

Original Paper

A New School with Spaces Inclusive Pedagogics

Jos éManuel Salum Tom é^{1*}

¹ Doctor of Education, Catholic University of Temuco, Chile

* Jos éManuel Salum Tom é E-mail: josesalum@gmail.com

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Abstract

The current public policies in education matters of the Chilean State have declared within their focus the educational inclusion and a new public quality education that offers the best opportunities to all its inhabitants, especially to the most vulnerable socially, culturally and economically. In this way, it takes the international commitment mandated by the United Nations in the 2030 Agenda for Sustainable Development, in particular the Sustainable Development Goal 4, whose objective is to guarantee an inclusive and equitable quality education and to promote opportunities of permanent learning for all. The objective of this investigation considers studying the attitudes of pedagogy students to promote the inclusive school's development. It is necessary, therefore, to know what they think and feel one of their main actors that will lead these changes, future teachers. This study was developed under a quantitative, multivariate, descriptive and correlational model of the phenomenon based on the general perceptions of the sample according to the studied construct. The data collection was carried out through the adaptation to the Chilean reality of the "Questionnaire for future Secondary Education teachers about perceptions of attention to diversity" (Colmenero & Pegalajar, 2015). The results show a positive perception towards inclusion of students, but it is necessary materialized them in a better initial teacher training and in real inclusion practices.

Keywords

Inclusive education, Teacher educator training, Quantitative analysis

1. Introduction

Since the middle of the last century educational systems around the world have increased with varying intensities and through various mechanisms - their ability to integrate more students. One of the most important consequences of this process is that schools have progressively become more diverse and complex spaces to develop teaching processes. Thus, the convergence of children and adolescents of different social, ethnic, racial, country of origin or physical, sensory and intellectual capacities

challenges one of the main tasks of school communities: to ensure that all students participate and learn from the process Learning. Disparities in academic results and psychosocial skills and the prevalence of disruptive milestones in the school trajectory of minority or subordinate populations only exacerbate the diagnosis (Glick, Yabiku, & Bates, 2008; Román, & Perticarà 2012).

The change in educational centers is transformed into an inclusive improvement when it is based on inclusive values. Doing the right thing involves relating different school practices and actions to values. Linking your actions to your values may be the most practical step toward better school buying. In the case of Chile, the issue of school integration and, later, inclusive education has been present in the national discussion since the return to democracy. The main way in which this discourse has been installed in the country has been through the creation of a series of regulations, policies and technical-pedagogical guidelines, developed mainly by the State (Ministerio de Educación de Chile, Mineduc, 2005; Mineduc, 2007; Mineduc, 2015).

In this way, the recognition of the diversity of students in the school system has been promoted, seeking to generate guidelines for the implementation of measures and concrete actions that allow providing relevant support to respond to educational needs within schools and classrooms. Thus, efforts have been made to put into practice one of the internationally shared ways of understanding educational inclusion, considering it as: a process to address and respond to the diversity of needs of all children, youth and adults by increasing the the participation in learning, cultures and communities, and the reduction and elimination of exclusion dentro or from Unesco and education (2009, p. 8).

The previous definition moves away from the traditional understanding of inclusive education as one that addresses specific groups of students, moving to a more complex understanding, based on the conviction that the responsibility of the regular education system is to provide quality learning opportunities for everybody. However, and despite the importance of this definition, Chilean educational policies have been developed mainly from a traditional perspective of inclusion, circumscribing it to specific topics such as students with special educational needs or students of ethnic origin, without fully considering the need to incorporate social, cultural, political and academic differences in the teaching process (Infante & Matus, 2009).

In the pedagogy of inclusion education increasingly seen interest from the perspective of their own children and young people, consistent with the recognition of the rights of the child as part of the fundamentals ethical and filosofic years of quality education (White, 2006). In this sense, in recent times considerable attention has been paid to the interpretation and implementation of the right of the child to be heard as one of the fundamental principles on which the convention of the rights of the child is based, recognizing them as active protagonists, with the right to participate in decisions that affect their lives (Lansdown, 2005). More specifically, it has been argued that narrative perspectives that seek to give a voice to excluded young people can illuminate issues that are not visible to the researchers' own academic world (Parrilla, 2009).

On the other hand, in the development of policies that seek to address the diversity of students in Chile, a response based on the identification of specific groups and on the implementation of compensation strategies for the alleged individual deficits has predominated. This restricted way of approaching the response to diversity entails a static conception of development, which categorizes students based on their learning difficulties and grants them little or no participation in the actions that affect them (Infante, 2007). Therefore, educational practices based on the intervention of specialist professionals in a remedial and individual way persist with children identified as carriers of a problem (López et al., 2014).

In this way, the policies developed in recent years to address diversity constitute a scenario that is not very conducive to the development of an inclusive perspective of the school, where many challenges arise. These challenges can be summarized in the idea of the need for a profound cultural change in national inclusion policies, pedagogical practices in schools and the conceptions of educational actors. Part of this cultural change means overcoming what Slee (2011) calls the “rationality system” of integration, that is, that although there are adjustments in the language that proposes a more inclusive approach to education, the way of thinking and operate in practice remains that of integration.

In the framework of the research, we understand inclusive education as the continuous process of seeking a quality education for all, responding to diversity and the different learning needs, abilities, characteristics and expectations of students and communities, eliminating all the forms of discrimination. The concepts of learning and participation, therefore, are fundamental to understand the perspective of educational inclusion. In this context, “learning” refers to all students progressing in their capacities and developing their maximum potential, through broad educational experiences, relevant and meaningful for their lives, which not only aim at academic performance (Ainscow & Miles, 2009). In this sense, as has been proposed in the Universal Learning Design (CAST, 2008), in order to favor the learning of all students, it is necessary to ensure that the design of curricular materials and activities considers multiple means of representation of the contents by of the teacher, multiple forms of expression and communication of the content by students and multiple forms of motivation that respond to their diverse interests.

As one of the inclusive values, participation means being and collaborating with others, being actively involved in decision-making, recognizing and valuing a variety of identities, that all are accepted for who they are (Ainscow et al., 2006). The participation involves learning together with others and collaborate on lessons shared by implication active with what they learned and taught, being recognized and accepted for who they are (black-hawkins *et to the.*, 2007). The participation involves all aspects of school life, it requires an active and collaborative learning for all and is based on relationships of mutual recognition and acceptance. The focus on participation contributes to inclusion the notion of active involvement, which implies: access (being there), collaboration (learning together) and diversity (recognition and acceptance).

To address both learning and participation, it is relevant to pay attention to the development process of boys and girls and the conditions in which it occurs. In this regard, the sociocultural perspective provides

an understanding of development that is more consistent with a rights-based approach (Lansdown, 2005). Development is conceived from this perspective as a process of transformation of the child and his environment through the appropriation of tools that culture offers and participation in the problems and challenges of everyday life (Rogoff, 1997). Therefore, as argued by Smith and Taylor (2010, p. 33), “the capacities of children are strongly influenced by the expectations and opportunities for participation that their culture offers them, as well as by the amount of support they receive when acquiring new competences”. From the sociocultural perspective, the child is conceived as an active agent, actively constructing meanings from the stories and narratives in which the culture incorporates them (Bruner, 1990). The education, then, is understood as a process of dialogue and transaction between adult and child, where both negotiate and recreate the meaning of the action together, and where the child has a voice protagonica, becoming a member of a creative community culture (Bruner, 1986). Following a similar argument, Wells (2001) proposes that classrooms should become “communities of inquiry where the curriculum is seen to be created in an emergent way in the many modes of conversation with which the teacher and students understand in a way dialogic issues of inter e s individual and social through action, the construction of knowledge and reflection” (p. 113).

However, as has been raised in the debate on the relationship between development theories and social practices directed towards childhood, what underlies many of these practices are certain theories of child development that conceive of the child as lacking in skills of communication, regulation and resolution of problems (Bruner, 1986), as well as also conceptions of learning understood as transmission of objective knowledge of the teacher to the students that they should receive without interrogating (Pozo *et to the.*, 2006). These conceptions do not contribute to the development of an education that respects the child’s right to be heard.

Knowing the perspective that children have of educational processes, would allow to have a practical vision of what aspects to change and improve in the implementation of strategies that promote inclusion. As point out Rudduck and Flutter (2007, p. 40) “ideas of their world can help us see things that normally do not pay attention, but [that] if they matter.”

After what has been raised and with the aim of understanding the possibilities and limits of the restructuring processes that educational inclusion implies, an element that is fundamental is the understanding of the meanings that students attribute to their daily experiences at school, assigning it to These play a leading role in the definition of the diagnosis of the situation, as well as the proposals for its improvement. In this regard, Fullan (2002) in the framework of the discussion on educational reforms warns that adults rarely think of students as participants in organizational life and the processes of change in school, but simply see them as beneficiaries of these processes. The conclusion of his analysis on the role of students in initiatives for change, improvement or innovation in education is that “if we do not assign them some significant role in the work, most of the educational change - and indeed of education - it will fail” (p. 178).

Consequently, the objectives of this paper are to describe the meanings students construct about learning and participation, with the purpose of providing elements for an evaluation critical of policies that seek to explicitly promote inclusion.

2. The Context of Inclusion Policy in Chile

The international agreements in force in Chile allow the quality of education to be assumed, at least in general terms, as the condition of the training processes that allow the incorporation of the members of the social framework to the socio-cultural codes and understandings, in order to favor their dignified and active participation in society, thus being able to contribute in a real way to the permanent and effective improvement of democratic coexistence (UNICEF, 1994; UNESCO, 1990), which has also been extensively worked on in specialized documents on the subject (UNESCO-OEI, 2005; Delors, 1996; UNESCO / UNICEF, 2008, among others). Although recent studies (Muñoz, 2011) show that an ideal development on the subject has not been achieved at the Latin American level, in Chile public policy guidelines have been developed that intend to contribute to the improvement of equity in the training process (MINEDUC- Chile, 2012).

Based on regulations previously indicated in Chile, it has been established, in relation to the field of education, that action of arbitrary discrimination correspond to:

Any distinction, exclusion or restriction that lacks reasonable justification, made by State agents or individuals, and that causes deprivation, disturbance or threat in the legitimate exercise of the fundamental rights established in the Political Constitution of the Republic or in international treaties on human rights ratified by Chile and that are in force, in particular when based on reasons such as race or ethnicity, nationality, socioeconomic situation, language, ideology or political opinion, religion or belief, union or participation in union organizations or the lack of them, sex, sexual orientation, gender identity, marital status, age, affiliation, personal appearance and illness or disability (MINEDUC-Chile 2012).

Given the above, it is assumed that the decisions of educational establishments should consider not violating the right to education of the student for any of the reasons indicated. The foregoing should favor the generation of a climate in educational establishments, which allows the constitution of favorable conditions for student learning, considering the factors established by current research on educational achievement (Backhoff, Bouzas, Contreras, Hernandez, & García 2007; UNESCO, 2010; UNESCO-OEI, 2005; UNESCO, 2013; López, Julio, & Morales, 2011, among others) and its link with the school climate, as well as the generation of educational experiences that favor learning in diversity and the valuation of inclusive societal spaces (UNESCO, 2013; Talou, Borzi; Sánchez, Borzi, & Talou, 2010; Valenti, 2009, among others).

Specifically, within the regulations issued by the Ministry of Education of Chile, regarding the operation of educational establishments, the implementation of management processes has been determined, with the support of financing through the Special Grant (MINEDUC - Chile, 2008 and its subsequent refinements), guiding the permanent improvement of educational work, through the Improvement Plans.

Within the framework of these Plans, the space is established, within the sub-axis of coexistence, for the installation of guidelines that allow the establishment to advance in the achievement of educational experiences that favor inclusion.

In this regard, research shows us, on the one hand, that we still have significant tensions and barriers to overcome in order to achieve an inclusive culture in our establishments, but at the same time, they provide us with interesting clues to reflect on. For example, Urbina (2013) regarding the implicit theories of teachers in relation to educational inclusion establishes the existence of organizing axes that lead them to give an important weight to the role of individual differences in the results of the teaching and learning processes, over the teacher's own role. However, at the same time, teachers present a positive assessment of innovation and the permanent improvement of their own doing, as well as of collaborative work, being what the author calls "ethics of care", as a concern for emotional and general well-being on the other, an element of the school culture that would promote inclusive educational work. For their part Li ñan and Melo (2013), also on implicit theories in relation now to integration, they indicate that the majority of teachers positively value work with the SEN approach, presenting an orientation, which the author calls, of pedagogical understanding, in which an interest in the effective learning of the student is expressed, from the perspective of the assessment of said student as a subject.

Regarding the representations of teachers on educational inclusion, Morales (2011) and Gallo (2010), point out the existence of positive evaluations.

3. The Problem of Inclusive Education in the New Constitution

The Convention on the Rights of Persons with Disabilities calls on the signatory States to adapt their educational systems to be inclusive and of quality. Many of you may wonder, is it necessary that we have to ratify something so obvious and dignified internationally? Well, it is. And to illustrate it, I will give you a couple of examples that will help you to have an idea of the current reality, almost 10 years after the convention was signed:

People with disabilities have 25% fewer years of schooling than the rest of the population. If the Chilean population achieves 11.6 years of schooling, people with disabilities barely reach 8.6 years. In other words, on average they barely exceed Basic General Education. If you are a woman with a severe disability from the most vulnerable quintiles of the population or the rural population, the outlook for schooling is further diminished, with schooling gaps of up to 40% compared to the rest of the population (INE; 2018).

Although in the last 15 years there have been numerous support and benefits implemented by the state towards educational establishments, little is known about their availability in opportunity and necessary quality. Above all, in adolescent populations or those who attend secondary education. In the latter case, the main problem is given by the high levels of school absenteeism that will necessarily influence their academic trajectory.

4. Inclusive School Environment

But what do we need to implement an educational and inclusive school environment? First, a powerful plan for universal access to the curriculum. Unfortunately, society tends to underestimate the possibilities of children and young people with disabilities to access knowledge related to the sciences, humanities and arts. Even more so in the technical professional levels that can have a good relationship with the world of work from the time they leave the establishments. Although there are initiatives led by universities on this line, their implementation and execution in the educational plans of the different levels is still incipient.

Second, the school climate as a factor of adherence to the educational system is configured as another critical element. School violence against students tends to be more recurrent in certain more vulnerable groups of young people and children and adolescents with disabilities are extremely exposed to it. It is widely known that those communities in which children live in diverse and inclusive environments are more tolerant and peaceful in childhood and adolescence. For this reason, it is essential that schools implement measures on the school climate strongly based, among some factors, on the fulfillment of the right to inclusive education that people with disabilities have.

Third is physical activity and recreation. Familiarizing ourselves with the Paralympic, special and unified sport through the various media has helped us to understand that people with disabilities not only can, but also seek spaces for physical activity and sport. But let's not get confused, what we see there is that High Performance that is destined for an elite that has the physical and attitudinal potential for competition at an international level. The most important drop should be focused on the development of instances of physical activity and healthy habits of people with disabilities. This, based in the first place that the presence of disability can be a factor of other diseases or unhealthy habits. Second, because physical activity strengthens self-care behaviors, coexistence, sense of belonging, among others. For the same reason, the establishments must be articulators of instances of sport and healthy habits that allow people with disabilities to develop and share the recreational sports experience with their peers.

The current Chilean educational system has a high component of segregation and people with disabilities have been greatly affected, especially at the levels of secondary and higher education where state support and benefits present significant access gaps in terms of opportunity and quality. This will impact your adulthood and obviously, your ability to be productive and live with autonomy and independence. Disability has been taken as part of the group of "bad students", "those who screw up the school at SIMCE", "those who will not be able to give the PSU", among other epithets. For all the above, within a stage of profound social changes we must not forget to include them in the new public policies and also within the Social Agenda in favor of a better education and based on the rights of all.

5. Origin of Inclusive Education

The first milestone to advance educational inclusion that is declared today as a need felt in many developing countries, including Chile, had its origin in the World Declaration on Education for All

developed in Jomtien (Thailand), where 155 met States in 1990 to raise the voice of those who for many years remained on the margins of society, be these children and young people and adults deprived of a basic education due to different conditions: immigrants, workers, populations in remote and rural areas, displaced by wars, refugees, ethnic, racial and linguistic minorities and peoples subjected to an occupation regime. This declaration established as a priority to universalize access to basic education, promote equity, give priority attention and build an environment conducive to learning and respect the essential right that all people have to education.

It is recognized in it that “education can contribute to achieving a safer, healthier, more prosperous and environmentally purer world and that at the same time it favors social, economic and cultural progress, tolerance and international cooperation” (Unesco 1994, p. 6), but also that it will not be easy to achieve these objectives without a long-term commitment by all societies, especially the most developed ones, to actively contribute to the fight against poverty and social inequality. Thus, during the following years various conferences will take place to reaffirm this first declaration of Education for All (EFA), reminding the signatory states and collaborating organizations of the commitments assumed.

With the declaration on Special Educational Needs: Access and Quality of Salamanca (Unesco, 1994), a qualitative leap was made to the political and educational process of an EFA, considering the integration of vast sectors of the school population that for years were postponed and marginalized, how were people with SEN. This Salamanca declaration recognizes that all children, of both sexes, have the fundamental right to education in ordinary schools and that these must design programs that recognize the characteristics, interests, capacities and learning needs that are specific to each individual. It also incorporates as a force idea the participation and collaboration of families within educational centers and that of guaranteeing initial and permanent training programs for teachers in accordance with the new demands of an inclusive school.

Within the Framework of Action established to put this declaration into practice, it is demanded that,

Schools must welcome all children, regardless of their physical, intellectual, social, emotional, linguistic or other conditions. They should accommodate disabled children and well-endowed children, children living on the street and working children from remote or nomadic populations, children from ethnic or cultural linguistic minorities and children from other disadvantaged or marginalized groups or areas (UNESCO, 1994, p. 6).

The dream of an education for all began to gain momentum by including many more people who, in one way or another, have been systematically excluded within their societies. The challenges of inclusion have been posed since then for those in charge of designing educational policies and mainly for the educational system and schools that will have to modify their practices in favor of attending to the new diversity and the educational demands resulting from overcrowding. of education in the last three decades (Esteve, 2003). The World Forum on Education for All: meeting our common commitments, held in Dakar (UNESCO, 2000) reaffirmed this idea of equal access and preferential attention to those students with the greatest needs and the most vulnerable. A 15-year term was established as an agreement

to consolidate and achieve the goal of basic education for all and gender equality in education.

The 48th International Conference on Education entitled Inclusive Education: A way forward, held in Geneva in 2008 in the middle of the process to achieve EFA, Member States and intergovernmental organizations, NGOs and civil society institutions affirm that inclusive education It must also be of quality, equitable and effective, thus updating the concept of quality education for all (UNESCO, 2009). The idea that only with access and coverage would the goals of achieving human, social and economic development be achieved is overcome and progress is made towards what we currently understand by the concept of educational inclusion, which is much greater than the idea of assimilation, integration or tolerance that arose in the early nineties.

The main recommendations delivered to the member states, as a result of the 4 regional discussions held prior to the conference, covered several areas, giving an account of the scope of this inclusion policy led by UNESCO. Regarding the focus and scope of the concept, it is recognized that,

inclusive education is a permanent process, the objective of which is to offer quality education for all, respecting diversity and the different needs and abilities, characteristics and learning expectations of learners and communities, eliminating all forms of discrimination (UNESCO, 2009, p. 19).

In addition, it mentions the fight against poverty and social inequality and the need to promote school and cultural environments that respect gender equality and the participation of the students themselves, their families and their communities. For public policies, it calls for gathering information on the various forms of exclusion that affect people, especially in the school context, where educational practices should be diversified in quality and equity. It is therefore necessary to design effective curricular frameworks from infancy onwards and formulate pedagogical support policies aimed at educational reforms aimed at inclusion and to develop national monitoring and quality assurance mechanisms. It highlights the leadership role that governments should play in promoting inclusion, ensuring the participation and consultation of all stakeholders to generate broad social commitment that reinforces, for example, the links between schools and families and that they can contribute to the educational process of their children.

There are also recommendations for improving the status and working conditions of teachers, since they play a fundamental role in raising awareness and educating on and for inclusion. The paradigm shift will only be achieved with the commitment of the entire educational system, and this includes the continuous training of teachers on practices and learning towards inclusive education (Essomba, 2006). It should therefore promote research on it and instances of work with the other educational actors of the educational act, establishes the mandate of the conference.

Finally, in this journey of the Education For All (EFA) movement, the UN declaration of 2015 stands out, with the agreement of 193 countries to advance the 2030 Agenda for Sustainable Development.

Objective 4 of said agenda seeks to guarantee an inclusive, equitable and quality education and promote lifelong learning opportunities for all based on the development of goals such as: universal primary and

secondary education, access to care and development services in early childhood and preschool education, equal access to quality technical-vocational and higher education, increase the skills necessary to access decent work, eliminate gender disparities in education and ensure equal access at all levels of the education and vocational training for vulnerable people, including people with disabilities, indigenous peoples and children in vulnerable situations, literacy and youth and adults and better civic education that upholds human rights and creates a culture of education for the peace and appreciation of cultural diversity (UN- ECLAC 2016).

The historical journey of these multiple conferences and international agreements highlights the importance of valuing education as a means for the sustainable development of the world, but it also makes us aware of the need to transform our pedagogical practices in an increasingly complex and complex world changing. We must rethink what we understand by education (UNESCO, 2015) and therefore what the school and its main actors represent.

Since the 48th International Conference on Education on inclusive education, we can appreciate with greater force the training need required by teachers to realize the dream of an inclusive education,

to train teachers by equipping them with the skills and materials necessary to teach different student populations and meet the different learning needs of different categories of learners, using methods such as school-level professional development, initial inclusion training and an instruction that takes into account the development and strengths of each learner (Unesco 2009, p. 21).

Higher education centers that train teachers have been affected by educational inclusion as an idea that seeks to transform pedagogical practices and have received demands in relation to incorporating new concepts such as SEN, diversity, interculturality, integration and inclusion, as well as changes at the level of curricular networks and training programs in basic education, kindergarten and specialty careers (Infante, 2010).

The Initial Teacher Training is responsible for reviewing and harmonizing the training plans of pedagogy careers to provide coherence and integration between the learning trajectory, modules, syllabus, among others. In favor of improving quality as well as the development of capacities aimed at inclusion, both in its theoretical aspects, but also practical as part of the daily work of pedagogical practices. The teachers of the school system are responsible, for their part, for the implementation of current public policies on inclusion (Law 20.845), and also for creating the conditions for a school without barriers by updating their projects internal (educational, coexistence, evaluation, inclusion among others) and to achieve those challenges require ongoing training that enables them in the optimal exercise of their professionalism.

The most representative authors of educational inclusion coincide in pointing out teacher training as a cornerstone in inclusive schools. Nothing will be done if we do not have well-trained teachers in the dynamics of educational inclusion. The research carried out by Gonzalez-Gil (2016) concludes that the attitudes towards the inclusion of teachers are very positive and with high expectations in all their students, but they do not know or show resistance when modifying their daily educational practices in

favor of inclusion, either due to lack of time, lack of resources and support from the educational administration and families, as well as organizational obstacles of the school itself. In this same sense, they recognize that they are not sufficiently prepared, at the training level, to take on the challenge of inclusion and attention to the diversity of students in general.

In the Chilean case, the specialists trained in inclusion issues are special or differential educators, but the current challenges for all teacher training institutions is to take charge of the entire complexity of the educational system to guarantee the right to education for everyone.

6. Educational Inclusion Concept

The concept of inclusion was represented in the beginning to that of assimilation and then integration, because its origins are linked to traditional special education. The limited notion provided by this view of reality based on a medical vision of difference guided the educational policies of the States during the eighties and nineties, mainly in Europe and North America, according to (Slee, 2001).

The concept of inclusion for Echeita and Sandoval (2002) refers to the right that all children and people have, not only those with special educational needs, to benefit from education so as not to be excluded from school or culture and society in general. Stopping social exclusion therefore helps us to have greater dignity and equality, fundamental human rights. They reflect the same opinion (Stainback, S. & Stainback, W., 1999) when they establish that there has been a change in current schools that previously focused their efforts on integrating and meeting the needs of students with disabilities, but now the center is It has expanded the attention of all members of the educational community, thus increasing the possibilities of greater social cohesion.

It should be remembered that at the end of the nineties the concept of integration of students with SEN has been overcome and there has been a firm step towards educational inclusion, “*the deficit paradigm is more focused on the subject's shortcomings, on their weaknesses; while the paradigm of knowledge, more current, more focused on the subject and his needs, opens and enables the person to deploy all their potentialities in the social environment where they live in participation with others*” (Escribano & Martínez, 2013, p. 21). Ainscow, Booth, and Dyson (2006) define educational inclusion as a process of continuous improvement that must be faced institutions to diagnose their exclusionary barriers and thus be able to eliminate them and promote student learning and participation. It is in this same sense that Unesco (2005) will define educational inclusion as a process that attempts to respond to the diversity of student needs based on practices in schools, culture and communities, thereby reducing exclusion.

The very concept of educational inclusion today will therefore depend on what its actors, within the communities, mean them both in their speeches and in their practices, hence the need to know inside what they think, what they believe and what what all the actors do inside the classrooms and educational centers, reveal the locally situated models of inclusion (Mateus, L., Vallejo, D., Obando, D. and Fonseca, L. (2017). and student participation processes in the Chilean case is a challenge and current research should focus on its actors. Inclusive education for public policies should be a priority since with them we

not only transform and improve the school, but also society itself (Slee & Allan, 2001).

The objectives of the research are:

- Identify the attitude towards educational inclusion of pedagogy students from a Chilean public university.
- Identify the quantitative weight of the variables: conditioning elements of the educational inclusion process, evaluation of teacher training in relation to educational inclusion and educational practice towards educational inclusion within the attitude towards educational inclusion of students in initial teacher training of a Chilean public university.
- Identify the attitudinal levels towards educational inclusion and existing differences by: careers and years of admission to higher education in a Chilean public university.

7. Conclusion

We can affirm that having a positive reach (84.7%) in the perception towards educational inclusion, this showed significant differences in the different variables that compose it, where the most positive perception is on the elements that condition and define educational inclusion (96.6%), followed by the perception of teacher training in relation to educational inclusion (71.3%), leaving in last place the perception of training teaching practices towards educational inclusion, where students show a reach lowest (65.5%).

The consideration of a construct composed of variables of different nature, showed that each one of the variables has a certain weight with which its membership and consideration in the measurement carried out is confirmed, the variable with the greatest weight being the educational practice towards inclusion education that represents 77.6% of the global concept, followed by teacher training in relation to educational inclusion that represents 67.4% and the conditioning elements of the educational inclusion process, which only represent 41.8% of the concept. This would show an inclination of university students for the development of practices that strengthen inclusion, not from theory, but rather thinking about the role of constant interaction that they will play in their role as educators.

The characterization of the different careers reflected that the positive perceptions in relation to educational inclusion maintain an order, where the first places are occupied by careers that do not correspond to specialties, so that the specific sciences are located in a second place and the students of careers belonging to pedagogies in languages or with a mention in languages other than English, have the lowest score. Regarding the year of entry of the students, for the perceptions of the students about educational inclusion, three years of entry are considered, where the closer the year of entry, the students have more positive perceptions towards educational inclusion, which coincides with the considered variable 1 (elements that condition and define educational inclusion) and that totally disagree with variables 2 and 3 (Teacher training in relation to educational inclusion and Teacher training practice towards educational inclusion), which order inversely Your results.

We can also affirm that, since there are differences in the means achieved by the different courses taught and the different years of admission, these are mostly significant at the level of comparison in the different careers, where the variable Elements conditioning the process of educational inclusion, has a higher value for F, followed by the variables Teacher training in relation to educational inclusion and Educational training practice towards educational inclusion respectively. Regarding the results obtained in the search for significant differences at the level of the students' years of entry, the results show that the F value is significant only for the conditioning elements of the educational inclusion process, the only value obtained being greater than 1, where the variables Teacher training in relation to educational inclusion and Educational teaching practice towards educational inclusion and the value given to the complete questionnaire are not considered significant.

Finally, and by way of reflection, these results are an approach to the analysis of the complex relationships that are established in the training of future teachers, their attitudes towards educational inclusion and their possible actions in a context of pedagogical practice, so they should be taken with caution as it is limited to a sample contextualized to a recently created faculty. However, it provides elements that can be discussed by all the actors who want a paradigm shift towards a society that is rebuilt by looking directly at diversity, interculturality and inclusion of all.

As stated by UNESCO (2015), it is necessary to rethink the aims of education and the construction of knowledge in a changing and complex world, and for this the figure of educators will continue to be a factor of change and transformation. The possibilities for sustainable and inclusive development should move us to focus on new approaches to learning for all, and that promote social equity and global solidarity.

The work of attention to inclusion is urgent and it is necessary for teacher training institutions to consider the variables described for the improvement of their professional paths, both at the curricular and extra-curricular levels. Institutions of Higher Education through Initial Teacher Training require constant practice in issues of inclusion and attention to diversity and for this it must build bridges with the Permanent Training of Teachers, teacher unions, education administrators, grassroots organizations and especially schools, in order to ensure continuity of innovations and improvement processes that are pursued for a new quality public education with a real sense of social justice.

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