

# SYSTEMATIC REVIEW OF INCLUSIVE PEDAGOGICAL PRACTICES: PRELIMINARY REFLECTIONS IN RURAL AREAS

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## Abstract

Although schools talk about equity and handle speeches about inclusion, there are still barriers that are framed in the current curricular design of Colombian schools that make it difficult for students to develop their own abilities and skills (within the framework of diversity). For this reason, the present study aims to build a trace that evidences the inclusive pedagogical strategies that underlie in the teaching praxis, so that from the recognition of the real characteristics of the students, the pedagogical practices are strengthened and transformed from the adoption of a change of attitude and mechanisms that give meaning to the pedagogical work from the diversity and the particularities of each student.

**Keywords:** Inclusion, pedagogical practice, educational mediation, curriculum, diversity.

## Introduction

The new paradigms emerging today in society reveal the urgent need for a new individual who is able to face the uncertainty of the context with tools and dispositions centered on the human person; that is, under a principle of justice and law. In this sense, it is required from the educational field to initiate a deep reflection on inclusive pedagogical practices as a strategic element for access to knowledge in the school of the 21st century.

Under that perception, it is evident at the school level; that, although disability has had a considerable evolution, Ainscow (2004), Ainscow et al. (2006), Aragall (2010), Black Hawkinset al. (2007), Gimeno-Sacristán (1999), Booth (2006), Echeita et al. (2014), among others, no less certain is that even children and young people who present this condition have received derogatory terms that put in context the ignorance of the value of difference.

Regarding this issue, Colombia assumes the challenge of the educational integration of the

population with limitations or with exceptional abilities or talents, from a whole legal framework such as: The Political Constitution of Colombia, the General Education Law or Law 115 of 1994, Law 1098 of 2006, the Code of Childhood and Adolescence, Statutory Law 1618 of 2013, Laws 361 of 1997, 762 of 2002, 1145 of 2007, 1346 of 2009, 1616 of 2013 and 1618 of 2013, Regulatory Decree 2082 of 1996 and Decree 1421 of 2017. The latter regulates in the framework of inclusive education the educational attention to the population with disabilities, so that from these rules students with disabilities would transit from an excluding service such as special classrooms to regular classrooms.

Although it is true that there is a legal framework, this process still has many shortcomings, since there are few experiences that have given good results with this student population, added to this, teacher stress has become an influential factor in the aforementioned gaps. This is ratified by Sánchez (2019), Frías (2019), Conde (2019), and Rico

(2019) when they express that: Teaching is a profession nurtured by intellectual, communicative, interpersonal, planning and empowerment competencies; for that reason, whoever exercises it must, in addition to be trained and educated in a specific discipline permanently, communicate, inform and interact with a diversity of actors and mediations. This leads the educator to become involved, without premeditating it, in an environment of strengths and threats to his own health and profession. The current educational reality in Colombia as well as in Latin America reflects an accelerated growth in the levels of work stress or Burnout, due to the mere fact of caring for other people.

Taking into account all of the above, the challenge is then to apprehend an Inclusive Education, which considers not only the normative weight, but also the evident and tangible diversity of the people who today make up a given community, with its characteristics and needs; understanding that this classroom community is a reflection of society and its students deserve a set of interventions with a differential approach, but recognized in the same context.

Breaking mental structures, in the field of education, requires a medium and long-term process, despite the globalized world. In that order of ideas, the Saldarriaga Concha Foundation (2018), when referring to the genesis of inclusive education, urges compliance with the principles of the World Education Forum in Dakar and, in particular “the need to guarantee those children affected by conflicts, in poverty, with disabilities, located in rural areas and, in general, in complex contexts, access to quality education that recognizes and addresses diversity”, it is inferred from the sources the desire to build bridges between disability and human rights, as there are still perceptions in the educational communities about this type of human being who is linked to education as a slight effort, to which one responds under charitable or welfare action which reveals the ignorance of their rights and even their social representation in the community.

In this area of inclusion, in the Municipality of Aracataca, in the year 2007, processes of sensitization on the need to implement inclusive education in the five (5) institutions of the municipality began; however, in the framework of access, equity, relevance, flexibility and

participation of students with disabilities, it is evident that there are gaps in educational inclusion, as expressed in the diagnosis of the Development Plan 2020-2023 of the Municipality of Aracataca. Hence, the promotion of students with disabilities suffers from blunders since the curricula still remain rigid and do not respond to the needs and abilities of the students.

The Elvia Vizcaino de Todaro School (Municipality of Aracataca) serves a population of 24 students with psychosocial, intellectual, systemic disabilities and voice and speech disorders. It should be noted that six (6) cases of this population are at ages that are not in accordance with the grades attended. This group is distant for the common of the educational community, including family members and teachers, who, according to their appreciations, state: “Students with disabilities should be in special centers, because there are no tools or the preparation to attend this student population, and the school needs to have professionals in its staff to attend these students and provide the proper guidance to develop the relevant activities in the classroom”.

These voices, make apology to the inferences of Porter (1997), who at that time would point out that “The training of future teachers should focus on the knowledge and skills of students, so that they can access public schools and teach all students, attend to diversity, have knowledge about differentiated pedagogy, multilevel teaching and cooperative learning, that is, everything that will give them the necessary tools to meet the needs of all types of students with different difficulties in their general classes. So, I think they need to learn things like multilevel teaching... “nothing timelier, because it reflects the daily life of this geographical area. It is connected with this approach, the look of a developmentalist pedagogical approach, which privileges the being, thus, Sanchez (2018), Frias (2018), Conde (2018), and Rico (2018) state that “as in any pedagogical approach, the center of the formative process is the student, in the humanistic approach they are recognized as unique beings and different from others, possessors of great amount of potentialities. People with particular affections and values who have the need to grow and be creative in order to solve problems. Therefore, the developmentalist approach seeks the development of all the

potentialities and dimensions of the human being such as the somatic, cognitive, affective, volitional and transcendent dimension of man, thus aiming at the integral development of students”.

Faced with the challenge of including students with disabilities in the classroom, and in order to ensure the right to education and counteract the exclusion and marginalization of this population, it is relevant to join efforts to respond assertively to the needs of children and young people in order to promote the participation of all students regardless of racial, personal, ethnic, cultural, social or economic characteristics (Blanco, 2007). In the same direction, Sánchez (2021), Conde (2021), Rico (2021), Fruto (2021) and Linero (2021), ratify these ideas, stating that: Education as a formative institutional task of the human being implies a series of processes, which in addition to the cognitive apprehension of the disciplinary competencies that are developed, it is required to consolidate the person as a social being who relates to others and shares with them in different contexts. Therefore, there are other associated factors that influence their performance from a relational contextual framework.

## State of the art

In the light of the 21st century, it can be affirmed that there is a wide range of scientific productions in the order of inclusion; a premise that is undoubtedly an imperative within educational policies.

## Europa

Arnaiz (2021) proposes a perspective called Teacher training for the construction of classrooms open to inclusion. To this end, the objective is to analyze the training of teachers and other professionals to meet the special educational needs of students who require extensive and generalized support. Its proposal is methodologically based on a non-experimental, descriptive design. The population is represented by the set of open classrooms present in the Region of Murcia in

the 2018/19 academic year, with a total of 108 open classrooms and 1043 teachers or professionals. Three ad-hoc questionnaires were used to collect the information, focusing on the specialized open classroom tutor, the reference classroom tutor, and the teaching and professional team of the specialized open classroom. The data were collected from a quantitative perspective using descriptive statistics, inferential analysis based on sociodemographic variables (sex, dedication, educational stage, school ownership, professional profile, experience in the school, experience with the group of students and age), and correlational analysis. The results indicate the lack of training and capacity of the participants to respond to the educational needs of the students in open classrooms, this situation being more accentuated in teachers who are not specialists in attention to diversity.

A no less important production in Spain has been led by Sabando (2016), who, with the support of the University of Barcelona, aims to identify the degree of inclusion of public primary schools in urban areas of Catalonia and thus determine its influence on the academic performance of all students. The study used a quantitative, descriptive and correlational methodology and involved the participation of 615 public schools in the urban territory of Catalonia that responded to the on-line questionnaire. The instruments account for the degree of inclusion, the dimensions of institutional relationship, functioning, center practices and academic performance. The results obtained show that there is a medium degree of inclusion; likewise, there were no centers that reached a low level in this aspect, in the total score. In general, in no center do exclusionary processes predominate over inclusive ones, and the participating schools are in a process of transformation towards inclusive education.

In Palmas de Mallorca, a production emerges that regardless of the distance, it is feasible to evidence common elements with other communities, the reference is in the Inclusive practices in the ordinary classroom, as a scientific contribution presented under the authorship of Muntaner Joan (2014). This focuses on students with chronic diseases, considered a vulnerable group within the educational system, hence, the objective of the production aims to identify the needs related to

these and facilitate the implementation of proposals to improve schools. In order to approach the search for answers, a qualitative study is used as a methodology with two types of key instruments: discussion groups and interviews with teachers, families, health personnel and students. As a conclusion, a whole set of possible and pertinent strategies that contribute to a better quality of learning from the teacher's interventions and the linkage of each student's needs are extracted.

Velásquez (2010) through the University of Salamanca and his doctoral thesis "*The Importance of School Organization for the Development of Inclusive Schools*", shows his interest in studying the school organization inherent in the educational integration present in some schools in Puebla, Mexico. shows his interest in studying the school organization inherent to the educational integration present in some schools in Puebla, Mexico. In the same way, to delimit the ideas of focused subjects to identify improvement criteria experienced by both institutions and subjects of the sample when confronting the new ideals with inclusive education and with the basic competences to improve educational conditions for diversity. This production is methodologically focused on a mixed approach and subscribes to the case study. A special element of the work is in the apprehension of the global evaluation design proposed by Stufflebeam and Shinkfield (1985,1996) known as C.I.P.P., which makes visible a transversal category in the intervention as "learning communities".

### **Latin America:**

The Argentine production, headed by Dubrovsky and Lanza (2019), called *Inclusive practices at the secondary level from the experience of the perspective of a student with disabilities*, investigates how pedagogical practices are configured within the framework of what has been called the paradigm of inclusion, questioning knowledge, devices and practices of the institutional culture of schools. This production generates a break with traditional psychologism and, on the contrary, it exalts the emotional experience of a student with disability to then point out that from a social situation of development it is possible to enhance the metacognitive processes of the

student with disability, an experience that from an ethnographic approach contributes to the construction of a route that demands teachers to implement teaching proposals in such a way that they give answers to each of the particular interests of all students.

In Costa Rica, Mejía Maricruz (2019), with her research; *Inclusive practices in pedagogical mediation: are we prepared?* based on mixed research, manages to raise findings for a subsequent intervention where she shows the need for training that teachers have. This study made it possible to show the teachers' difficulties in putting inclusion into practice in their pedagogical practice. The production reveals the fracture between the interests of an educational policy and the training processes aimed at linking all the actors, as well as the disarticulation in the institutional management with a view to legitimizing the rights of all the members of the community.

Mora (2019), in Chile, configures a master's thesis in Educational Management entitled: *Pedagogical accompaniment and co-teaching as a strategy for the implementation of inclusive pedagogical practices in a rural school in Villarrica*, its general objective was to link an inclusive curriculum management in the classroom with pedagogical practices appropriate to the learning needs of students, from the strategies of pedagogical accompaniment and co-teaching, favoring the development of professional teacher autonomy. Although it is a production with an interesting relevance in terms of the need for learning among the same actors, as a synonym of co-construction, it highlights the role of the teacher as a dynamic agent in the implementation of a policy that breaks with the traditional structure of the school. Its design evidences the characteristics of a mixed process, which seeks to link quantitative and qualitative data. The results of this research are in the order of putting on offer the processes of accompaniment as a strategy articulated to the teaching encounters. It also highlights the vital role of the dimension of evaluation for the educational processes in the field of inclusion.

Continuing in Chile, Lagos (2017), in her thesis entitled: *Inclusion of children with disabilities in Chilean preschool classrooms*, presents the objective of describing the practices of educators, which may or may not favor the

inclusion of children with disabilities in preschool education contexts. Its methodological design of great relevance for this level of intervention was a non-experimental, descriptive and cross-sectional research design. The exhaustive interest in showing which practices facilitate the processes of inclusion or, on the contrary, constitute an obstacle to it, making possible a line of intervention for improvement.

Rojas (2013), author of *Inclusion/Exclusion of School Children with Special Educational Needs*. She performs a systemic analysis applied to society with the University of Chile, the research analyzed the current legislation and political discourses, how these account for the inclusion/exclusion of schoolchildren with SEN, the way they are introduced in organizations and the construction of a decisional matrix that describes the topic mentioned in the operationalization of the educational system. From the work, the following considerations stand out: The standardizing logic, the recursive management of the SIMCE standardized test and the hegemony of this device to conceptualize and operationalize the construct of educational quality that is transcribed in educational projects that are molded by educational organizations to meet expectations, since the results will be transcribed in procedures that establish economic resources, assessment of educational policies and educational improvement programs and possibly intervene in the selection and admission decisions of the student body proceeding with rigid and selective selection criteria and increasing the probability of suffering exclusions; thus deviating from the “equal opportunities” prescribed by the legal system. This translates into diagnosing and investigating with new mechanisms and instruments that include evaluable competencies in accordance with the meaning of an inclusive education that takes diversity into account. The author states that during the process of reviewing published research and the research process itself, the importance given to the variables of socioeconomic income and cultural capital as a preponderant criterion for exposing the fragmentation of the educational system, even to explain the results of standardized tests, was noted.

## Colombia

Santana and Mendoza (2017) conducted the research “Inclusion Processes in Educational Institutions of the Municipality of Neiva”. This study was oriented with the question What characterizes the inclusion processes oriented by the secretary of education of the municipality of Neiva in order to implement national inclusion policies? An ethnographic work was developed through a qualitative approach. The added value of this research lies in the relevance of public policies, the criteria for their operability, and their scope based on the needs of a civil population that identifies its rights. Although there is a normative framework for the structural improvement of educational institutions, as well as for inclusion processes, it is not the monolithic norm that determines their success; it is the mobilization of actors that generates success.

The researchers Beltrán and Gómez (2016) describe the processes of Curricular Management for Inclusive Education in two District Educational Institutions IED of Bogotá. They use a descriptive qualitative research methodology and the case study method. With the techniques of interview, focus group and documentary analysis, results were analyzed and interpreted with the categories of Inclusive Policies, Inclusive Curriculum and Pedagogical Practices in the Classroom. In addition, three categories emerged: physical accessibility, teacher's role and classroom management. They conclude that it is necessary to reduce the gap between the theoretical framework, regulations and real inclusive practices, the recognition of the rights of children and youth over the conditions of vulnerability, the need to work as a team, adjust the evaluation with equitable and fair bases, the decisive role of the teacher in the classroom, permeate the pedagogical practices with play, reading and collaborative work.

Other research related to this category are those of Beltrán et al. (2015) from which emerged the article entitled “*Creation of a learning community: an experience of inclusive education in Colombia*”, whose objective was to articulate the efforts of community members around activities to improve educational quality in a Colombian educational institution, located in a social and cultural environment that hinders the provision of educational service. They

assumed the concept of “learning communities” as projects of social and cultural transformation of an educational center and its environment, based on dialogic learning, with the purpose of involving the whole community in the educational process in concrete spaces, including the classroom. In terms of methodology, they adopted action research following the seven methodological phases for the transformation of educational centers into learning communities-CA, namely: sensitization, decision making, dreaming, contextual analysis and selection of priorities, planning of aspects to be transformed, formation of family members and interactive groups. The results of the research show that the strategies employed allowed the researchers to identify the main needs of the institution, promote a participatory process of the educational community, and strengthen the relationship between the cultural knowledge of the entire community and academic knowledge.

Another no less important production is that of Barrios et al. (2015), who had as general objective to know how the teaching - learning process from the Escuela Nueva approach favors or not the inclusion in the Rural Educational Center “Morelia” of the municipality of Concordia, the research is conducted under a qualitative approach with field work conducted by students of the University of San Buenaventura sectional Medellin. In this, an explanation is made on how the rural factor has been seriously affected by an educational system that governs equally without guaranteeing an effective education with the same benefits for all. In addition, the poor management of the directors and the lack of commitment in the rural sectors were found, concluding that educational inclusion should be considered as a main factor to favor the principles of diversity.

### **Inclusive education and educational mediation**

In the educational field, according to Parra (2010), inclusive education is an approach based on valuing diversity as an enriching element of the teaching and learning process and, consequently, as an enabler of human development. In the inclusive school, “all students benefit from an education adapted to their needs and not only those with special

educational needs” (Parra, 2010, p. 77). In this order of ideas, Ainscow (2003) confirms that inclusion pays special attention to those groups of students at risk of being marginalized, excluded or at risk of not achieving optimal performance (p. 13), likewise, Bath (1999) states that differences contain great learning opportunities, these constitute an abundant and renewable free resource.

Educational mediation in the field of inclusion encompasses a global approach of an emancipated coexistence under the spectrum of a Social State of Law, which must mobilize a whole curricular structure, a reflection of critical pedagogy and citizenship for the 21st century.

Therefore, it is not gratuitous that the Universal Design for Learning (DUA) synthesizes a pedagogical proposal of intervention that tends to overcome this type of deficit that emerges in the school on the part of its actors in the processes related to the physical, affective, sensory and cognitive elements of students with Special Educational Needs (SEN). Undoubtedly, one of the systemic topics that this strategy deals with is articulated with a dialogic approach, in the perspective of Abellán (2011).

On the other hand, in contexts of vulnerability, the teaching-learning interaction process, in addition to empathy among the actors, requires a reading of texts, contexts and overcoming deterministic reductionisms. In this logic of participation, learning acquires meaning in favor of emancipation and therefore, knowledge is vulgarized, the school climate improves, consensus and dissent have their representativeness, in the words of Cayo and Procel (2018), dialogic principles generate questioning as the vehicle of learning and encourages curiosity in students, acquiring skills and attitudes that are mediated by the teacher.

Another fundamental element linked to the learning processes allows considering how information from the environment is detected and perceived, for its subsequent transformation into knowledge, likewise, the strategies implemented to activate learning in a particular scenario and no less important under the action of inclusion, the imperative character of the affective manifestations, through which, the motivation and participation of each student is awakened, as expressed by Pérez & González (2017).

From the above, it follows from the statement, the identification of the capabilities of each of the students, their added value within the group, which enables the configuration of heterogeneous groups, as well as individual skills; it is there, where the teacher mediates the learning process as expressed by Rodríguez (2014) and Dalmau et al. (2002).

Although there is a national educational curriculum, it allows for flexibility, hence the normogram that is offered nationwide; however, it is assumed in a homogenizing manner for any student and context, who note how a tool such as the Individual Plans for Reasonable Adjustments (PIAR) is introduced to mitigate barriers to access to education, however, curricular adaptation has not been effective and fails to mitigate barriers to access to learning.

The apprehension of the SAD by an educational community implies transcending static strategies that perpetuate the configuration of a type of subject: servant and/or slave. The changes generated by the uncertainty of globalization show how imperative it is to train teachers under this route. That is to say, a subject that in its interaction considers the curriculum as a mediation of flexibility, which is in permanent change, the result of the criteria and reading of the context. The SAD undoubtedly dignifies the human person, considering that all students have different ways of accessing learning, one of which is undoubtedly closely related to the approaches of Vygotsky, Azorín and Arnaiz, Sánchez, Castro, and Casas Vallejo.

## Conclusion

A society that makes an apology to Human Rights, to the fundamental rights enshrined in the constitutional charters with a direction on the Social State of Law and what has declared imperative, not to leave anyone behind, is understood as a process of co-responsibility between punitive statements and institutional management of the school with the mobilization of the entire community. The moment is pertinent, the society is confined, the schools in alternation as a preventive measure of the contagion of Covid 19, it is necessary to operationalize all the routes and strategies of inclusion. If before the pandemic there were already strong manifestations of exclusion and

therefore vulnerability in the cultural, economic and social spheres in the Colombian rural education institutions and particularly in the Magdalena area, it has overflowed and is an opportunity for structural intervention. Deprivation cannot refer exclusively to the technological tool as mediation. In each of the classroom communities there are underlying imaginaries of reproduction for exclusion, these range from the same cognitive, affective, equity, pertinence, flexibility and management conceptions as in the case of participation. The interaction among the actors, independent of geographical determinism, makes it possible that this student with SEN is in conditions to show a significant learning from an intentional structure that articulates the context, the curriculum, the existing normative dispositions on inclusion, the fundamental rights and the adaptive institutional management for the incorporation of all the actors; but for this, the training of the basic human capital is required: the teachers.

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