analysis such as bio-politics and daily life including myths of close ethnic ethnicity could be registered. In this way, it was proved that English teaching makes possible to deal with the intercultural bilingual conflict, from daily events, the representation of the world and the actions that happen in daily life, for the strengthening of critical students and not only as producers of language. The English class is an intercultural environment that makes the acquisition of communicative competence possible, generating interdisciplinary spaces of globalization mediated by education and the curriculum. [37]. Quintana (2020)

Regarding school bilingualism in elementary school, ethnographic studies contribute to understand problems and create solutions, as happened in a rural community in Pacific Northwest, United States, where the participation of students between 6 and 8 years old in public schools from Latino immigrant families was considered. The analysis of family diaries, created collectively by children and their families and shared in school classrooms, allowed harmonious progress in language teaching, besides contributing to generate spaces of harmony and social peace [38]. Dantas-Whitney (2020).

3. METHODOLOGY

This mixed research is based on hermeneutics with the analysis of written texts, such as scientific articles, texts with theoretical foundations of the topic described, in addition to the legal and normative aspects related to public policies for bilingualism in Colombia. In addition, the empirical analytical reference has been considered, leading to the descriptive statistical analysis of the data collected through questionnaires applied to elementary and middle school teachers, belonging to three educational institutions located in the city of Medellin, Colombia. On the other hand, from the quantitative aspect, this research used the survey technique, through the application of a questionnaire type data collection instrument with twenty questions and five response options on a Likert scale, which reached a reliability of 93% in Cronbach's Alpha. The processing of these data was done with Python software, specifically applying descriptive statistics and the support of Excel spreadsheets.

4. RESULTS AND DISCUSSION

It has been possible to observe the prevalence of inequality indexes that have an impact on the education sector when they are reflected, in this case, in the state tests and reveal the low level achieved by students about the English foreign language proficiency, which is very distant from the national intention from its policies. It is important to address the need to reform government bilingualism policies to make them more contextual and sensitive to the realities of each region and locality, so that they contribute to the continuous improvement of the quality of education [39].

Public policy is composed of one or several programs that lead to concrete decisions in a national context. Therefore, the public policy designed for the education sector also includes different plans, programs and projects with the objective of contributing to the development of a society that knows how-to live-in harmony and social peace. In this sense, the public policies of bilingualism through its plan, which is represented by the bilingual curriculum, helps to build a peaceful, equitable and educated nation. In this way, bilingualism acquires special importance to face the global economic and cultural demands faced by each country and where multiculturalism and multilingualism help the harmonious relationship between citizens of the world [16].

What is missing in the educational system so that the programs implemented by public policies related to bilingualism have the expected impact and achieve the proposed goals? One answer is that bilingual curricula must be built to operationalize the directive emanated by State policies, which must consider inclusion as a priority. In this way, all actions will be oriented to the interest of establishing a multilingual and pluricultural nation, whose process must also involve all actors in the educational context. However, the problems of consolidation of effective pedagogical practices aimed at the achievement of bilingualism from elementary and middle school leads to think about the curricular reform that makes viable the intention of public policies, which is why it is of great importance the curricular and linguistic integration from the methodology of projects in a transversal way with all the areas of knowledge taught.

Likewise, in the intention of recreating friendly educational spaces with an interaction that promotes healthy coexistence and social peace, trans-linguistic and transcultural practices should be involved from the classroom, because in this way significant learning opportunities are achieved, where the didactics of shared learning is manifested [38]. In this respect, public policies on bilingualism help each region and country to integrate into global citizenship and, consequently, the bilingual curriculum represents the explicit document that guarantees the ability to follow up on the nation's resolutions to achieve the goal of being a bilingual country [33].

From the data processed with descriptive statistics, based on a questionnaire applied to the teachers of three elementary and middle schools located in Medellín, Colombia, it was found that these institutions, following the government mandate from public policy, have not yet fully consolidated bilingual education. Figure 1 shows the levels achieved by the institutions reviewed in the three dimensions that are part of the bilingual curriculum suggested by the nation. The scale considered estimated a low level if the response were between 1 and 2.9, a medium level with responses between 3 and 4, and a high level with responses between 4 and 5.
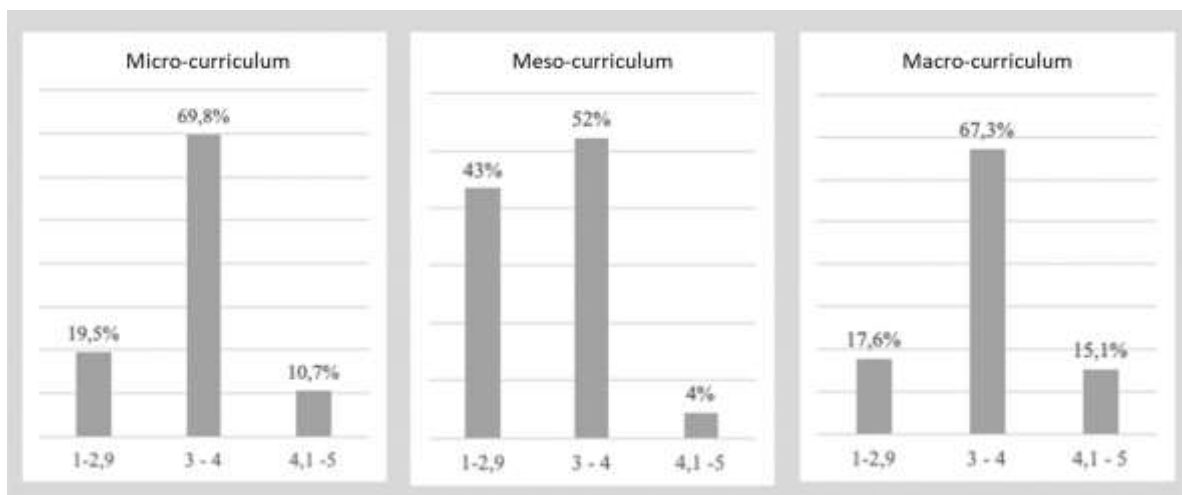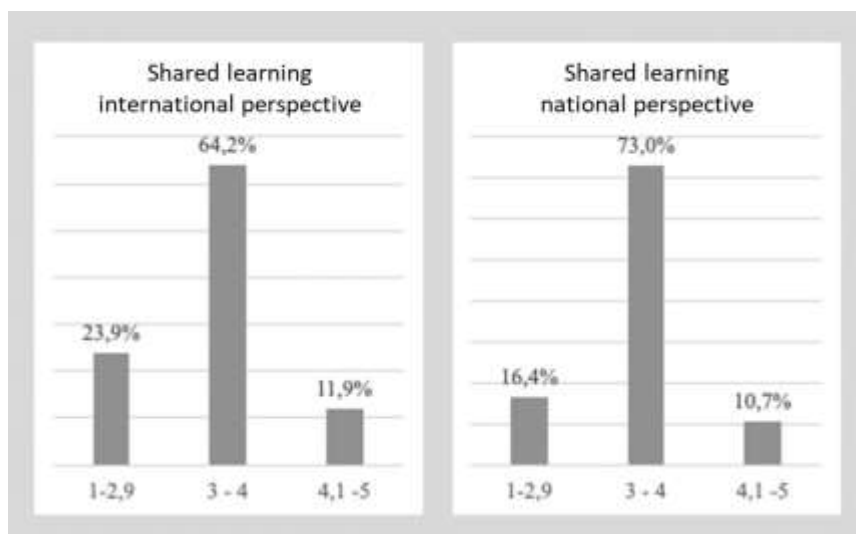

Figure 1. Consolidated levels of curriculum planning in educational institutions.

Source: Compiled by authors.

It is evident in the three dimensions of the curriculum that the middle level remains dominant, which shows that urgent interventions are required in the institutions so that a true learning of the foreign language can be

implemented, with the use of didactic practices such as shared learning, which contribute to recreate a harmonious learning environment in healthy coexistence and that guarantees the progressive construction of social peace from the classrooms of basic and secondary education, where tolerance and respect for diversity is increasingly consolidated. On the other hand, as shown in Figure 2, the descriptive analysis of the data on shared learning showed that, from the international perspective, a medium level of consolidation prevails with a tendency to a low level. As for shared learning from the national perspective, the medium level was also dominant, but with a greater tendency towards the high level as opposed to the international perspective.

Figure 2. Consolidated levels of Shared Learning in educational institutions

Source: Compiled by authors.

CONCLUSIONS

In the educational management focused on the development of foreign language skills, it is essential to design a curriculum in agreement with this intention, which must take into account the methods conducted through shared learning and thus provide the monitoring of the public policies of bilingualism established in the nations, which are committed to the development of a citizenship able to interact in different contexts, promoting harmonious spaces of coexistence and social peace. The success of bilingual programs that follow a national policy guidelines is related to curriculum design and contextual factors involved in their respective curricula, such as the quality of the teaching-learning processes, the needs and priorities of the educational institutions and the adequate development of languages, taking into account the specific context.

Although there is a curricular design, determined by the suggested curriculum in English and the learning grids at the different levels of schooling, its implementation should contain other factors in accordance with the needs of the actors, mainly teachers, involving them in a participatory rather than an imposing manner, where shared learning takes effect.

Therefore, the efforts of the Ministry of Education must be followed by an adequate monitoring of the process of directed not only to the implementation, but also to the awareness and recognition of the intercultural factors present in the processes of globalization, understanding interculturality not as a replication of different cultures, but in the understanding of the valuation of one's own culture and its projection in the global context. However, it is evident that the bilingualism policy in is one of the fundamental elements to achieve quality in education and is reflected in the curricular designs; but its effectiveness in implementation must be articulated from early, basic and secondary education to higher education, including all the actors of the educational system at each level and their contextual needs. This exchange of actions involves actors from different sectors of the nation aimed at quality education, where the development of English language competence is considered for the promotion of citizens who

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are able to interact in the dynamics of the interconnected global world, who are capable of keeping a harmonious multicultural coexistence, that should become the support for the construction of social peace.

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