Inclusive education in learning accompaniment alternatives

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Abstract---Inclusive education constitutes an educational approach, which has its foundations in the valuation of diversity, as an enriching element of the teaching-learning process and conducive to human development. To achieve the quality of this type of teaching, it is necessary to raise the level of teacher training, carry out regular training and have good support, gradually contributing to the safe development of the social and academic environment in all children in the classroom and thus avoid possible errors that teachers can commit due to the lack of knowledge in these situations. This article aims to address the interrelationship between inclusive education, pedagogical support, the quality of teaching and with learning. The applied methodology was hermeneutical research, in which the inputs of the thematic literature and their possible inferential analysis were described. The result was that inclusive education is the best option for children with special needs and the importance of teacher training, as well as the constant evaluation of the teaching process.

*Keywords---*inclusive education, learning, teaching, pedagogical accompaniment.

I.   Introduction

Inclusive education is determined as one of the educational components that govern the current teaching-learning process, worldwide it is characterized by presenting programs that support teaching strategies in order to bring about important changes in school activities. The purpose of this research is to investigate the incidence in the professional training that teachers have to attend to the special educational needs of the students, before which alternative solutions are proposed for the development in a reflective and supportive open field.

Inclusive Education is a continuous process that does not stop improving. It gives value, recognizes and responds in a pertinent way to the diversity of characteristics, needs, interests, possibilities and expectations of all children, adolescents, youth and adults, with peers of the same age, through practices, policies and cultures. This

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education removes barriers to learning and participation; Thus, guaranteeing changes and modifications in approaches, content, strategies and structures within the framework of human rights (MEN, 2017).

The desire of international governments in the educational field is the inclusive training of teachers. Consequently, classrooms would be established that fully promote equality and social justice. In Spain, inclusive education crossed paths ranging from exclusion to inclusion, crossing intermediate models such as segregationism and the integration of different educational needs. Since 1990, attention to diversity in this country has become a fundamental pillar and is evidenced in the education legislation issued that same year. (Suarez & Lopez, 2018), moreover, He investigated the qualities and insufficiencies towards the enclave of the educator, for this, a detailed scheme of data collection was used in a report (Pegalajar Palomino, 2017). It can be said that Spanish teachers store insufficient learning regarding the care of plurality, whose work is main in the development of formative integration. (García-Barrera, 2017).

Inclusive education implies a rethinking of the teacher training processes. Latin America, despite having a certain lag to the inclusive movement, has prioritized this issue in recent years (Herrera, José Ignacio, Parrilla, Ángeles, Blanco, Antonia, & Guevara, Geycell., 2018).

In Mexico, pedagogical vulnerability is concentrated in people in poverty, with disabilities, indigenous people, peasants, indigenous language speakers (HLI), women and rural population; that is, there is a discriminatory phenomenon based on characteristics such as class, ethnicity, gender, and geographic origin. For this reason, the 2013 educational reform in Mexico established the compliance with equality as constitutional. (Pano, Escobar, & Guillen, 2018). On the other hand, the idealizations about the intervention in the expression of opinions of girls and boys in schools of urban-marginal areas were studied. (Serrano-Arenas Denys, 2019). For example, the progressive proposal for USAER assistance, which by joining basic education breaks the barrier between Special Education and Regular Education. (Diaz Rodriguez, 2017).

In Brazil, it was alleged that educational institutions in this country, emerging with modern culture, involve social exclusion. Various authors believed that discussions on education and exclusion in educational and academic-scientific institutes predominated; since many Brazilians are denied the right to learning and social inclusion. (Maya, 2010)

In Colombia, an investigation was presented that promotes the adoption of the term "Functional Diversity", as a substitute for "disability", a conceptualization of inclusive education is carried out, accompanied by the identification of its determining factors and guidelines for the generation of quality inclusive contexts and processes, from a practical perspective. (Díaz-Posada, April 29, 2016). In Ecuador, a contribution was made on the insufficiency of a guide based on the elements of pedagogical support, not only to optimize quality methods, but as an essential part in order to build

more honest, progressive and balanced societies. (Clavijo Castillo, 2020), likewise, since 2010 the Ministry of Education of Ecuador has had a Model Project for Inclusive Education, whose objective is to ensure that the educational system meets the demands of the constitution, that is, make school possible for all, attending to those subjects with special, transitory or permanent educational needs, associated or not with disabilities. (Estrella & Huerta, 2019).

Educational inclusion configures an area of great scientific interest at the present time. The educational inclusion of students as an object of study and as a category of analysis has experienced a progressive increase in the number and variety of research in the last decade. Currently, we know that the development of educational inclusion requires a constant analysis of educational practices and processes of school change, and cannot simply be reduced to a specific law or discourse with a limited time span, since there have been many intentions declared and the written regulations that have been implemented in multiple contexts for this educational modality (Fernández, 2013).

One of the principles of inclusive education is quality. This aspect refers in general to the optimal conditions that allow the continuous improvement of education at all levels. Therefore, it implies the improvement in the processes and practices of teachers, teaching managers, educational institutions, programs and study plans, thus ensuring optimal learning for learners (Solla, 2013).

It is here where pedagogical accompaniment plays a fundamental role, which is nothing more than advising teachers in order to improve the quality of their pedagogical and management practices in their own entities. In this way, from the daily evaluation of their own experience, higher levels of achievement will be achieved in the students.

Achieving significant school improvement requires the raising of the quality of teaching practices, for which it is unavoidable to accompany the classroom processes, accompaniment that implies observing, then reflecting on what is observed and making decisions and improvement agreements. This process must be very well designed and discussed in the educational communities, so that it fulfills the aforementioned purpose and is not counterproductive, constituting a mere control or checking of actions without due return to classroom teachers. (Moreno Rodriguez, Tejada, & Coordinators, 2018). The advice and suggestions offered during the accompaniment to improve teaching performance are based on the experience and knowledge acquired by the accompanist during his / her own pedagogical practice, the reflection on it, the reformulated practice and its validation. , developing the sense of collective observation and analysis of teachers, so that together they feel that they are a learning group, a community that offers and generates opportunities and means of teaching-learning. (Torres, 2019).

Inclusive education is still a very controversial aspect and its application depends on many factors, but one that plays a fundamental role is teacher training, as well as its attitude towards the process. Guaranteeing the quality of teaching and the optimal learning of students is the goal that every educational institution must pursue and for this the control and supervision of teaching activities through pedagogical support is essential.

II.   Materials and Methods

The methodology studied was hermeneutic inquiry, which ranged from the fourth level of reading to the sixth level, metatextual, to interpret the design of speculative directions extracted from the sources described, and also survey carried out with teachers in Microsoft Forms and a bibliographic or documentary exploration in books, magazines and webgraphy to describe the learning alternatives, the thematic literature and the possible argument analysis, were also obtained through the heuristic-abductive method, a real observation, considering the general theme to arrive at the particular context of the study problem, establishing the causes that influence the disassociation of the educational community; contribution that considers applying teaching strategies aimed at quality education.

In this search it is necessary to deal with an adequately objective and energetic phrase in the precept of progressive pedagogy. In addition, the elucidation of information is proposed, with the thoughtful intention of learning, adapting, verifying the different solutions for Inclusive Accompaniment.

III.   Analysis and Discussion

Undoubtedly, inclusive education has cleared the spaces for a new structure of knowledge, in which at various times the teacher is isolated and enters a bottomless abyss. Recognizing this precipice is the first step to tackle it, since it provides for conceiving opportunities for dialogue, cooperation and consensus among the educational community.

For this reason, an in-depth investigation of various investigations on inclusive education and pedagogical accompaniment was carried out, which is summarized in the following:

An outline of quality inclusive education, welcomes the principle of justice for the reduction of conditions of educational fragility, examining the existence of equality and differences between all, something that makes us unique and benefits the advancement of excellent learning (Correa, Bedoya, & Agudelo, 2015). Figure 1 denotes the continuing challenges for teachers to apply Educational Inclusion.
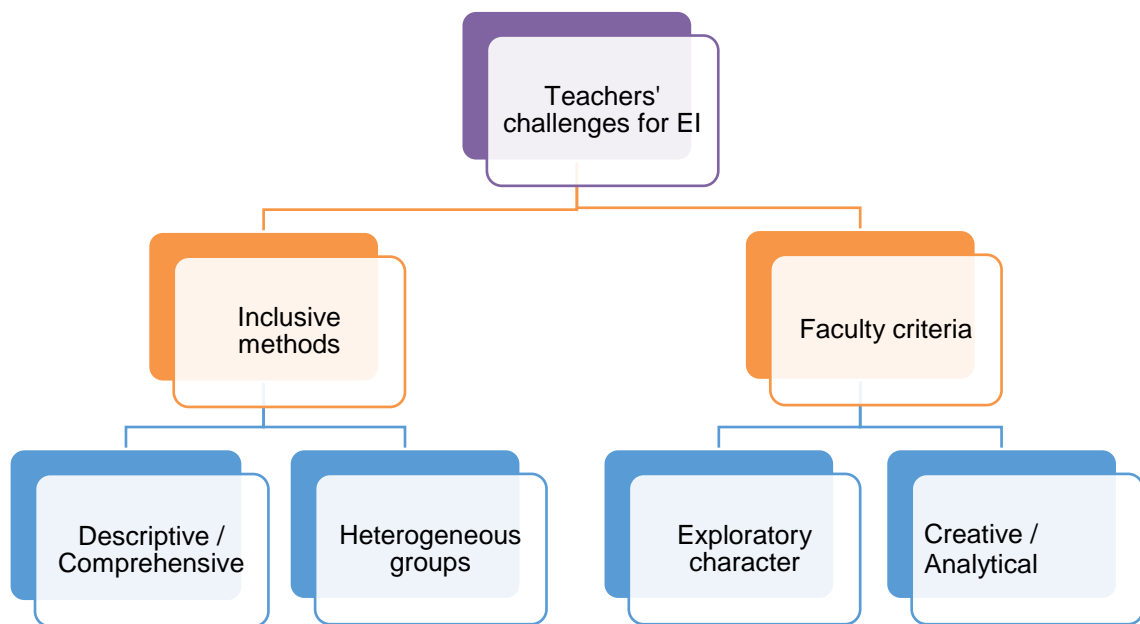
Figure 1. Teachers' challenges for EI

Source: (María, 2013) (Alcaín Martínez, Esperanza, & Medina-García, Marta, 2017) (María Elena Mellado Hernández, Juan Carlos Chaucono Catrinao, Marianela Clementina Hueche Oñate, Omar Andrés Aravena Kennigs, 2017) (Juárez Núñez, José Manuel, Comboni Salinas, Sonia, & Garnique Castro, Fely, 2010).

In general, devising the teacher as a solicitor, leader and ally of the transformation was pertinent to the instructional knowledge, since it is a mistake to advance innovations without his help and the collective work of the educational community, since he implements school management efficiently and equality, expressing the insufficiencies of current training. (Bagnato, 2016). In addition, it was attested that the relationship between practice and values is crucial in the process of formative change and the teacher is the main actor for the construction of this work (Arnaiz & LLedó, 2010).

Along these same lines (Sandoval Mena, Marta; López, ML; Miquel, E .; Durán, D .; Giné, C .; Echeita, Gerard, 2002); authors cited by (Vega, 2015), who established as the main source to recognize the educational needs associated with social, cultural and individual diversity for adaptation in the classroom.

Likewise, it was verified that when the student receives the guidance of several teachers (willing to help and improve teaching), this improves the character of attention towards their environment and especially in pedagogical explanations (Lovari & Collaborators, 2019). The importance of accompaniment in the classroom lies in developing competencies, attitudes and values in the spaces of student learning (Correa, Bedoya, & Agudelo, 2015). In Figure 2, the traditional training system and the inclusive method are compared.
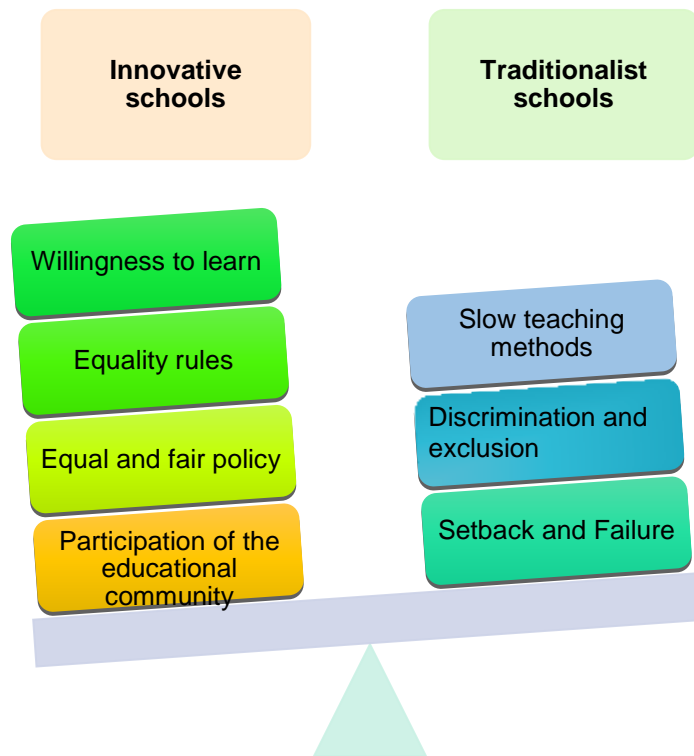
Figure 2. Differences between traditionalist schools and innovative and inclusive schools

Source: (Calvo, Mª Isabel, Verdugo, Miguel Ángel, & Amor, Antonio Manuel, 2016) (Moriña, Anabel, & Cotán Fernández, Almudena, 2017) (Azorín Abellán, Cecilia María, Arnaiz Sánchez, Pilar, & Maquilón Sánchez, Javier Jerónimo, 2017).

Educational supervision is a way to help conduct teaching objectively and scientifically. (Ruiz, 2015). On the other hand, the difficulties that the educational systems face with regard to the teacher can be mentioned the following: insufficient teacher availability in competitiveness and ability, teachers with little instruction and experience; despite new challenges and changes in society and culture (Cantillo & Calabria, 2018).

This could be verified (Ramirez, 2017) who claimed as a result in his study that teachers who have a longer career in the profession and have gone through various changes, see this program without planning in its application and do not appreciate any continuity. Although, the social space of the SEN (Special Educational Needs) was improved in front of each of their roles, not only in the classroom, but also outside it, thus developing a new social structure (Cobeñas, Fernandez, Galeazzi, & Nozigilia, 2017).

It was concluded that, applying the inclusive education policy to the SEN family environment, participation in programmed activities and sharing like any family in the school environment is evident (Calvo, Verdugo, & Amor, 2016). Equally important, attention to diversity in the educational field brought about important changes in the

conception of education for people with disabilities, that is, aspiring to the best place for individual and social development. (Velazquez, 2018). In Figure 3, the steps to execute an inclusive education are analyzed.
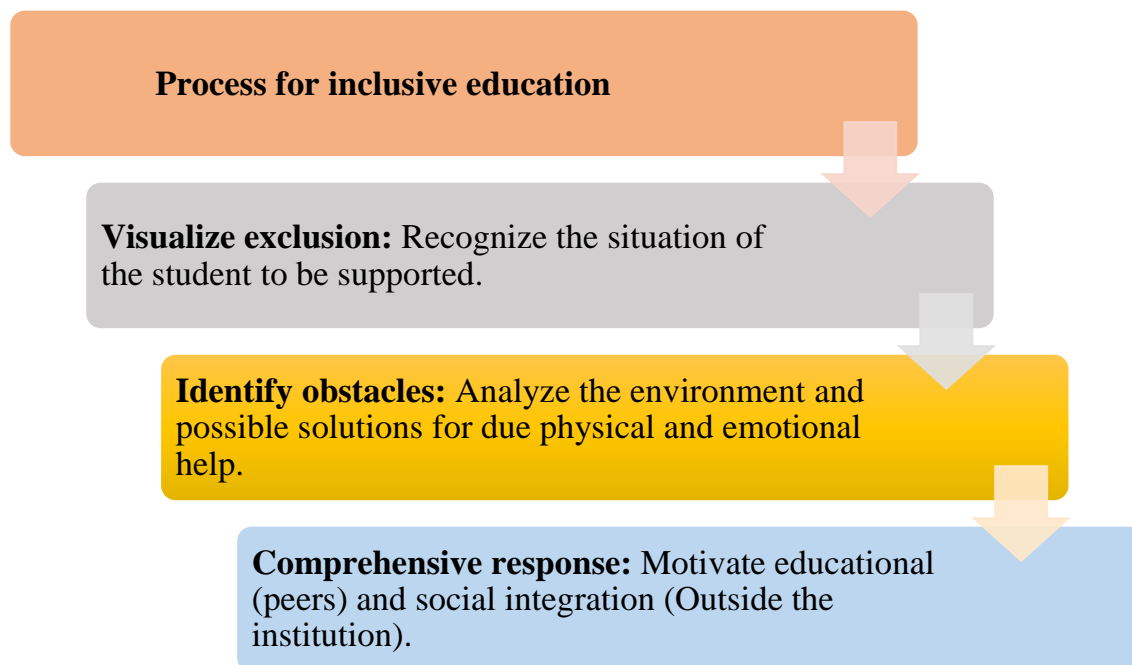
Process for inclusive education

Visualize exclusion: Recognize the situation of the student to be supported.

Identify obstacles: Analyze the environment and possible solutions for due physical and emotional help.

Comprehensive response: Motivate educational (peers) and social integration (Outside the institution).

Figure 3. Process for Inclusive Education

Source: (Brito, Sonia, Basualto Porra, Lorena, & Reyes Ochoa, Luis) (Yadarola) (Blanco, Rosa, & Duk, Cynthia, 2019)

In addition, teach with diversity in mind The student body requires methodological changes, such as: commitment and a positive attitude, planning with attention to differences, educational mediation and formative evaluation to improve student learning (Mercedes García García, Blanca Arteaga Martínez, 2008). The diverse culture demands training that is more in line with the heterogeneity of rhythms and learning that the students present (Arnaiz & LLedó, 2010). Different organizations have enacted quality education without discrimination, with equality and balance of opportunities at all levels of education, based on Human Rights (Simbaña, 2017).

On the other hand, to develop the problem, a survey was carried out on teachers in Microsoft Forms, in such a way that criteria referring to Educational Inclusion can be specified. Figure 4 shows the understanding of training support.
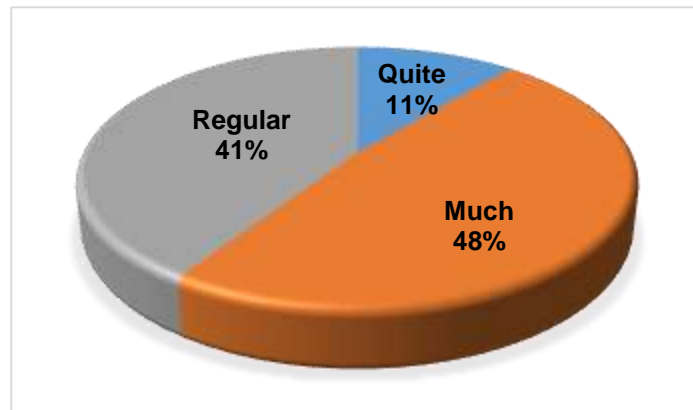
Figure 4. Degree of knowledge of Educational Inclusion

It was shown that 11% of the respondents responded to a fairly good knowledge of EI; however, a significant percentage of 48%, favor a considerable understanding and 41% affirmed that the understanding is regular. Figure 5, study of the benefit of EI in training institutions.
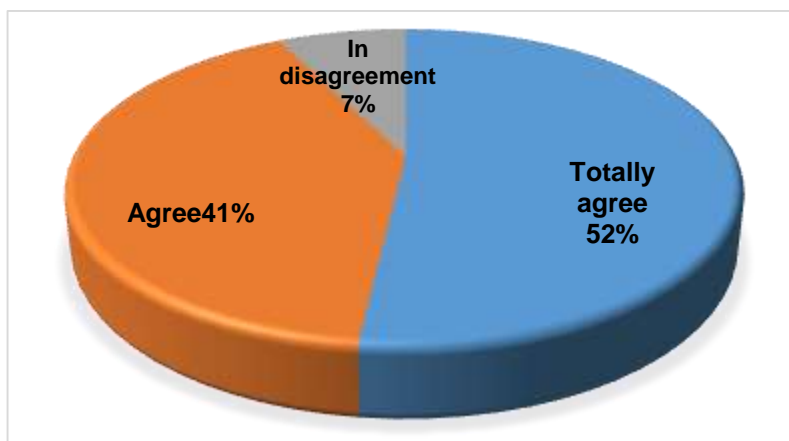

Figure 5. Percentage benefit of IE in training institutions

It was evident that 52% fully agree on the benefit provided by IE in institutions, while 41% testified that they agree and 7% expressed disagreement with IE on campus. Figure 6, inquiry of the time used in classes for pedagogical interactions.
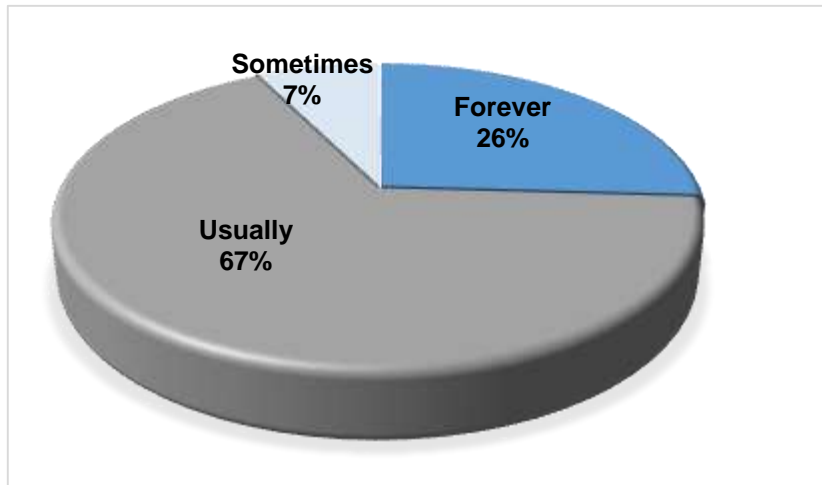
Figure 6. Time for pedagogical interactions

26% of teachers dogmatized that pedagogical interactions always occur in the classes taught, in addition the highest percentage amount was 67% who almost always claimed, and 7% being teachers who sometimes expressed implementing time for pedagogical interactions.

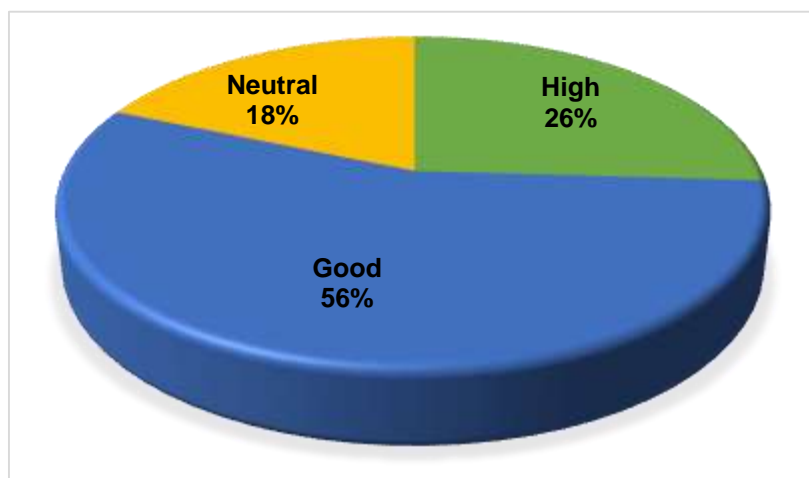In figure 7, you can see the level of equal integration.

Figure 7. Percentage level of equal integration

It was evident that 26% of the respondents have a high level of integration, while 56% have a good quality, while 18% expressed that the level of equal integration is neutral.

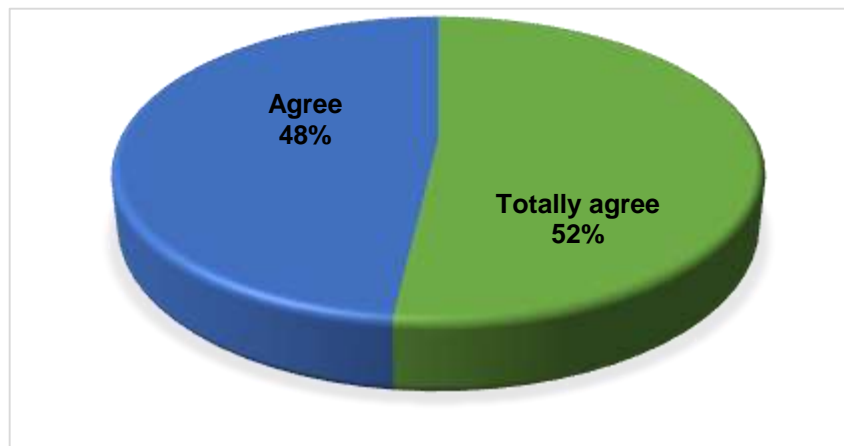Figure 8 shows an analysis of participation in EI training.

Figure 8. Percentage participation in training on EI

It was shown that 52% stated that they fully agreed to participate in training on EI, on the contrary, 48% testified that they agreed to intervene in preparations on EI. In Figure 9, a study of the intervention of teachers in student equity.
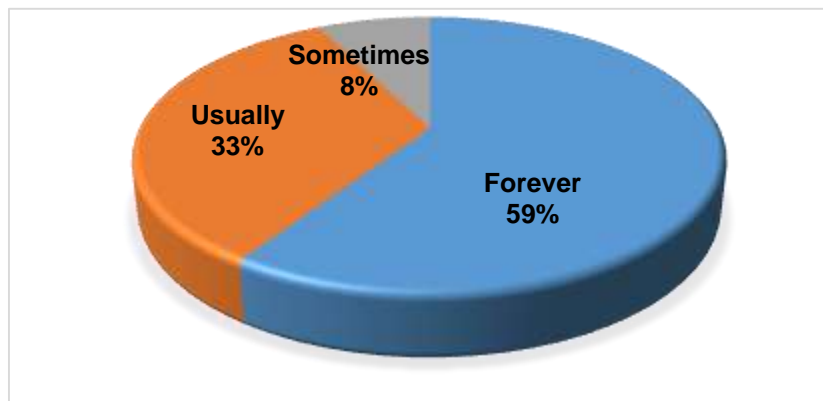

Figure 9. Percent intervention of teachers in the equity of students

It was reflected that a significant percentage claimed that you can always intervene in the equity of students, while 33% of respondents said that it is almost always possible to influence students and just 8% testified that it is possible to sometimes intervene in the equity of students.

Figure 10 shows the research results related to the importance of good coexistence in the educational community.
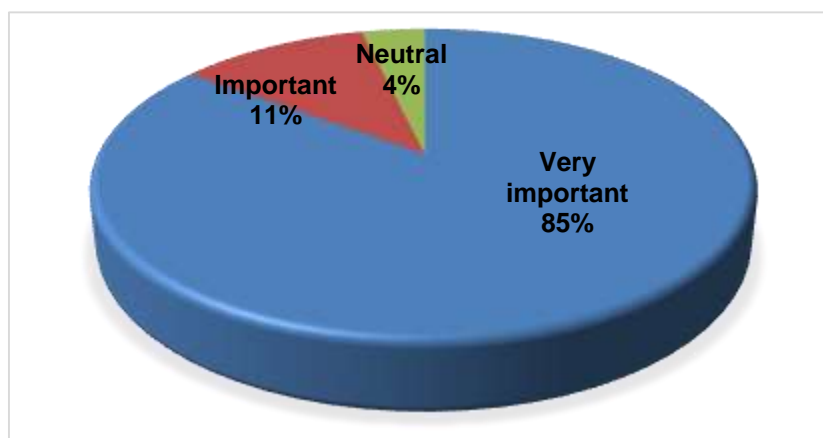
Figure 10. Percentage importance of good coexistence in the educational community

It was obtained that for 85% of the respondents good coexistence in the educational community is important, while 11% expressed that it is important and 4% stated that it is neutral, It was also obtained that the implementation of union moments in classes is of relevance for teachers. The results show a new perspective where pedagogical support guarantees innovative and efficient training.

IV.   Conclusions

Inclusive Education is a tool that allows students to develop their psychomotor, cognitive abilities and their own values, where it was shown that the key to improvement lies in the participation of teachers, students and family, in order to reduce the limits of inequality in society. However, it should be borne in mind that teachers must continually be trained inside and outside institutions to possess adequate knowledge about inclusive teaching and the benefit that it brings.

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