




Classroom teachers' perceptions of inclusive education from a Colombian experience

Percepción de los docentes de aula sobre la educación inclusiva desde una experiencia en Colombia

Marlon Alirio Martínez-Sarmiento
martinezmarlon36@gmail.com

Universidad Metropolitana de Educación Ciencia y Tecnología (UMECIT), Panama,
Panama, Province of Panama, Panama

 <https://orcid.org/0009-0003-5444-9954>

ABSTRACT

Inclusive education has become a central focus of global education policies. This phenomenological study aims to theorise classroom teachers' perception of inclusive education from an experience in Colombia. The study is situated in a phenomenological orientation, working with seven teachers who interacted as key informants. From a phenomenological perspective, the Colombian teachers' perception of inclusive education is articulated as an experience committed to the recognition of each student. In their testimonies, an understanding of inclusive education emerges not only as a strategy, but also as an act of respect for human diversity, where each subject is valued integrally and ethically. For teachers, this experience becomes a pedagogical challenge, in which lack of resources and lack of specialised training are experienced as barriers.

Descriptors: inclusive education; right to education; educational opportunities (Source: UNESCO Thesaurus).

RESUMEN

La educación inclusiva, se ha convertido en un eje central de las políticas educativas globales. Este estudio de corte fenomenológico tiene por objetivo hacer una teorización sobre la percepción de los docentes de aula sobre la educación inclusiva desde una experiencia en Colombia. El estudio se sitúa en una orientación fenomenológica, se trabajó con siete docentes que interactuaron como informantes clave. Desde una perspectiva fenomenológica, la percepción de los docentes colombianos sobre la educación inclusiva se articula como una vivencia comprometida con el reconocimiento de cada estudiante. En sus testimonios, emerge una comprensión de la educación inclusiva no solo como una estrategia, sino como un acto de respeto hacia la diversidad humana, donde cada sujeto es valorado integral y éticamente. Para los docentes, esta vivencia se transforma en un desafío pedagógico, en el que la carencia de recursos y la falta de formación especializada se experimentan como barreras.

Descriptores: educación inclusiva; derecho a la educación; oportunidades educativas. (Fuente: Tesauro UNESCO).

Received: 17/08/2024. Revised: 19/08/2024. Approved: 03/09/2024. Published: 01/10/2024.

Research articles section



INTRODUCTION

Inclusive education, defined as a pedagogical approach that seeks to ensure equitable access to meaningful learning opportunities for all students, has become a central focus of global education policies (Alanazi & Alhazmi, 2023; Connor, Ferri & Annamma, 2016; Delgado-Muñoz, Mendoza-Catagua & Salcedo-Quijije, 2024). In Colombia, this orientation has been implemented to varying degrees, revealing both achievements and specific challenges that are widely acknowledged by teachers. The research focuses on classroom teachers' perceptions of inclusive education, analysing their testimonies collected through phenomenological interviews in three educational institutions: Colegio Municipal Aeropuerto, Colegio Toledo Plata and Colegio San José Trigal del Norte. This analysis not only provides a reflective view on current inclusion efforts, but also highlights the obstacles faced by the Colombian education system, such as the lack of specialised training and adequate resources to address diversity in the classroom (Leonard & Smyth, 2020; Dewsbury & Brame, 2019).

Current research underscores that inclusive education is a fundamental right that benefits all students, regardless of ability, socio-economic or cultural background (Liang et al., 2022; Luo & Li, 2024). However, as teachers in Colombia strive to implement inclusive practices, significant difficulties emerge. These include, among others, a lack of specialised training in inclusive strategies, work overload due to individualised attention in large classrooms, and a shortage of material and technological resources to adapt the curriculum (Hasson et al., 2022; Nyborg et al., 2020). In this sense, tools such as Universal Design for Learning (UDL) and Individual Plans for Reasonable Accommodation (IPAR) have been integrated by some teachers as strategies to address diversity, albeit with practical limitations due to insufficient preparation and the context of high demand in the classroom (Daems et al., 2023; Pagliara et al., 2023).

Teachers' perceptions, central to this study, not only encompass the need to adapt curriculum and methodologies, but also highlight the importance of thinking broadly about inclusion, encompassing dimensions including ethnicity, gender, and socio-economic background (McGhie-Richmond et al., 2013; Petersson-Bloom & Holmqvist, 2022). In the testimonies, there are ongoing concerns about the effectiveness of inclusive practices, especially regarding the lack of policies that strengthen institutional support to embrace other vulnerable groups at risk of educational exclusion, such as migrants and ethnic minorities (González et al., 2021; Somma & Bennett, 2020).

This article aims to contribute to the theoretical understanding of Colombian teachers' perceptions of inclusive education, exposing both the progress and current limitations of the Colombian education system. In the analysis, it is noted that inclusive education in Colombia requires a transformation that includes continuous training and the development of comprehensive policies that ensure true equity in access to education, adapting to the needs of a diverse student body and thus promoting inclusive and respectful learning environments (Kolbasova et al., 2023; van Kessel et al., 2021). The findings of this study can thus inform the formulation of an inclusive pedagogical model, based on evidence and adapted to the social and educational reality of Colombia, in order to build a more equitable and supportive education system (Velykodna et al., 2023; Vera-Rivera et al., 2024; Symeonidou, 2020).

In the light of what has been presented above, the aim of this phenomenological study is to theorise classroom teachers' perception of inclusive education from a Colombian experience.

METHOD

The study is situated in the qualitative paradigm, with a phenomenological orientation, which seeks to understand in depth the experience of teachers about inclusive education in specific educational contexts in Colombia. This approach responds to the intention of capturing the essence of the teaching experience in terms of inclusion, leaving aside any pre-existing prejudices and exploring the construction of meanings that teachers elaborate from their daily practice. Phenomenology, in this context, not only made it possible to capture perceptions, but also to reveal the meanings that educators give to their experiences in the inclusive



environment, thus achieving a deep understanding of their meanings and of the inclusive educational phenomenon as a whole.

The research was structured under a phenomenological design, which focuses on the study of subjective experience, highlighting the lived perception as the core of analysis, which allowed to address the inclusive experience not as an external event, but as a construction of meanings that emerges from the daily life of the teacher and their direct interaction with students in conditions of diversity, based on the experiences of teachers from three specific institutions such as: Colegio Municipal Aeropuerto, Colegio Toledo Plata and Colegio San José Trigal del Norte, located in Norte de Santander - Colombia, allowing to capture the different ways in which inclusion is perceived, felt and constructed in these educational spaces. We worked with seven teachers who interacted as key informants and were coded:

DOC-AULA 01

DOC-AULA 02

DOC-AULA 03

DOC-AULA 04

DOC-AULA 05

DOC-AULA 06

DOC-AULA 07

In terms of data collection, the aim was to capture the experience in its most authentic state. To achieve this, semi-structured in-depth interviews were designed, which offered a reflective and free space where teachers could express the experiences, beliefs and challenges they face in the implementation of inclusive education. The interview questions focused on uncovering central aspects of the inclusive experience from a phenomenological perspective, exploring issues such as the construction of meaning about inclusion, the challenges of inclusive practice and the strategies that emerge from teachers' daily experiences. The interviews, which were conducted in an atmosphere of intimacy and respect, were recorded and transcribed in full, ensuring that the nuances and essence of each narrative were preserved.

The data analysis was carried out through a process of phenomenological reduction, aimed at unravelling the essential structure of the experiences and capturing the underlying essences of the teachers' perceptions of inclusiveness. This analysis consisted of several stages, each centred on a progressive immersion in the narratives:

RESULTS

The perception of the classroom teachers is framed in the testimonies (answers) with respect to the questions asked in the phenomenological interview, which aim to define the theoretical position of each of the teachers of the institutions Institución Educativa Colegio Municipal Aeropuerto, Institución Educativa Colegio Toledo Plata and Institución Educativa Colegio San José Trigal del Norte. See table 1.

Table 1. Classroom teachers' perceptions of inclusive education.

Questions: 1. What do you think about inclusive education?		
Responses:		
	DOC- CLASSROOM 01	DOC- CLASSROOM 02
	Inclusive education, because I believe that it is fundamental to ensure that all students, regardless of their differences or their conditions, have access to quality education, and it is not only about paying attention to those with disabilities or learning	I think inclusive education is very valuable because it seeks to ensure that all students, regardless of their physical, psychological, cultural and other characteristics, are respected and accepted regardless of their differences in



<p>disabilities, but to all students regardless of their race, social or sexual condition, culture or religion.</p>	<p>the classroom or outside it. Inclusive education promotes collaboration between teachers, parents, school counsellors and students so that children and young people who have been identified as having a physical or cognitive disability can overcome barriers to learning. It is a great challenge, because despite not having the resources to make adaptations and not having received adequate training to deal with different types of disabilities or exceptional abilities, strategies such as collaborative learning promote empathy and bullying prevention.</p>
DOC- CLASSROOM 03	DOC- CLASSROOM 04
<p>I consider inclusive education to be a relevant topic that has attracted increasing interest today, due to the diversity of students that can be found in classrooms. Furthermore, inclusive education is important because it is based on the principle of ensuring that all students are provided with equal conditions and opportunities in educational institutions to enable them to learn and participate fully in the education system. This approach promotes respect for individual differences and seeks to establish strategies that address the specific needs of each student.</p>	<p>Good morning, I would like to respond to the items of the interview whose purpose is to seek to understand the conceptions, attitudes and experiences that managers and teachers have about inclusive education. First question: I consider inclusive education to be a necessary and pertinent occasion as it seeks to overcome the different obstacles that students may have in terms of the particularities of learning or the difficulties that a certain student may have, but also the strengths that can be used to achieve learning in a differentiated way. I believe that it is necessary and that its implementation seeks to strengthen the educational system that starts from the differences and shows the important achievements for the students and the educational community.</p>
DOC- CLASSROOM 05	DOC- CLASSROOM 06
<p>Inclusive education seeks to transform school management in order to guarantee relevant education for students with disabilities; it therefore means attending to the common and specific needs of these populations with quality, relevance and equity. As teachers, we take into account the basic standards of competencies, as these provide a set of common criteria about what all students can achieve in their passage through the education system; with these criteria we design relevant pedagogical strategies to ensure that students develop them. In the case of students with disabilities, the strategies must be taken into account in the design of the Reasonable Accommodation Plan for students with disabilities. On the other hand, the large number of students in the classroom impacts the quality of the educational experience, as these large groups mean that teachers use 20% of each class to maintain order, perform administrative tasks and bring the students to a state of mind in which they are receptive to the didactic material, and for students with disabilities the time of dedication increases, making the development of skills and knowledge more difficult. Also, caring for more than one student with a disability or different disabilities increases the physical and psychological strain on teachers. In conclusion, the aim of the inclusive education policy is very interesting, however, there are many factors that in reality make it difficult for each student served by the inclusion programme to overcome the</p>	<p>I think that inclusive education is one of the best measures that governments have taken in line with the mandates of the United Nations, its 2030 agenda and the development goals, to provide an educational service to students who, due to their condition or disability, are excluded from the education system, and thus reduce inequality gaps. Inclusive education is a strategy that enables states and educational institutions to ensure quality education for students with disorders or disabilities. I think that, in line with the intentions of the United Nations, inclusive education implies not only "being" but also "participating" and being part of that learning, decision-making and the search for solutions to the problems of the context. In line with the above, it is not only that a student with a disability is present in the lists and in the classrooms, its purpose goes beyond "being", it is also to participate in all the activities that take place in the classroom and outside the classroom, but its main purpose is to achieve learning. I think that inclusive education is a challenge for teachers, where they must provide suitable environments for all their students to access knowledge, but in many cases they do not have the pedagogical training to achieve this despite having every intention of working with these students.</p>



difficulties they face or at least guarantee their productive involvement in society.	I believe that inclusive education gives the most vulnerable students (with disabilities or disorders) the possibility to access their fundamental right to education.
DOC- CLASSROOM 07	
Inclusive education, because I believe that it is fundamental to ensure that all students, regardless of their differences or their conditions, have access to quality education, and it is not only about paying attention to those with disabilities or learning disabilities, but to all students regardless of their race, social or sexual condition, culture or religion.	
1. How have inclusive education practices been implemented in the educational institution?	
Responses:	
DOC- CLASSROOM 01	DOC- CLASSROOM 02
At Toledo Plata School, various strategies have been implemented to promote inclusion. These include the active participation of all students in flag-raising, cultural and sporting events, and in the delivery of the PAE. With regard to inclusion strategies with children who have some kind of disability or learning disorder, the SAD is carried out in the classroom and, as appropriate, the PIAR, the individual plan for reasonable adjustment, with relevant strategies being implemented with respect to the barriers and strengths that each of them present.	In the educational institution some practices have been implemented such as adjusting the contents and evaluations according to the needs of the students, which implies extending the time for the development of the activities. Different vulnerable groups have been identified in the institution, such as migrants, most of them coming from Venezuela, physical and cognitive disabilities, as well as Wayu ethnic minorities. In the case of migrants, flexibility is applied in the activities and in civic acts they participate by showing their culture and customs. Now, students diagnosed by a specialist with a disability, mostly cognitive, are given an individual plan of reasonable adjustments (PIAR) in each subject, working hand in hand with the student's guardian, and the activities proposed are adjusted to their interests. For example, a tenth grade student with a linguistic disability loves to cook and says she wants to be a chef, so with the help of her guardian she complements her activities at home. She recently made a masato in Biology class and recorded the step-by-step at home to explain the action of the microorganisms present in the drink that cause fermentation, as she was studying the subject of Biotechnology, which consists of the application of living beings for the elaboration of products and services that are beneficial to human beings. In the case of the Wayú students, it has become evident that they have difficulty in reading and writing, but through flexible activities and at their own pace they are able to make progress. In addition, they share in language classes some words of their own language, and this causes curiosity in their classmates to learn them.
DOC- CLASSROOM 03	DOC- CLASSROOM 04
Inclusive education in the institution has been approached from the point of view of disability and the presence of learning disorders in some students. This begins with the pre-characterisation and characterisation of the student based on the diagnosis provided by the parent once the student is enrolled in the institution. Likewise, for those students who show learning difficulties and/or some other type of disorder, the parent is asked to initiate a process of attention through their health entity, which allows the student's diagnosis to be known.	Well, on the one hand, there is the universal design for learning, where they can learn in a different way and within this universal design for learning, which is to look at how something can be taught in which, according to the diversity of thought of the learning facility, it is possible to interact and strengthen the knowledge that can be reached, also there is the elaboration of the PIAR the individual plans of learning that allows some practices of education that entail according to the disability



<p>Once the educational institution is aware of the student's situation, it proceeds with the elaboration of the individual plan of reasonable adjustments (PIAR), a document in which the adjustments and strategies to be used to develop the academic process in each of the subjects are listed. In this way, each teacher is responsible for adapting the content and learning activities according to the student's needs.</p> <p>The aforementioned process is documented through a folder in drive in which all teachers relate the subjects, the learning objectives and/or purposes through the EBC and the basic learning performances (DBA), the barriers that are evidenced in the student, the reasonable adjustments and the evaluation of the adjustments proposed by the teacher for each academic term.</p>		<p>of each student to be able to show some differentiated strategies that somehow are taken into account for the improvement in the teaching inside the institution.</p>	
DOC- CLASSROOM 05		DOC- CLASSROOM 06	
<p>In the educational institution Colegio Toledo Plata, we have always tried to provide the best care for each of the students with disabilities, from documentation, reporting and monitoring to the health sector, attention from school guidance, attention to parents and the design of the PIAR. However, as I said before, the management of 40 students in a classroom, with different disabilities and learning disorders, makes teaching practice very difficult to guarantee the development of skills and knowledge, especially in the planning, search for resources, strategies and adequate didactics to cover large and heterogeneous groups of students.</p>		<p>At the Toledo Plata School, inclusive education practices comply with Colombian regulations, especially Decree 1421 of 2017, which regulates the actions of educational institutions and especially the work of teachers in relation to students with disabilities or disorders.</p> <p>Inclusive education practices involve the elaboration of diagnostics for prioritised students, pre-characterisation and characterisation of these students, then the joint elaboration of reasonable accommodation plans and finally their implementation in the classroom.</p> <p>While it is true that the decree is being complied with, in many cases teachers in practice do not know how to deal with students with Down syndrome, with retardation or with any other disorder.</p>	
DOC- CLASSROOM 07			
<p>At Toledo Plata School, various strategies have been implemented to promote inclusion. These include the active participation of all students in flag-raising, cultural and sporting events, and in the delivery of the PAE. With regard to inclusion strategies with children who have some kind of disability or learning disorder, the SAD is carried out in the classroom and, as appropriate, the PIAR, the individual plan for reasonable adjustment, with relevant strategies being implemented with respect to the barriers and strengths that each of them present.</p>			
2. How do you perceive the development of inclusive education in the educational institution?			
Responses:			
DOC- CLASSROOM 01		DOC- CLASSROOM 02	
<p>Well, I consider that. In some cases, the implementation of inclusive education is not relevant, as it is complicated to work with a child with some kind of disability or learning disorder in the classroom, as there are approximately 35 to 40 students, so it is not possible to have personalised teaching or individual attention. In order to identify those strengths and skills that could be improved. So I think that yes, it is a bit difficult to carry out this process. However, some of the advances that have been significantly evidenced in the implementation of inclusive education would be the acceptance by the educational community of those students who at some point have perhaps felt excluded. Because when we talk about inclusive education we are opening new horizons of thinking and seeing things in a different way or from a different point of view.</p>		<p>The development of inclusive education in the educational institution where I work, I perceive it as a challenge that generates concern about the lack of teacher training, resources and support from specialists such as school counsellors and support teachers, as there is only one support teacher sent by the municipal education secretariat to attend up to three institutions and their sites.</p> <p>Despite the importance of inclusive education in building a fairer and more equitable society. Some teachers are more open to inclusion, while others are resistant due to a lack of understanding in the identification of barriers and curricular adjustments according to the needs of the students, as well as the difficulty in filling out forms such as the PIAR and the pedagogical assessment, as training is</p>	



	required on inclusive strategies and the management of diversity in the classroom.
DOC- CLASSROOM 03	DOC- CLASSROOM 04
In the educational institution, despite having a documented process for inclusive education, specifically for students with learning difficulties and/or disorders, I consider that it does not adequately meet the real needs of the students. This is due to the fact that the processes proposed in the individual plan for reasonable adjustments (PIAR) are not evaluated to verify compliance with the strategies and agreements established, both for the student and the guardian. In addition, teachers are not trained to deal with the different learning disorders and/or disabilities. On the other hand, the institution allows the enrolment of students without considering the type of disability or learning disorder they present, nor is it assessed whether the institution has the necessary resources to attend to these students.	Well, I feel that inclusive education is lacking, because suddenly more training or continuous training is required in which the marked shortcomings of some students with disabilities with respect to others can be aborted a little better, and the way in which the resources that can be obtained can be organised so that there is learning according to the learning styles, the culture and the real context of the students, and so that it is appropriate for a few and for all.
DOC- CLASSROOM 05	DOC- CLASSROOM 06
Thanks to the support teachers in inclusive education, the teachers at Colegio Toledo Plata have learned a lot, from the correct completion of the monitoring forms for students with disabilities, as well as strategies for the proper design of the PIAR. However, I have always noticed the need for periodic monitoring of these support teachers in the classroom, so that they can personally monitor the performance of each student in the classroom and their behaviour and relationship with classmates and teachers.	I see inclusive education as an opportunity for states, and especially schools, to provide an equitable and quality education service to all students, in this case the population with disabilities or disorders. In line with international requirements such as Agenda 2030 in its development goal No. 4 and national requirements, the aim is to ensure the right to education for the entire population. The international and State intention is totally noble and kind, it seeks to include in the educational service hundreds of people who have equal rights to the rest of the population, however, in practice teachers do not have the education, training and knowledge to meet some types of population with disabilities. While it is true that there is assistance from support teachers, they are assigned to multiple educational institutions, and their presence in the institutions is limited to cover the entire population, in most cases the work of support teachers involves reviewing forms and preparing written reports. Inclusive education in its essence is an excellent strategy that seeks not only to include students with disabilities in the education service but also to enable their participation in learning, however, there is a lack of teacher training and education to address the essential cases.
DOC- CLASSROOM 07	
Well, I consider that. In some cases, the implementation of inclusive education is not relevant, as it is complicated to work with a child with some kind of disability or learning disorder in the classroom, as there are approximately 35 to 40 students, so it is not possible to have personalised teaching or individual attention. In order to identify those strengths and skills that could be improved. So I think that yes, it is a bit difficult to carry out this process. However, some of the advances that have been significantly evidenced in the implementation of inclusive education would be the acceptance by the educational community of those students who at some point have perhaps felt excluded. Because when we talk about inclusive education we are opening new horizons of thinking and seeing things in a different way or from a different point of view.	
3. What is the relationship between inclusive education and diversity?	
Responses:	



<p>DOC- CLASSROOM 01</p> <p>There is definitely a very close relationship between inclusive education and diversity, why diversity, because it encompasses all the differences that exist between students in aspects such as age, gender, economic situation, religion, and therefore some kind of disability or learning disorder. What is sought through inclusive education is to recognise, respect and value those differences, so it provides a pleasant educational environment, a calm educational environment, unless it is adapted to the individual needs of each of these students.</p>	<p>DOC- CLASSROOM 02</p> <p>Inclusive education relates to diversity because it promotes the active participation of learners regardless of their cultural, sexual, socio-economic and ability differences. Inclusive education aims to make everyone feel accepted and have access to quality education. For example, Colombia is a country of ethnic and cultural richness, and inclusive education recognises and values diversity by respecting differences.</p>
<p>DOC- CLASSROOM 03</p> <p>Inclusive education and diversity are concepts that are directly related, affirming that they play a fundamental role in building equitable and enriching educational environments. Inclusive education aims to promote and respect diversity both in the classroom and in society at large. Diversity refers to individual differences among people, which may be manifested in abilities, cultures, experiences, needs, learning styles and other aspects.</p> <p>Inclusive education recognises this diversity as an essential value that enriches the learning process. By accepting and valuing differences, it fosters an environment in which all students, regardless of their individual characteristics, can access quality education. This implies not only the adaptation of teaching methods and educational resources but also the creation of a school culture that promotes inclusion and mutual respect.</p> <p>In summary, inclusive education seeks to ensure equal opportunities for all students, involving the implementation of strategies and practices that address the specific needs of each student. The latter includes ongoing teacher training on diversity and diversity issues, collaboration with special education specialists, and the active participation of families in the educational process.</p> <p>Finally, inclusive education not only integrates diversity, but also actively works to remove barriers that prevent access and full participation of all learners in the education system. In doing so, it contributes to the formation of a more just and equitable society, where every individual has the opportunity to develop their potential and contribute to collective well-being.</p>	<p>DOC- CLASSROOM 04</p> <p>Inclusive education at the Toledo Plata School focuses essentially on providing an educational service to students with disabilities or disorders. In this specific case, other diverse groups are not taken into account, however, an educational service is provided to the entire educational population in general without distinction, providing the right to education to all those students who for different reasons come to our classrooms.</p> <p>I believe that, in response to the international guidelines issued by the UN, UNICEF and UNESCO, States and especially schools must respond to the needs of the current context, and in relation to development goal No. 4 on education, the objective of "ensuring inclusive, equitable and quality education and promoting lifelong learning opportunities for all" must be achieved. Achieving this objective implies changing the paradigm where inclusive education is conceived only to serve the population with disabilities or disorders; a broader conception of inclusive education should be sought that encompasses all students who are at risk of exclusion, providing an educational and quality service without exceptions that focuses on all population groups and not on a small group of students with disabilities. In this sense, inclusive education must address diversity in its totality.</p>
<p>DOC- CLASSROOM 05</p> <p>Both could be related, however, when I address the issue of inclusive education I do so in the light of Law 1618 of 2013, known as the Inclusion Law, to establish, in an exhaustive manner, the obligation of the State to implement and enforce the mandates of the Convention on the Rights of Persons with Disabilities, which it approved in 2009, Likewise, the most recent decree issued in Colombia is 1421 of 2017, which makes explicit in a concrete manner the scheme of educational care for people with disabilities and for people with exceptional abilities or talents. But the attention to this last group of students in the educational institution (exceptional talents) is not very well recognised in the institution.</p> <p>However, when we talk about diversity, we have to be very clear about which area we are referring to:</p>	<p>DOC- CLASSROOM 06</p> <p>Education is a right of all citizens and especially of children, young people and adolescents, and in the case of Colombia it is a fundamental right. Education makes no distinctions and must reach all populations without exception. In view of the above, if we talk about education, it must implicitly be inclusive, and must be aimed at all population groups without exception.</p> <p>I believe that inclusive education should be aimed at all population groups. However, in Colombia the cost of enrolment in an official institution is "0" pesos, and the public education service is available to all without exception, there is school dropout for various reasons, there is exclusion from the education system</p>



cultural, political, religious, ethnic, identities, ideologies... because, if we talk about diversity, it is usually related to "sexual identity", when it really refers to the plurality of aspects related to the human being, whether physical, mental, ethnic, cultural, sexual, etc.	due to various factors. Above all, education must be inclusive, it must cover all social groups and must seek to reduce the barriers that prevent these groups from accessing this educational service.
DOC- CLASSROOM 07	
There is definitely a very close relationship between inclusive education and diversity, why diversity, because it encompasses all the differences that exist between students in aspects such as age, gender, economic situation, religion, and therefore some kind of disability or learning disorder. What is sought through inclusive education is to recognise, respect and value those differences, so it provides a pleasant educational environment, a calm educational environment, unless it is adapted to the individual needs of each of these students.	
4. Do you see inclusive education as targeting different social minorities? Why?	
Responses:	
DOC- CLASSROOM 01	DOC- CLASSROOM 02
He felt that the way inclusive education has been approached does not address the various social groups. It has focused more than anything else on the population with some kind of disability or learning disorder. I feel that the same importance is not given to those social minorities that are known, that exist, such as: Those who belong to the specific ethnic group vulnerable population, the LGBTBI population. So they have not been given the same opportunity to show that they really need it too, in other words, they need perhaps some specific policies that allow them to feel a little more included in the educational community, maybe we talk about them in broad terms, but it is not as evident as other types of population.	I think that inclusive education is not only addressed to social minorities but to all actors in the educational community: managers, teachers, students, parents, because we must all seek equal opportunities regardless of ethnic origin, religion, gender, disability or socio-economic status. Likewise, we must all understand that barriers such as discrimination must be removed, as well as valuing differences and developing social and intercultural skills if we learn from each other. In other words, inclusive education benefits us all.
DOC- CLASSROOM 03	DOC- CLASSROOM 04
Although it may seem discriminatory, I believe that inclusive education is aimed at those social minorities, since those who are part of this population usually represent a small percentage of the total, at least in the context in which I am currently. Looking at this issue from an educational perspective, we see that there is a low percentage of students with disabilities or learning disabilities in our institutions. However, being a minority does not mean that these students should be treated unequally; on the contrary, they deserve to receive the same conditions and opportunities for their development and participation in the educational system. This small population living with us deserves absolute respect and attention to their specific needs.	Diversity is a broader concept than inclusive education, inclusive education is a part of diversity because diversity also includes multiculturalism, the socio-economic context, customs, some will have certain disabilities, others will not, but they will also have certain differences that are part of or should also be treated and enhanced through diversity.
DOC- CLASSROOM 05	DOC- CLASSROOM 06
If we look at what inclusive education is, it seems to address disabilities and exceptional talents. But in most cases only disability cases are given importance, process, assessment or monitoring. It does not address other social aspects	From my point of view, the integral formation of diversity must be the central axis of education, although it is true that education is implicitly inclusive, an equitable and quality educational service must be provided to all students without exceptions. Schools must seek to reduce the gaps that lead to exclusion from the education system. From the aforementioned approach, the integral formation of diversity must be assumed as the central axis of every educational act. We must educate for diversity and difference.
DOC- CLASSROOM 07	
He felt that the way inclusive education has been approached does not address the various social groups. It has focused more than anything else on the population with some kind of disability or learning disorder. I feel that the same importance is not given to those social minorities that are known, that	

exist, such as: Those who belong to the specific ethnic group vulnerable population, the LGBTI population. So they have not been given the same opportunity to show that they really need it too, in other words, they perhaps need some specific policies that allow them to feel a little more included in the educational community, maybe we talk about them in broad terms, but it is not as evident as other types of population.

5. How does inclusive education address diversity through inclusive education?

Responses:

DOC- CLASSROOM 01	DOC- CLASSROOM 02
I believe that the comprehensive training of diversity is assumed through the implementation of educational practices or educational strategies that recognise and value the individual differences of each student. This, then, is accompanied by the adaptation of teaching-learning methods to the creation of inclusive environments, constant training of teachers in diversity and inclusion issues, as well as the promotion of a school culture that respects and values diversity in all its forms and expressions.	Comprehensive training for diversity in inclusive education requires teacher training to learn teaching strategies so that all students, regardless of their differences, have access to quality education. However, it is assumed from training in values, respect for the different rhythms and learning styles, interests and abilities of students.
DOC- CLASSROOM 03	DOC- CLASSROOM 04
Comprehensive diversity education through inclusive education implies a holistic approach that values and addresses the individual needs of all learners, promoting equitable and meaningful learning. It must also include various aspects, among which the following can be mentioned: <ul style="list-style-type: none"> - Recognise and value the diversity that may be present in learners, including their abilities, learning styles, cultures and contexts. - Another aspect that can be mentioned is the need to adapt the curriculum to make it accessible and relevant to all learners, which implies modifying content, teaching methods and assessments according to individual needs. - Moreover, teachers should receive training in inclusive education to enable them to cater adequately for the diversity of students. - The creation of welcoming and safe learning environments, removing physical and psychological barriers, fostering a culture based on respect and collaboration. - Collaboration between teachers, specialists and families that promotes comprehensive support for students, including mentoring and emotional support programmes. - Assessment should be made flexible so as to allow students to demonstrate their learning. 	Not necessarily, because normally and currently inclusive education is aimed at those who have some condition or disability, we recently had a meeting regarding the PIAR and one talks for example about how to approach or improve the learning of those children who have been assessed and we must make some strategies and reasonable adjustments according to learning and so on, but no similar meeting has been held for different social minorities, whether ethnic, to be able to make some adjustments or to be able in the part of the curriculum to be able to potentiate or to be able to include or to be able to be a support so that these students who have different socio-cultural conditions, or from the same origin or from the same academic institutions from which they come, it is understood that they have different knowledge and learning styles, then for example with respect to minorities there is no such call, and the universe of all the students is looked at in a general way. But there is a group of minorities where we are all different, who deserve to be attended to in the best possible way, just like the group of students with disabilities.
DOC- CLASSROOM 05	DOC- CLASSROOM 06
I assume it from my cognitive, physical, emotional and professional possibilities. If inclusive education for disabilities that are present in the institution is already complicated in itself; dealing with a whole diversity of social aspects is a challenge and obviously very tiring, when in a classroom there is a great heterogeneity of students that, although there is no protocol for SEN (DIVERSE EDUCATIONAL NEEDS), teachers always try to assume these diversities with the knowledge and tools we have at our disposal.	From my point of view, the integral formation of diversity must be the central axis of education, although it is true that education is implicitly inclusive, an equitable and quality educational service must be provided to all students without exceptions. Schools must seek to reduce the gaps that lead to exclusion from the education system. From the aforementioned approach, the integral formation of diversity must be assumed as the central axis of any educational act. We must educate for diversity and difference.

DOC- CLASSROOM 07	
I believe that the comprehensive training of diversity is assumed through the implementation of educational practices or educational strategies that recognise and value the individual differences of each student. This, therefore, is accompanied by the adaptation of teaching-learning methods to the creation of inclusive environments, constant training of teachers in diversity and inclusion issues, as well as the promotion of a school culture that respects and values diversity in all its forms and expressions.	
6. What are the concepts involved in inclusive education and how to apply them in the educational institution?	
Responses:	
DOC- CLASSROOM 01	DOC- CLASSROOM 02
I believe that some of the concepts required for intervention in inclusive education would be equality, accessibility, active participation of all students and the adjustments required in the teaching and learning process. How to apply them in the educational institution? Well, it is necessary to develop inclusive policies that really take into account all social minorities. Because as we realise in the law 1421 they only focus on children and adolescents with disabilities or with learning disabilities, and it would be good to mention and take into account all those who really need it. Another way to apply it would be to adapt the curriculum and the materials needed for this work, something fundamental is to train teachers in inclusive methodologies, because we are really the ones who are in the classroom and we realise what the process is like, in addition to creating a school environment that encourages collaboration and respect for diversity.	I think that diversity is involved in inclusive education because it allows us to identify the characteristics and abilities of each of the students. It is applied from enrolment at the beginning of each school year, identifying the characteristics of the students in terms of ethnicity, cognition or if they have any health diagnosis. Also the concept of equity because inclusive education seeks to ensure that all students have equal opportunities regardless of their educational needs or abilities. This implies making curricular adjustments according to the needs and interests of each student. Collaboration is another concept involved in inclusive education because through collaborative work in the classroom, teamwork and respect for differences are promoted.
DOC- CLASSROOM 03	DOC- CLASSROOM 04
Inclusive education involves several concepts that are of great importance in promoting inclusive education that respects diversity and ensures equitable educational opportunities for all students: equity, accessibility, recognition of diversity, curricular adaptation, active participation, collaborative relationships, inclusive learning environments, inclusive assessment. <ul style="list-style-type: none"> - Equity can be implemented in the educational institution by ensuring that all students have access to quality educational opportunities, regardless of personal circumstances or characteristics. - Accessibility can be implemented in the educational institution by removing physical, psychological and/or cultural barriers that may limit students' participation and learning. - Recognition of diversity can be applied through the acceptance and valuing of individual differences that may occur in students. - Curricular adaptation is possible through the flexibilisation of the curriculum, teaching methods and assessments, which I consider essential to ensure that all students can participate in the learning process and learn effectively. - Active participation can be experienced through the integration of all students in the educational process, promoting their involvement in the learning process and in the educational exercise in general. 	Well, one of these concepts is diversity, where the starting point is to recognise the value of the differences that exist between students, thinking about skills, another concept that could be considered is universal design for learning, creating a curriculum accessible to all where through this multiple forms of expression and commitment are evident, so how can it be applied? Let's say that in the planning, multimedia resources are used, options are offered to present the teaching or learning and encourage the participation of all students, active participation, another term that could be considered is the inclusive environment where an environment is established, a school climate that promotes acceptance and respect for differences, then within the classroom we see in the practices the promotion of cooperation, help and mutual respect among the participants. Another concept is active participation, which seeks to involve all students in their learning process by providing opportunities for them to participate and contribute, so normally in the classroom there are activities that allow everyone to participate, and options are given for tasks that include students who have different mathematical skills, those who want to sing something that we are seeing or perform theatre or for example in model making, model making or exhibition making can support more in one activity than another.



<ul style="list-style-type: none"> - Collaborative relationships is a concept that can be applied through collaborative support between teachers, families and the wider community so that holistic collaboration can be offered to students. - Inclusive learning environments can be developed in the educational institution by creating spaces that inspire trust, security and respect for all students in which they feel valued, which leads to guaranteeing a potential formative process for the student, considering their individual needs and characteristics. - Inclusive assessment is another fundamental concept to be applied in educational institutions, considering that assessment should be flexible and adapted to the individual needs of students. 	
DOC- CLASSROOM 05	DOC- CLASSROOM 06
<p>Disability, inclusive, transformation of school management, attention with quality, relevance and equity to the common and specific needs of populations with disabilities, Basic Learning Rights, Didactics, Reasonable Adjustment Plan, Evidence of Learning, exceptional talents... Its application often varies greatly from planning to reality. As I stated earlier, a classroom does not only deal with special cases of disabilities or talents, but each student as a unique individual presents his or her own learning process. So when a teacher raises this concern, they usually change the concept of PIAR to DUA, making a conceptual confusion between INDIVIDUAL PLAN and SINGLE DESIGN for a whole group.</p>	<p>Initially, education should be conceived as a public service that favours diversity and difference, in line with SDG 4 to Ensure inclusive, equitable and quality education and promote lifelong learning opportunities for all without exception.</p> <p>Education is first and foremost inclusive, and must focus on all population groups: those with disabilities or disorders, diverse sexual, ethnic, religious, political, migrants, among others. It must focus on overcoming barriers that prevent not only "being" but also participation in learning.</p> <p>In general terms, the concepts involved in inclusive education are: inclusion, participation, learning, attention to diversity, equity, educational quality, overcoming barriers, inclusive societies, among others.</p>
DOC- CLASSROOM 07	
<p>I believe that some of the concepts required for intervention in inclusive education would be equality, accessibility, active participation of all students and the adjustments required in the teaching and learning process. How to apply them in the educational institution? Well, it is necessary to develop inclusive policies that really take into account all social minorities. Because as we can see in Law 1421, it only focuses on children and adolescents with disabilities or with learning disabilities, and it would be good to mention and take into account all those who really need it.</p> <p>Another way of applying it would be to adapt the curriculum and the materials needed for this work, something fundamental is to train teachers in inclusive methodologies, because we are really the ones who are in the classroom and we realise what the process is like, in addition to creating a school environment that fosters collaboration and respect for diversity.</p>	
7. How do you envisage inclusive education in school settings?	
Responses:	
DOC- CLASSROOM 01	DOC- CLASSROOM 02
<p>Inclusive education in schools is conceived as an approach in which all students, regardless of their individual characteristics, whether ethnic origin, gender diversity, sexual orientation, religion, disability, among others, share the same space for learning, seeking active participation in all school activities, eliminating physical, academic and social barriers. However, sometimes it is not possible to achieve the objectives, since the educational institutions do not have spaces, teaching materials, a large number of students per classroom, and no training is given to the teachers who are in the classroom.</p>	<p>Inclusive education in schools is conceived as a harmonious coexistence since in my institution there are students with diverse sexual orientations and disabilities, diverse ethnicities and migrants, and there has been no evidence of harassment or discrimination towards them.</p> <p>Most students and teachers are inclusive, respect differences and value the abilities of their peers. For example, in the case of Venezuelan migrants, they have great skills in art, music, dance and public speaking, among others, and are highlighted in cultural events for</p>



	these skills and admired by their peers and teachers. In the case of students with cognitive disabilities, for example, there are classmates who help them by sharing their notes and explaining what they do not understand, as well as teachers willing to work individually with each student who requires it and to be in constant communication with the guardian to achieve the student's learning.
DOC- CLASSROOM 03	DOC- CLASSROOM 04
I personally consider that inclusive education can be conceived in school spaces through a perspective whereby all students, regardless of their abilities, characteristics or circumstances, are guaranteed access to quality education. This implies the removal of physical, social and academic barriers to ensure the full and effective participation of all students. In other words, we could say that an inclusive environment is one that promotes diversity, values the individuality of each student and promotes and integrates pedagogical practices that meet the needs of each student. Collaboration between teachers, parents and support professionals is encouraged to provide a learning environment in which each student can reach his or her full potential.	Well, within school spaces, the aim is to ensure that students, regardless of the abilities or circumstances that each one of them has, manage to have spaces that are welcoming and respectful, that each one has their vote and is listened to through active participation, by raising their hand to ask for the floor, either to ask questions, or to give feedback. Something that I think has worked is how tolerance is encouraged, respect for the way of thinking of others in empathy, so that allows us to reduce or eradicate discrimination or stigma that may be associated with one or others or any condition. So we tend to seek to generate spaces where students can be supported and take ownership and have a proactive action in the activities that are taking place.
DOC- CLASSROOM 05	DOC- CLASSROOM 06
In theory, fabulous, in reality utopian.	I really conceive inclusive education as a service that should be equitable, of quality and aimed at the development of the individual without exceptions. Inclusive education should aim to achieve different types of learning in order to form individuals who belong to a society, who take part in it consciously and responsibly, and who lead to the solution of the problems of their environment. I conceive of education as a service and a fundamental right that is implicitly inclusive, that aims at all population groups and not a specific group, that seeks to overcome barriers to learning and participation for all.
DOC- CLASSROOM 07	
Inclusive education in schools is conceived as an approach in which all students, regardless of their individual characteristics, whether ethnic origin, gender diversity, sexual orientation, religion, disability, among others, share the same space for learning, seeking active participation in all school activities, eliminating physical, academic and social barriers. However, sometimes it is not possible to achieve the objectives, since the educational institutions do not have spaces, teaching materials, a large number of students per classroom, and no training is given to the teachers who are in the classroom.	
8. What is the influence of inclusive education on school education?	
Responses:	
DOC- CLASSROOM 01	DOC- CLASSROOM 02
Inclusive education has a significant influence on school education by promoting equitable and respectful learning environments, fostering the development of social and emotional competencies, improving the academic performance of all students and contributing to the creation of fairer and safer environments.	Inclusive education positively influences schooling because it ensures that all learners have access to quality education, regardless of their abilities. It also creates safe environments by eliminating discrimination and fostering learning-friendly environments. However, teachers need to be trained to deal with diversity in the classroom. Materials and resources are also needed to overcome barriers to learning.
DOC- CLASSROOM 03	DOC- CLASSROOM 04



Initially, it is important to highlight that inclusive education has a highly positive impact on students' school education, considering that it promotes diversity and raises awareness of equal opportunities. In other words, it could be said that through the integration of inclusive education it is possible to create an environment in which all students feel valued and respected, highlighting that the latter aspect not only benefits students with special needs, but also enriches the educational experience of all students by fostering empathy, tolerance and respect for differences.	The influence of inclusive education on school education lies in its purpose, which is above all noble and good, which seeks the improvement of society through the equitable and quality education of all citizens. Inclusive education aims to achieve more inclusive and inclusive societies, its influence seeks the formation of citizens who above all promote peace, equity, justice and the good of society, in other words, the well-being of all without exception.
DOC- CLASSROOM 05	DOC- CLASSROOM 06
The best influence that inclusive education has generated is the generation of EMPATHY among the group of students; also the constant consultation, research and study of each case by teachers, ensuring that what is planned is adjusted to the individual and group educational needs. In other words, we grow personally and professionally.	The influence of inclusive education on school education lies in its purpose, which is above all noble and good, which seeks the improvement of society through the equitable and quality education of all citizens. Inclusive education aims to achieve more inclusive and inclusive societies, its influence seeks the formation of citizens who above all promote peace, equity, justice and the good of society, in other words, the well-being of all without exception.
DOC- CLASSROOM 07	
Inclusive education has a significant influence on school education by promoting equitable and respectful learning environments, fostering the development of social and emotional competencies, improving the academic performance of all students and contributing to the creation of fairer and safer environments.	
9. Why is the inclusive education approach important in educational institutions in the city of Cúcuta?	
Responses:	
DOC- CLASSROOM 01	DOC- CLASSROOM 02
The inclusive education approach in the institutions of the city of Cúcuta is extremely important and is paramount because it contributes to the construction of a more empathetic, equitable and respectful society that respects differences, allows students, regardless of personal, family or social circumstances, to have the same opportunities, promoting social cohesion and the preparation to interact with a community that offers us a lot of diversity.	The approach of inclusive education in educational institutions in the city of Cúcuta is important because inclusion promotes healthy coexistence and creates a friendly and respectful learning environment. It also contributes to the construction of a fairer society without discrimination. However, there is a need for a policy of inclusion where all people have the right to receive quality education, as well as to reduce dropout and failure rates. Teacher training is also needed to ensure the learning success of every student.
DOC- CLASSROOM 03	DOC- CLASSROOM 04
The inclusive education approach in educational institutions is of great importance for building a just, equitable and cohesive society, where all students have the opportunity to develop fully regardless of their individual abilities and educational needs. Inclusive education is an approach that has quality education as a principle, ensuring the reduction of inequality in the education system. Inclusive education recognises and values diversity as a strength that can contribute to the learning environment, since students can learn through interaction with each other and thus develop understanding and respect for differences. Another important aspect that ensures inclusive education is the ability to foster interaction between students with different abilities, promoting empathy and tolerance, the latter being considered essential	Well, let's say that it is crucial in these educational institutions for different reasons, one, because here there is a great diversity of students, it houses a diverse student population, it is no secret that there is a floating population or from the sister Republic of Venezuela, so there is a student population with different educational needs and that inclusion education seeks to somehow address that diversity, and if it does, it ensures that students regardless of their ability or conditions have access to quality education. It is also important because it reduces educational and social inequalities by offering equal opportunities for all students, including those with special disabilities and those from different socio-economic backgrounds. This approach to



<p>competences for living together in a diverse society. I believe that implementing an inclusive approach in educational institutions benefits all students, not only those with special needs. The use of diverse strategies and methodologies contributes to improving overall academic performance.</p> <p>Finally, I believe that institutions that appropriately adopt an inclusive approach facilitate the participation of families and the community in the educational process, fostering a sense of belonging and shared responsibility that strengthens community ties. Inclusive education prepares students to face the challenges of a diverse society, equipping them with the skills necessary to collaborate and live effectively with others.</p>	<p>inclusive education is important because it develops social skills in the sense that by fostering an environment in which students learn to live together and collaborate with people of different abilities and backgrounds, it contributes to empathetic skills and prepares students for today's society and requires an increasingly empathetic society. So Cúcuta would allow an equitable educational service of quality where social coexistence is improved and in some way complies with educational regulations within the country and therefore the communities of Cúcuta and its surrounding sectors. Inclusive education from this perspective would undoubtedly lead to the academic improvement of many students, especially those who are less favoured or who are going through different situations.</p>
DOC- CLASSROOM 05	DOC- CLASSROOM 06
<p>Inclusive education aims to serve children and young people with disabilities throughout the entire educational cycle, from early childhood to higher education, so that these populations can develop their competencies for life at all levels, achieve the standards and be able to apply the assessment tests, with special support. In addition, inclusive education seeks to build a more democratic, tolerant and respectful society that respects differences.</p>	<p>Undoubtedly, the inclusive education approach is not only important at local, but also at regional and national level, since it would be in line with the mandates of international organisations such as the UN, where educational changes and the implementation of educational improvements seek to achieve more inclusive societies, societies that seek the welfare of the least advantaged or those at risk of exclusion. In the case of Colombia, and especially the city of Cúcuta and its metropolitan area, the inclusive education approach should aim to achieve the inclusion and participation of students who, due to different conditions or the sum of conditions, are on the verge of being excluded from the education system or perhaps have already been excluded, as is the case of Venezuelan migrants, forced displacement, poverty, among others. The city of San José de Cúcuta must aim to overcome the barriers that prevent the inclusion and participation of these population groups, and it is here where the role of the school must be a stage for diversity and difference.</p>
DOC- CLASSROOM 07	
<p>The approach of inclusive education in the institutions of the city of Cúcuta is extremely important and is paramount because it contributes to the construction of a more empathetic, equitable and respectful society for differences, allowing students, regardless of personal, family or social circumstances, to have the same opportunities, fostering social cohesion and the preparation to interact with a community that offers us a lot of diversity.</p>	

Note: Own elaboration based on interviews.

In relation to what has been described, it is necessary to point out that the answers found from the teachers present an accumulation of elements that go in function of what is a set of what the informants show the classroom teachers; those that show the path of what has been found; it is important to bear in mind that the central categories that make clear the perceptions are assumed; It is important to bear in mind that the central categories that make clear the perceptions of each of the classroom teachers are assumed, thus constituting a set of knowledge, strategies and resources that are related to what is proposed in the research that defines the pedagogical function that is the basis of the pedagogical model; it is important to note that it constitutes the basis of what is inclusive education with a focus on diversity, which allows the establishment of what is an accumulation of knowledge.

Inclusive educational practices

In relation to inclusive practices, it is important to point out that the bases are established for the general objective of the research which indicates: To generate a pedagogical model of inclusive education in secondary and middle school educational institutions in the city of San José Cúcuta, Colombia. It is important to point out that a set of actions and good practices that respond to what is the pedagogical action that allows to cover the didactic moments that are related to the pre-instructional, co-instructional and post-instructional strategies that converge in what is the didactic process; reflected in the following:

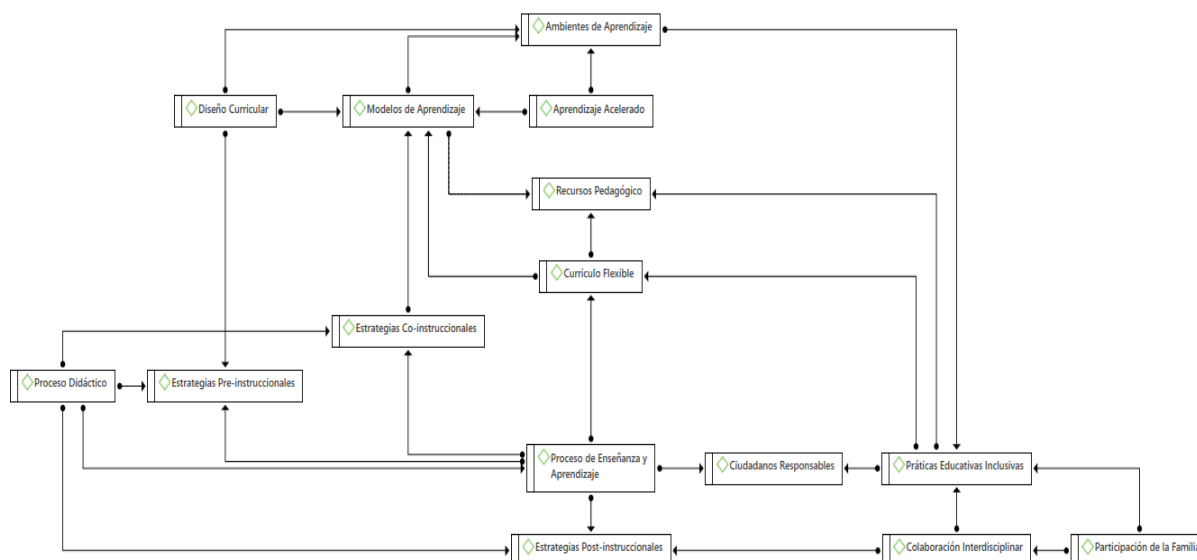


Figure 1
Inclusive educational practices
Note: Own elaboration.

It is important to point out that the information described in figure 1 shows the relationship between the different components involved in the process of inclusive educational practices, and it is sought as a channel for inclusive educational practices to become an element that allows defining the way to achieve the intended objective; thus, inclusive educational practices show the way for effective teaching that responds to the demands of what should be considered at the time of attending to the basis of the elements to be considered in the development of academic activities.

Theorising on inclusive education

The analysis of the interviews conducted with teachers from educational institutions in Cúcuta - Colombia evidences a remarkable understanding of inclusive education and its implications in the school context, but also highlights the limitations that teachers face when implementing it in their classrooms. From a phenomenological perspective, the educators' testimonies reflect a series of experiences, beliefs and challenges that together shape their perceptions of educational inclusion, diversity and equity in the Colombian education system.

Inclusive Education: Law and Equity in the School Setting

Teachers understand inclusive education as a fundamental right, not only for students with disabilities, but for any individual who, due to their personal, social, cultural or economic conditions, requires differentiated attention in the educational setting. In this sense, participants highlight that inclusive education goes beyond the mere presence of students with disabilities in the classroom; instead, it is a platform that seeks to ensure equitable access to meaningful learning opportunities for all. The perception of equity underlines the importance of integrating students in an environment of respect and recognition, promoting the equal development of each student's potential. However, teachers indicate that these aspirations for equity are often

constrained by the institutional context, with difficulties in managing large groups of students, a lack of specific resources and a lack of specialised pedagogical training in inclusive education.

Inclusive pedagogical strategies and practices

At the methodological level, educators highlight the use of tools such as Individual Plans for Reasonable Accommodation (PIAR) and Universal Design for Learning (UDL), which allow them to adapt content, methodologies and assessments to the particular needs of each student. These tools are implemented with the purpose of overcoming barriers that hinder learning and participation in the classroom, seeking to promote teaching adapted to the heterogeneity of school groups. However, teachers report that, despite individual efforts to implement PIAR and DUA, their effectiveness is limited due to limited training in inclusive techniques and lack of time to provide personalised attention to students with diverse needs, especially in large groups. This situation reflects the tension between inclusive pedagogical theory and actual practice in contexts with limited resources, leaving teachers with a sense of dissatisfaction with what has been achieved and a perception that there is still a long way to go in terms of effective educational inclusion.

Relationship between inclusion and diversity

Teachers understand that inclusive education should not be reduced to the mere integration of students with disabilities, but should embrace diversity in a broad sense, encompassing aspects such as culture, ethnicity, religion, gender and socio-economic background. In their responses, teachers emphasise that inclusion requires recognising and valuing diversity as an enriching factor in the classroom, which implies that the school must adopt practices that not only respect individual differences, but also promote harmonious and empathetic coexistence between students with different characteristics and needs. However, it is observed that, in practice, most educational institutions still limit their inclusive approach to students with disabilities, leaving out other minorities. This highlights the need for inclusive policies that broaden their scope and consider all groups at risk of educational exclusion.

Impact of inclusive education on school development

The impact of inclusive education in the school environment is seen in the development of socio-emotional competences and the creation of safe and respectful learning environments. Teachers highlight that inclusion fosters values such as empathy, tolerance and respect, contributing to a comprehensive education that prepares students for life in society. From this perspective, inclusive education becomes a means to build a more just and cohesive society, where all individuals have the opportunity to develop fully, regardless of their differences. Educators highlight that by interacting with diverse peers, students without special needs also benefit, as they learn to coexist and collaborate in an environment where differences are valued and respected.

The need for inclusive policies and continuous teacher training

A recurring theme in the teachers' testimonies is the urgent need for ongoing training in inclusive strategies. Although many of them have incorporated some inclusive tools and methodologies, they recognise that their training is insufficient to deal with the complexity that diversity brings with it. In this sense, teachers consider it essential that educational institutions and government agencies invest in teacher training programmes specialised in inclusion and diversity. There is also a clear demand for broader and more coherent inclusive policies that not only focus on disability, but also respond to the reality of other groups at risk of exclusion, such as migrants, ethnic minorities and students from disadvantaged socio-economic backgrounds.



CONCLUSION

From a phenomenological perspective, Colombian teachers' perception of inclusive education is articulated as an experience deeply committed to recognising the uniqueness of each student. In their testimonies, an understanding of inclusive education emerges not only as a strategy, but as an act of genuine respect for human diversity, where each individual is valued in their totality beyond their conditions, abilities or cultural differences. For teachers, this experience becomes a constant pedagogical challenge, where lack of resources and lack of specialised training are experienced as barriers that make it difficult to respond adequately to the needs of all students. Nevertheless, there is a sensitive and open disposition towards inclusion, manifested in a desire to build learning spaces that encourage the participation and integral development of each student. Despite institutional limitations, teachers' commitment is rooted in the conviction that inclusive education is a path towards the realisation of a full and humanising education, which requires systematic accompaniment and strengthening in order to transform this commitment into a daily reality in the classroom.

FUNDING

Non-monetary

CONFLICT OF INTEREST

There is no conflict of interest with persons or institutions involved in research.

ACKNOWLEDGEMENTS

To all those involved in the research.

REFERENCES

- Alanazi, A., & Alhazmi, A. (2023). Inclusion of Children with Intellectual Disability in Early Childhood Education in Saudi Arabia: Impact of Teacher Characteristics. *Journal of Intellectual Disability - Diagnosis and Treatment*, 11(2), 75-86. <https://doi.org/10.6000/2292-2598.2023.11.02.2>
- Connor, D. J., Ferri, B. A., & Annamma, S. A. (2016). *DisCrit: disability studies and critical race theory in education*. Teachers College Press, Teachers College, Columbia University. <http://site.ebrary.com/id/11236324>
- Daems, J., Delien, T., Bonroy, B., Pitteljon, H., Aristidou, X., Efstathiadou, M., Mavrou, K., Gherardini, A., Valoti, I., Blagojevska, G., Lazarev, K., & Todorovska, D. (2023). The Design and Implementation of Technology-Based Inclusive Classroom Activities in Inclusive Early Childhood Education and Care: A Pilot Study in Four European Countries. *Studies in health technology and informatics*, 306, 535-542. <https://doi.org/10.3233/SHTI230674>
- Delgado-Muñoz, M. B., Mendoza-Catagua, M. N., & Salcedo-Quijije, J. F. (2024). Teaching competences for inclusive education [Competencias docentes para una educación inclusiva]. *Revista Multidisciplinaria Perspectivas Investigativas*, 4(3), 1-11. <https://doi.org/10.62574/rmpi.v4i3.180>
- Dewsbury, B., & Brame, C. J. (2019). Inclusive Teaching. *CBE life sciences education*, 18(2), fe2. <https://doi.org/10.1187/cbe.19-01-0021>
- González, José W., González, Alexandra, & Cifuentes, José E. (2021). Educación matemática inclusiva: posibilidades y acercamientos a un programa de maestría en Boyacá (Colombia) [Inclusive mathematics education: possibilities and approaches to a master's program in Boyacá (Colombia)]. *Información tecnológica*, 32(2), 131-142. <https://dx.doi.org/10.4067/S0718-07642021000200131>
- Hasson, L., Keville, S., Gallagher, J., Onagbesan, D., & Ludlow, A. K. (2022). Inclusivity in education for autism spectrum disorders: Experiences of support from the perspective of parent/carers, school teaching staff and young people on the autism spectrum.



International Journal of Developmental Disabilities, 70(2), 201-212.
<https://doi.org/10.1080/20473869.2022.2070418>

- Kolbasova, K., Omelchenko, I., Kobylchenko V., Huliaieva, O., & Vovchenko, O. (2023). Psychological Analysis of Manifestations of Nonverbal Intelligence of Senior Pre-Schoolers in the Context of Inclusive Education. *Journal of Intellectual Disability - Diagnosis and Treatment*, 11(2), 87-96. <https://doi.org/10.6000/2292-2598.2023.11.02.3>
- Leonard, N. M., & Smyth, S. (2020). Does training matter? Exploring teachers' attitudes towards the inclusion of children with autism spectrum disorder in mainstream education in Ireland. *International Journal of Inclusive Education*, 26(7), 737-751. <https://doi.org/10.1080/13603116.2020.1718221>
- Liang, X., Li, M., Wu, Y., Wu, X., Hou, X., & Sit, C. H. (2022). A socio-ecological approach to inclusive physical education in China: A systematic review. *Frontiers in public health*, 10, 902791. <https://doi.org/10.3389/fpubh.2022.902791>
- Luo, Y., & Li, H. (2024). An evidence-based inclusive pedagogical approach in action and its insights for enhancing the professional competence of inclusive education teachers in China. *International Journal of Chinese Education*, 13(1). <https://doi.org/10.1177/2212585X241242529>
- McGhie-Richmond, D., Irvine, A., Loreman, T., & Lupart, J. (2013). Teacher perspectives on inclusive education in rural Alberta, Canada. *Canadian Journal of Education Revue Canadienne De l'éducation*, 36(1), 195-239.
- Nyborg, G., Mjelve, L. H., Edwards, A., & Crozier, W. R. (2020). Teachers' strategies for enhancing shy children's engagement in oral activities: necessary, but insufficient? *International Journal of Inclusive Education*, 26(7), 643-658. <https://doi.org/10.1080/13603116.2020.1711538>
- Pagliara, S. M., Sanchez Utge, M., Bonavolontà, G., & Mura, A. (2023). Analysing Italian Inclusive Education Practices in Relation to Universal Design for Learning Principles. *Studies in health technology and informatics*, 306, 511-516. <https://doi.org/10.3233/SHTI230670>
- Petersson-Bloom, L., & Holmqvist, M. (2022). Strategies in supporting inclusive education for autistic students: A systematic review of qualitative research results. *Autism & Developmental Language Impairments*, 7. <https://doi.org/10.1177/23969415221123429>
- Somma, M., & Bennett, S. (2020). Inclusive education and pedagogical change: experiences from the front lines. *International Journal of Educational Methodology*, 6(2), 285-295. <https://doi.org/10.12973/ijem.6.2.285>
- Symeonidou, S. (2020). Teacher education for inclusion and anti-oppressive curriculum development: innovative approaches informed by disability arts and narratives. *International Journal of Inclusive Education*, 26(7), 659-673. <https://doi.org/10.1080/13603116.2020.1711819>
- van Kessel, R., Hrzic, R., Cassidy, S., Brayne, C., Baron-Cohen, S., Czabanowska, K., & Roman-Urrestarazu, A. (2021). Inclusive education in the European Union: A fuzzy-set qualitative comparative analysis of education policy for autism. *Social work in public health*, 36(2), 286-299. <https://doi.org/10.1080/19371918.2021.1877590>
- Velykodna, M., Deputatov, V., Horbachova, O., Miroshnyk, Z., & Mishaka, N. (2023). Providing Inclusive Primary School Education for Children with Special Educational Needs in Wartime Ukraine: Challenges and Current Solutions. *Journal of Intellectual Disability - Diagnosis and Treatment*, 11(2), 109-123. <https://doi.org/10.6000/2292-2598.2023.11.02.5>
- Vera-Rivera, M. A., Rizzo-Andrade, M. O., Ferrín-Vera, P. F., & Zambrano-Figueroa, H. E. (2024). Teacher's role in creating inclusive environments [Rol del docente en la



creación de entornos inclusivos]. *Revista Multidisciplinaria Perspectivas Investigativas*, 4(3), 34-47. <https://doi.org/10.62574/rmpi.v4i3.219>

Copyright: 2024 By the authors. This article is open access and distributed under the terms and conditions of the Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International (CC BY-NC-SA 4.0) licence. <https://creativecommons.org/licenses/by-nc-sa/4.0/>