

Multiculturalism and Interculturalism: a systematic review with emphasis on School Psychology

Multiculturalismo e Interculturalismo: revisão sistemática com ênfase na Psicologia Escolar

Multiculturalismo e Interculturalismo: una revisión sistemática con énfasis en la Psicología Escolar

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Highlights

Multiculturalism and interculturalism are innovative topics that require attention from School Psychology.

There is a lack of production on multiculturalism or interculturalism in the field of School Psychology.

This article supports the proposition of psychological actions contextualized in the intercultural educational scenario.

Abstract

This systematic literature review, based on the Preferred Reporting Items for Systematic Reviews and Meta-analyses (PRISMA) recommendation, investigated national scientific production on School Psychology, Multiculturalism, and Interculturalism from 2012 to 2023 in six databases and from 1993 to 2023 in 17 books belonging to a reference collection in the field. The results, derived from articles, theses, and dissertations found in the databases, indicated that of the five materials related to school psychology, one thesis discussed the relevance of the field's contributions to intercultural scenarios. Of the 180 chapters, five were related to the subject under investigation, and of these, one contemplated a more in-depth debate on the issue. Consequently, the extant literature on the subject reviewed herein contains elements that can support the proposition of broad and contextualized actions to be developed by school psychologists in these contexts.

[Resumo](#) | [Resumen](#)

Keywords

School Psychology. Psychology. Interculturalism. Multiculturalism.

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| Introduction

This article¹ adopts the theoretical, epistemological, and methodological assumptions of Critical Psychology and Historical-Cultural Psychology to defend institutional performance in School Psychology (Dazzani & Souza, 2016; Marinho-Araujo, 2014; 2015; Marinho-Araujo & Sant'Ana, 2020; Marinho-Araujo & Teixeira, 2020). Critical Psychology presents as its main ideas the relevance of non-neutrality and the importance of politicizing the field, aiming at social transformations, working with the collective, and awareness of subjects, in addition to the emphasis on the Latin American reality (Martín-Baró, 1996; 2006; Parker, 2007; 2014; Pavón-Cuéllar, 2019). Historical-Cultural psychology is a theoretical perspective that understands human development as a historical and dialectical process between biological and cultural aspects that favors the development of higher psychic functions, specifically human and qualitatively differentiated, based on social relations (Vygotsky, 2012).

These concepts support an expanded action in School Psychology that aims to mediate processes of collective consciousness in the development of all members of the educational community, as proposed by Marinho-Araujo (2014; 2015). Historically, the main area of action for School Psychologists² has been the school. However, during the last decades, there has been an expansion of professional practice to other contexts, such as shelters, day care centers, non-governmental organizations, public services, research companies, consulting firms, and other educational institutions. Also during this period, School Psychology was inserted in other levels and modalities of education; work emerged in preparatory courses for university entrance exams, youth and adult education, professional and technological education, higher education and distance education (Marinho-Araujo & Bisinoto, 2011; Marinho-Araujo, 2015). As a result, school psychologists have been invited to deal not only with new scenarios, but also with innovative topics such as socioeducation (Oliveira et al., 2018), art as an intervention (Camargo et al., 2023; Cavalcante, 2019; Dutra-Freitas, 2017; Guimarães, 2023). Interculturalism is another of these topics that deserves the attention of School Psychology.

In Brazil, issues related to ethnicity, beliefs, religion, and culture, typical of a country of continental dimensions and characterized by diversity in its different facets, together with the current migratory configuration, highlight this phenomenon, which receives different nomenclatures and understandings in the literature, with emphasis on the terms "multiculturalism" and "interculturalism". Walsh (2009) points

1 This work was carried out with the support of CNPq, National Council for Scientific and Technological Development – Brazil.

2 In the work in Portuguese, we use the feminine form of psychologist. The adoption of the terminology "school psychologist" is an ethical-political position with the aim of denoting a dialectical relationship in the treatment of gender in texts that still have a male monopoly, as discussed by Schaefer (1997).

out that neoliberal multiculturalism and functional interculturalism are conceptual tools of multiculturalism, a phenomenon that recognizes diversity and has an integrationist bias that supposedly includes excluded groups; however, for the author, both nomenclatures and understandings follow the logic and interests of capitalist society, reinforcing structures of the colonial context to the extent that they do not consider the power mechanisms that perpetuate inequalities. It is, therefore, a functional political strategy of domination in this society, which is modern but still colonial. To counter these notions, Walsh (2009) defends critical interculturality, a construction of groups and subjects that have undergone historical processes of subjugation and that, in addition to recognizing diversity, questions the current model of society with a colonial legacy that perpetuates domination and exclusion; this critical understanding starts from the problems of power, racialization, and difference – not only cultural but colonial. According to the author, critical interculturality is directed towards the construction of "other" ways of being, thinking, knowing, teaching, and living, highlighting the need for an "other" political practice, an "other" power, an "other" knowledge, together with a project of decoloniality.

This article is based on the assumption of Critical Psychology (Parker, 2014) that a denaturalizing position is essential to avoid reverberating exclusionary processes and etymologically and conceptually defends the understanding of critical interculturalism presented by Walsh (2009). Interculturalism, in the educational context, reflects the diversity inherent in society and characterizes another innovative field for School Psychology. Based on this innovation, the uniqueness of this phenomenon in Brazil, and the importance of studies on this topic in educational contexts, this article aims to investigate national scientific productions on the relationship between School Psychology, Multiculturalism, and Interculturalism, published in the period from 2012 to 2023, in databases, and from 1993 to 2023, in a collection of reference books in the field.

| Method

This study is characterized by a systematic literature review following the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) methodology (Liberati et al., 2009). Using this methodology, articles, theses and dissertations published between 2012 and 2023 were searched in the following databases: Scientific Electronic Library Online (SciELO), Coordination of Superior Level Staff Improvement Journal Portal/ Ministry of Education (CAPES/MEC), Brazilian Digital Library of Theses and Dissertations (BDTD), of the Brazilian Institute of Information in Science and Technology (IBICT), CAPES Catalog of Theses and Dissertations, Virtual Health Library (BVS), and Electronic Journals in Psychology (PePSIC).

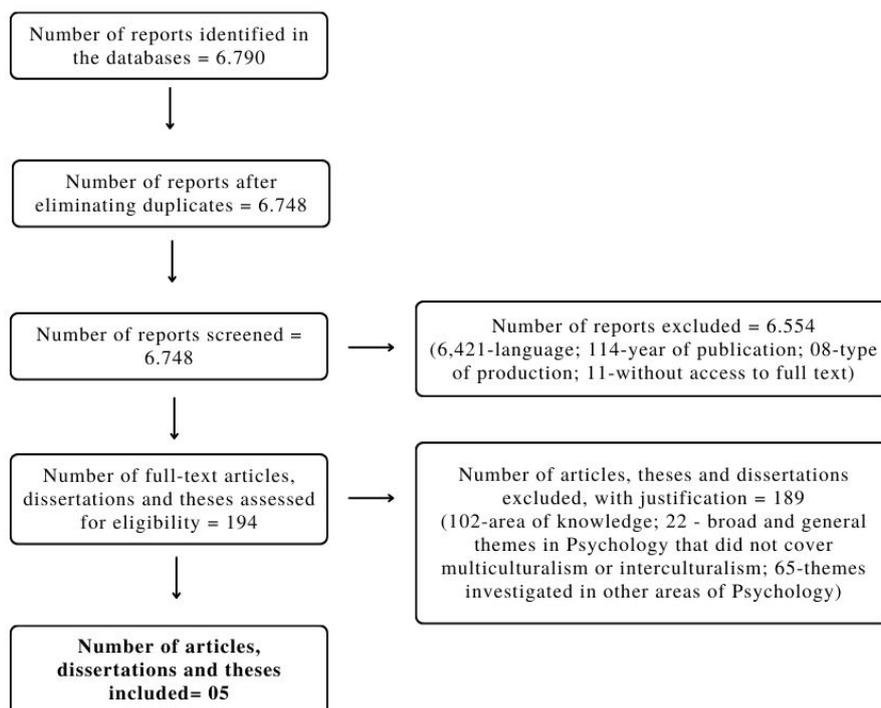
The initial consultation used School Psychology as one of the descriptors associated with the terms "multiculturalism" and "interculturalism". However, the results were limited and, in order to extend them, it was replaced by Psychology, also maintaining the combination of "multiculturalism" and "interculturalism",

separately. The inclusion criteria were: articles, theses, or dissertations; publications from 2012 to 2023; Portuguese language. The exclusion criteria were: duplicate productions; publication in a language other than Portuguese; and not addressing the topic of School Psychology concerning multiculturalism or interculturalism.

In the six databases searched, 6,790 productions were identified. Of these, 42 were excluded because they were duplicates. Of the 6,748 productions identified, 6,421 were excluded because of language, 114 because of year of publication, 8 because of type of production, and 11 because access to the full text was not possible. After this screening process, a total of 194 productions were assessed for eligibility, of which 102 were excluded because of their field of expertise, 22 because they addressed broad topics in psychology that did not include multiculturalism or interculturalism, and 65 because they addressed the theme under study in areas of psychology other than school psychology. Therefore, five productions were found that dealt with the relationship between school psychology, multiculturalism, and interculturalism, as shown in Figure 1.

Figure 1

Flowchart of the national literature review in the databases searched using the PRISMA methodological guideline



Source: Prepared by the researchers based on Liberati et al. (2009).

Given the incipient nature of the studies in the databases searched, it was considered relevant to have an overview of the studies from different areas of Psychology. The titles, abstracts, and full texts of the 65 papers that dealt with the topic in other areas of Psychology, in addition to the five from School Psychology, were then read.

Information on the 70 productions found in the databases (5 from School Psychology and 65 from other areas of Psychology) was extracted and compiled into an instrument. Following the guidance of Galvão and Pereira (2014), the texts were read in full, the information for analysis was selected, and the results were discussed, followed by the main contributions of the research.

Given the scarcity of materials on the topic of School Psychology related to multiculturalism or interculturalism, revealed after the review of the national literature, in March 2024, the search was extended to include books published by the Working Group on School and Educational Psychology (GT-PEE) of the National Association of Research and Postgraduate Studies in Psychology (ANPEPP). This working group (GT, as it is called in Brazil) is responsible for creating a historical collection in the field, has the participation of researchers from several Brazilian Higher Education Institutions (HEIs), and has notable visibility in the academic, scientific, and professional community.

The research found 17 books published between 1993 and 2023. Of the 180 chapters analyzed, five presented problematizations of issues related to these phenomena; although they did not use the terms multiculturalism or interculturalism, they showed ways for School Psychology to work with historically excluded groups.

The results of the literature review are discussed based on studies that related multiculturalism or interculturalism to psychology. The analyses defined two categories that addressed these issues in the works reviewed and will be discussed in detail below: Analysis of the literature review from the databases; and Analysis of the book review.

| Analysis of the literature review from the databases

The analysis of the materials found in the databases was organized into two subcategories: Areas of Psychology, Multiculturalism and Interculturalism; and School Psychology, Multiculturalism and Interculturalism. Regarding the subcategory Areas of Psychology, Multiculturalism and Interculturalism, based on the understanding that the studies may cover different fields of psychology, even simultaneously, the epistemological, theoretical, or methodological positions declared by the researchers who published the articles, theses, and dissertations were used. Regarding the areas of psychology (70 productions), 22 materials covered topics of social psychology; seven on clinical psychology; five on school psychology; five on psychoanalysis; four on family psychology; three on intercultural psychology; three on organizational psychology; three on developmental psychology; two psychological assessment; one political psychology; one health psychology; one history of psychology; one psychobiology; one psychopathology; one perinatal psychology; and 10, "others"³. Social psychology is thus the field of

3 The "Others" category was added to include productions in which the specific area was not evident.

psychology that has produced the most knowledge about multiculturalism or interculturalism.

Studies in other areas of psychology, other than school psychology, have mostly considered only some of the peoples and phenomena that contribute to multiculturalism or interculturalism, especially Indigenous peoples, expatriates, migration processes, black people, and babassu coconut breakers (traditional peoples), often without explicitly presenting or presenting broader theoretical-conceptual discussions of the terminologies of multiculturalism or interculturalism. Other studies involved intercultural comparisons, validation of instruments for other contexts, and/or briefly addressed concepts, aspects, or elements of culture and/or cultural diversity.

An important analysis is that 11 of these studies, are based on different areas of psychology – clinical psychology (Figueiredo, 2013), social psychology (Delmondez & Pulino, 2014; Oliveira, 2019; Santos, 2023; Silva, 2016; Souza & Szuchman, 2021), developmental psychology (Ressurreição, 2017), intercultural psychology (Sábóia, 2017) and "others" (Ancillotti & Silva, 2023; Santana, 2016; Santana et al., 2018), were carried out in educational contexts, mainly in higher education institutions, and included migrant, indigenous, and black students as participants. It is believed that these works could have convergences with school psychology.

The reading and analysis of these studies, involving multiculturalism and interculturalism in educational contexts, showed that the methodologies used privileged the students' bias; on the one hand, it is considered important to listen to the voices of the subjects who live these experiences; on the other hand, it shows that the understanding of a psychology focused on one of these educational actors, and not on a broader study of the context and its various participants, still reverberates. For future research, it is suggested to extend the reflections to include the contributions of school psychology in these contexts focused on the themes of multiculturalism and interculturalism.

Regarding the subcategory of school psychology, multiculturalism, and interculturalism, the information extracted from the five publications found that there was a more evident interface between school psychology and multiculturalism or interculturalism were categorized based on: Authors; Year of publication; Type of production; Object of study; Objective; Methodology; Understanding of the phenomenon of multiculturalism or interculturalism; The performance of school psychology in the face of multiculturalism or interculturalism. The studies identified had as objects: Interactions between immigrant and Brazilian children at school, with a focus on bodily experiences (Felippe, 2023); Interculturalism in the school context and acculturation patterns (Santana, 2018); Creativity, international experience, school experience and multiculturalism (Ribeiro, 2017); Creativity and multiculturalism (Ribeiro & Fleith, 2018); Subjective dimension of the intercultural experience of African students (Rodrigues, 2021).

In terms of the year, the publications occurred between 2017 and 2023, a recent interval of six years, although the search covered a period of 11 years. This

information confirms the scarcity of productions on the topic studied. It is notorious the low participation of psychological science studies related to the intercultural scenario in these years, as there are laws to support the rights of different peoples and ethnicities. There has been a significant national change regarding the reception of immigrants, driven by the Migration Law (Brasil, 2017), which predicted several advances in migration issues. Added to this reality is the National Education Council Resolution No. 01/2020 (Brasil, 2020), which regulates the right to enroll migrant, refugee, stateless, and refugee children and adolescents in the public education system. Another example of the production gap in the aforementioned years can be analyzed through the historical period of the enactment of the Quota Law (Brasil, 2012) in higher education, which, among other advances, expanded access for black, brown, and Indigenous people; this legislation was updated in 2023 to include quilombolas (Brasil, 2023).

In terms of the type of production, there was one article (Ribeiro & Fleith, 2018), three dissertations (Felippe, 2023; Ribeiro, 2017; Rodrigues, 2021), and one thesis (Santana, 2018). All studies were related to postgraduate programs, and it is important to consider that, in addition to the contribution of researchers in the field, the publication of professional experiences makes it possible to share successful experiences and promote debate for the development of strategies to address the challenges identified in the contexts.

In terms of methodology, it was found that four studies were empirical (Felippe, 2023; Ribeiro, 2017; Rodrigues, 2021; Santana, 2018), and one was a literature review (Ribeiro & Fleith, 2018). Of the empirical studies, one was characterized as a qualitative approach (Felippe, 2023), one was quantitative (Ribeiro, 2017), one was semi-qualitative (Rodrigues, 2021), and one was quantitative and quanti-qualitative (Santana, 2018), with these classifications provided by the authors. Instruments such as scales, tests (Ribeiro & Fleith, 2018; Santana, 2018), and questionnaires (Ribeiro & Fleith, 2018; Rodrigues, 2021; Santana, 2018) prevailed, except for the research by Felippe (2023), which used a logbook to record observations and a reflective interview instrument.

The empirical investigations involved students from basic education (Felippe, 2023; Ribeiro & Fleith, 2018; Santana, 2018) or higher education (Rodrigues, 2021). However, the studies by Felippe (2023) and Ribeiro (2017) differ in that they also included teachers, pedagogical coordinators, assistant directors (Felippe, 2023), and those in charge of students (Ribeiro, 2017). This panorama allows us to reflect that there are spaces, contexts, actions, people, and scientific productions that show possibilities for a greater exploration of how school psychology can act in interculturality.

The understanding of multiculturalism or interculturalism is another point of analysis, as different conceptual understandings were observed in terms of the terminologies used. Felippe (2023) used the terminologies of multiculturalism and interculturality, in addition to highlighting the scope of multiculturalism in the political-pedagogical project of the school he studied, with the institution also developing a project with the same name as the main axis of transformation of work

within the framework of ethnic-racial diversity, but did not present a definition for the nomenclature. Regarding interculturality, he pointed out that this phenomenon does not aim to homogenize differences but to create space for dialogue despite conflicts, referring to the critical intercultural perspective of authors such as Walsh et al. (2018).

In their work, Ribeiro (2017) and Ribeiro and Fleith (2018) use the nomenclature of multiculturalism, supported by Inglis (1996). This author shows three perspectives on multiculturalism, and the authors chose to adopt the demographic-descriptive one, that is, they considered describing different races or ethnicities in society, noting the cultural miscegenation that generates social meanings due to the differences identified by the subjects.

Santana (2018) and Rodrigues (2021) adopted the term interculturalism but did not present a definition of the phenomenon. The first author, based on Monteiro Neto (2012), focused on the discussion of the process of acculturation, which encompasses changes and transformations in a subject resulting from relations with other cultures and can have separation, marginalization, assimilation, and integration as strategies. Of these, integration, which involves the preservation of the culture of origin while participating in the culture in coexistence, is considered by the researcher to be more beneficial because it provides better adaptations by favoring cultural diversity. However, this understanding needs to be problematized because, according to Walsh (2009), only the "integrated" relationship between the different groups is not enough for interculturalism to occur, especially if the society still maintains an integrative conception of the structures of a racialized, colonial and exclusionary society. In other words, there should not be a restrictive notion of interaction and participation in the subjects' culture of origin, in a perspective of unidirectional adaptation of the minority culture to the majority, as suggested by the integration pattern; this model minimizes the opportunities and potential of the knowledge and wisdom of minority groups⁴. Rodrigues (2021), in a movement similar to that of Santana (2018), does not conceptualize interculturalism but shows the intercultural experience as a sub-process of the internationalization of higher education provided by university exchanges.

Based on the above, it is possible to verify different understandings of these terminological choices. This identified panorama confirms, as pointed out by Silva (2019), in the research on the educational inclusion of migrants and refugees, the different conceptualizations and approaches that these processes receive in the literature. It is also clear that none of the studies considered a historical, conceptual, and epistemological debate on the differences between multiculturalism and interculturalism, nor did they defend why they chose one or the other term in their work.

4 "Minority groups" or "minorities" refer to groups that have a history of invisibility, social exclusion, oppression and deprivation of rights; "majority groups" or "majorities" refer to dominant and socially privileged groups. There is no relation with a quantitative perspective.

The role of school psychology in multicultural or intercultural settings is a key element of this literature review. Few studies that had this research focus were found, but some findings are relevant to thinking about proposals and contributions to these contexts in light of the contemporary role of School Psychology.

Santana's (2018) thesis included three studies to achieve the objective of identifying the acculturation patterns (assimilation, integration, separation, and marginalization) adopted by Paraguayan students attending Brazilian schools. The first involved the adaptation and validation of the Acculturation Scale for Paraguayan Adolescents (EAAP); the second, the identification of acculturation patterns; and the third, the description of interactions and friendships between Brazilian and Paraguayan students. The latter pointed out that the educational context favors intercultural friendship and that educational professionals should have, as a point of reflection for their work, learning, development, and interpersonal relationships with an emphasis on inclusion and respect for immigrants, in addition to the adoption of methodologies that favor better language management.

In post-research reflections, Santana (2018) emphasized that the work of psychology in intercultural contexts should contribute with knowledge and skills to make inclusion effective. School Psychology, with institutional and collective interventions (Marinho-Araujo, 2015; 2016; Marinho-Araujo et al., 2023), can collaborate with processes of awareness in the school community, with the promotion of reflections and actions in favor of the development of all and with the construction of a participatory and contextualized school curriculum. Santana (2018) emphasized the importance of initial and continuing teacher training and that the psychologist should contribute, with a critical and creative stance, to face the demands of intercultural contexts, such as the management of the Guarani and Spanish languages, present in the schools studied. The author did not intend to discuss the practices of the school psychologist. However, she ended with relevant reflections that highlight the importance of this action, although it still places the focus on the students, their integration, and the linguistic and curricular aspects.

The studies of Felipe (2023), Ribeiro (2017), Ribeiro and Fleith (2018), and Rodrigues (2021) did not bring any research, debate, or reflection on the presence of this professional in multicultural or intercultural educational scenarios. However, they covered important aspects of analysis, such as multiculturalism or interculturalism and the educational experience (Felipe, 2023; Ribeiro, 2017; Rodrigues, 2021); multiculturalism and students' creativity indices (Ribeiro, 2017; Ribeiro & Fleith, 2018); multiculturalism or interculturalism and students' acculturation patterns (Ribeiro, 2017; Santana, 2018).

Regarding multiculturalism or interculturalism and educational experience, Felipe (2023), in research on the interactions of immigrant and Brazilian children, focused on physical experiences and considered important aspects. The author highlighted that the school where the study was carried out developed the Multiculturalism Project, essential for working with ethnic-racial diversity. This project was born out of discrimination against Bolivian immigrant students and was designed in a transdisciplinary way, involving several actors such as administrators, teachers,

students, and parents. School events, such as the June Festival, began to include Bolivian cultural manifestations, with immigrant families entering the educational space and contributing to this process. The project was reflected in the interaction between Brazilian and immigrant students, as evidenced by the change in attitudes of the former and the sense of belonging of the latter and their families. However, challenges were also identified, such as resistance from some professionals; on the other hand, the educators interviewed emphasized the importance of remembering successful practices to maintain them, even with changes in school management.

Other actions identified by Felipe (2023) were the implementation of signage in other languages and the publication of school announcements in Portuguese and Spanish. However, communication with immigrant families is still highlighted as a challenge due to language. Teachers mentioned suggestions for teaching in Spanish, practices, and changes in planning when considering the specificities of the children and the class.

In terms of children's interactions with teachers, Felipe (2023) found differences in teachers' perceptions, ranging from perspectives that reinforced stereotypes to critical and reflective views. He also found that spaces such as the art studio and the sports field were experienced by immigrant children as more dynamic than the classroom. Another reflection observed in the work was that the author, although not a school psychologist, problematized the importance of not medicalizing the migrant condition through a discourse that often pathologizes it.

Still relating multiculturalism or interculturalism to the educational experience, Ribeiro (2017) highlighted that school was often identified as an important positive influence in helping children and adolescents adapt to the multicultural experience. On the other hand, problems at school were the second most frequent negative influence in this process identified by the study, with only language difficulties being less frequent. The adoption of terminology adaptation for a multicultural process needs to be problematized, as it may lead to an understanding that minority groups need to adapt to the majority when the former also have many contributions and learnings from their cultures and experiences to share.

Ribeiro (2017) also showed that in this multicultural school experience, most parents reported that their children liked the school they attended and had a good relationship with the teachers. In addition to the ease of learning, parental support was highlighted as relevant for the acculturation of children and adolescents, seeking to maintain the local culture and adopting strategies that promote adaptation. The requirement to adopt the official language within the school, according to the author, was one of the barriers to the socialization and learning of multicultural students. However, the author points out that additional instruction in the local language and extracurricular activities that encourage contact with people of different nationalities can facilitate this adaptation process.

At this point in the analysis of educational experiences, Rodrigues (2021) focused on the subjective dimension of African students in higher education undergoing academic mobility in Brazil. The author emphasized that this dimension is

characterized by personal events that begin in the country of origin with the preparation for academic mobility; the belief that this experience will guarantee a better future; the idealization of Brazil as a welcoming country, given the linguistic proximity; the reality clash between the culture of origin and the Brazilian reality; and the subject as an African being.

Regarding multiculturalism and creativity rates, Ribeiro (2017), in a study aimed at investigating the relationship between creativity and characteristics of international life and school experience in multicultural children and adolescents, highlighted that the creativity rates of these subjects were above average concerning the Brazilian population with the same level of education. In addition, it showed that children with a high level of acculturation had higher creative performance. The author emphasized the importance of fostering relationships between people of different nationalities to promote the creativity of students at school.

Similarly, in a literature review on the relationship between creativity and multiculturalism, Ribeiro and Fleith (2018) pointed out that studies have shown an interconnection between the two concepts, mediated by psychological mechanisms and environmental conditions. The researchers noted an increase in studies on this topic in recent years, mainly with adult participants. However, they felt that the number of studies was still small. Another point presented by Ribeiro and Fleith (2018) was that most of the publications were authored by researchers from regions with high migratory flows, such as the United States, Europe, and Asia. The results of these authors' research show the importance of conducting research on multiculturalism or interculturalism in other places such as Latin America, whose countries, like Brazil, are receiving an increasing number of immigrants and refugees.

Regarding multiculturalism or interculturalism and acculturation patterns, Ribeiro (2017) found that most parents indicated that their children used integration strategies during their international experience, identifying simultaneously with the culture of their country of origin and the new country. Similarly, Santana (2018) highlighted that, for the most part, Paraguayan students and students of Paraguayan descent who attended Brazilian border schools experienced acculturation and adopted assimilation and integration strategies, while the minority adopted separation or marginalization strategies. It is noted that the debate on the perspective of inclusion, timidly raised by Santana (2018), is still incipient, with the predominance in the literature of the integration or adaptation of the subject to the new reality in which they are inserted.

The literature reviewed showed that it is possible to propose school psychology interventions in intercultural scenarios related to aspects such as integration, the production of a contextualized school curriculum, awareness of the school community, and facing the demands that arise from this scenario, mainly the management of the Guarani and Spanish languages (Felippe, 2023; Santana, 2018). It was also found that the works promoted relationships between subjects of different nationalities (Felippe, 2023; Ribeiro, 2017; Santana, 2018), the support/involvement of families (Felippe, 2023; Ribeiro, 2017), the provision of

complementary language classes and activities that provide opportunities for coexistence (Ribeiro, 2017; Santana, 2018). These are favorable elements indicated by the investigations, which, although they did not address the practice of school psychology, raised points that can mobilize professionals and researchers in the field to analyze, reflect, and propose actions contextualized to the Brazilian scenario.

| Book review analysis

In the collection of books of the ANPEPP GT-PEE, five chapters were identified as containing elements of discussion of school psychology with approaches of multiculturalism or interculturalism. In these works, studies with historically excluded groups were observed in a conjunctural analysis, distancing themselves from an eminently clinical and individualizing performance of the field. The texts highlighted the attention to students of popular origin, also addressing ethno-racial aspects, affirmative action, democratization of higher education (Carneiro & Sampaio, 2021; Sampaio, 2015; Silva & Sampaio, 2018), epistemic justice in the university (Dazzani et al., 2021) and black students in the university (Teixeira et al., 2018).

Similar to the panorama identified in the database search, the productions have been published since 2015, that is, in the last nine years, although the GT collection began in 1993. Among the five chapters listed for discussion, the study by Teixeira et al. (2018) brought a debate that allows a greater depth on the topic. Similar to the authors of the other chapters, Teixeira et al. (2018) did not use the terms multiculturalism or interculturalism; however, they considered research on and with Black people, with an emphasis on socially engaged action, and emphasized the importance of relationships between different peoples in the educational context. The authors also pointed to significant contributions to school psychology, allowing for the prospect of broad action with black university students and also considering the importance of white participation in discussions of ethnic-racial issues, among others.

Teixeira et al. (2018), based on critical school psychology, highlighted the need for actions that promote the development of black students, aiming at inclusion and combating prejudice. Among the recommendations, they pointed out the participation of the school psychologist in the debate and promotion of curricula so that they do not only consider Eurocentric knowledge but also African and Latin American origin and the local context in which the university is located, allowing space for debate and awareness of the impact of a Eurocentric vision on experiences and practices in the Brazilian context. Other possible actions were: contributing to learning environments and teaching conditions, allowing reflection on relationships between black, indigenous, and white students, inequalities, among other relevant social issues; in teacher training, allowing them to reflect not only on the theme but on their conceptions concerning whites, blacks, and others, and how this reflects on pedagogical action; contributing to the formulation and development of specific actions in policies university students, such as groups of black students to share experiences about being black.

Thinking about and developing actions that are theoretically grounded and contextualized to the intercultural scenario established are the provocations proposed by this article to researchers and professionals in school psychology. Based on the reflections provided by the research found in this literature review, we invite them to broaden their reflections on the reality arising from these scenarios and plan contextualized, critical, and innovative actions.

| Final considerations

In a society characterized by diversity in its various expressions, from ethnic, racial, religious, and cultural aspects specific to Brazil, to the increasingly present migratory movement, it is urgent to study, reflect, problematize, and propose actions in the educational sphere related to this reality. The educational context provides encounters with subjects with different habits, characteristics, cultures, histories, and ways of being and existing, and school psychology, based on Critical School Psychology and Historical-Cultural Psychology, can contribute to raising more complex human development processes and awareness among its diverse members.

This literature review fills an important gap in national scientific production, given the relevance of the topic. As a result, it is clear that within psychology, social psychology is the area that stands out in terms of publications on multiculturalism and interculturalism. In school psychology, there is a lack of production in this area, with only five studies found in the databases based on the pre-established inclusion and exclusion criteria. Of these, one study effectively discussed the relevance of the field's contributions to intercultural contexts. When the search was extended to include books from the ANPEPP GT-PEE, only five addressed school psychology with multiculturalism or interculturalism, and one of these stood out for providing broader and more in-depth contributions. Although the search in the electronic databases covered a period of eleven years and the publications of the books date back to the last 31 years, the productions identified in both studies that are in line with the objectives of the review are recent, with chapters produced since 2015 and articles, dissertations, and theses since 2017, showing a more current interest in the topic.

Regarding the choice of the terms multiculturalism and interculturalism, none of the five articles/theses/dissertations considered a historical, conceptual, and epistemological dimension of these phenomena, justifying the reason for choosing the terminologies and understandings adopted in comparison with other existing prisms; the five book chapters did not use the aforementioned nomenclatures, although they were considered to cover reflections on the phenomenon. Given this diversity of conceptualization and understanding in many studies, it is argued that the choice of one or another term involves political, philosophical, and ideological conceptions. Therefore, this paper defends the use of the term interculturalism with the conceptual understanding of Walsh (2009) presented in the introduction of this article.

This review, despite being robust in including the search for different types of materials in six databases and in a collection of 17 books from the ANPEPP GT-PEE, and in having used two combinations of broad descriptors with a time frame of the last eleven years, has the limitation of not having covered languages other than Portuguese. However, it was the authors' choice to conduct the review of national and international literature separately, given the complexity and innovation of the subject and the specificities of the Brazilian scenario.

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Resumo

Esta revisão sistemática de literatura, pela recomendação Principais Itens para Relatar Revisões Sistemáticas e Meta-análises (PRISMA), investigou as produções científicas nacionais sobre Psicologia Escolar, Multiculturalismo e Interculturalismo, referentes ao período de 2012 a 2023, em seis bases de dados, e de 1993 a 2023, em 17 livros pertencentes a uma coletânea de referência na área. Os resultados, a partir de artigos, teses e dissertações levantados nas bases de dados, apontaram que, dos cinco materiais relacionados à Psicologia Escolar, uma tese discutiu a relevância das contribuições da área para cenários interculturais. Dos 180 capítulos, cinco apresentaram aproximações com a temática investigada. Desses, um contemplou um debate mais aprofundado para a questão. Como desdobramentos, refletiu-se que as discussões da literatura revisada apresentam elementos que podem subsidiar a proposição de ações amplas e contextualizadas a serem desenvolvidas pelas psicólogas escolares nesses contextos.

Palavras-chave: Psicologia Escolar. Psicologia. Interculturalismo. Multiculturalismo.

Resumen

Esta revisión sistemática de la literatura, que utilizó la recomendación *Preferred Reporting Items for Systematic Reviews and Meta-analyses* (PRISMA), investigó la producción científica nacional sobre Psicología Escolar, Multiculturalismo e Interculturalidad de 2012 a 2023 en seis bases de datos y de 1993 a 2023 en 17 libros pertenecientes a una colección de referencia en el área. Los resultados, basados en artículos, tesis y disertaciones encontrados en las bases de datos, mostraron que de los cinco materiales relacionados con la psicología escolar, una tesis discutió la relevancia de las contribuciones del área a los escenarios interculturales. De los 180 capítulos, cinco estaban relacionados con el tema investigado. De ellos, uno planteaba un debate más profundo sobre la cuestión. En conclusión, las discusiones en la literatura revisada presentan elementos que pueden apoyar la proposición de acciones amplias y contextualizadas que puedan desarrollar los psicólogos escolares en estos contextos.

Palabras clave: Psicología Escolar. Psicología. Interculturalismo. Multiculturalismo.

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