

Description of the factors that affect the implementation of inclusive education in the population of third and fourth grade children in an educational institution in Armenia, Quindío

Descripción de los factores que afectan la implementación de la educación inclusiva en la población de niños y niñas del grado tercero y cuarto en una institución educativa de Armenia Quindío

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Como citar: Rojas, J., Ramirez, A. (2025) Description of the factors that affect the implementation of inclusive education in the population of third and fourth grade children in an educational institution in Armenia, Quindío. *REVISTA ID EST INVESTIGACIÓN, DESARROLLO EDUCACIÓN, SERVICIO*, 5 (2), 47-56

ABSTRACT

The present research implements inclusive education in Colombia presents many deficiencies, nor to think that individuals have very different ideas, customs, ways of being, thinking and living. And, precisely, all these differences make the world a better place nor to think that one of the factors related to the society that points out this population are especially teachers, However, many times they are not taken into account or are not respected, and even, they are rejected and ignored this vulnerable population. The purpose of this review is to synthesize information from recent studies on the main elements that affect the work of teachers in the country, for the development of inclusive education, which seeks to obtain an innovative future in a quality inclusive education, can be, even with the existing difficulties to achieve an excellent inclusive education, achieving a change that impacts the family, educational and political society. Undoubtedly, students to feel valued regardless of the diversity that is present, will develop in a positive way, with a better self-esteem and with the vision to support their peers.

Key words: Inclusion, Society, Educational Policy, Teacher, education.



RESUMEN

La presente investigación implementa la educación inclusiva en Colombia presenta muchas deficiencias, ni pensar que los individuos tienen ideas, costumbres, formas de ser, pensar y vivir muy diferentes. Y, justamente, todas estas diferencias hacen que el mundo sea un lugar mejor ni pensar que uno de los factores relacionados con la sociedad que señala esta población son especialmente los docentes, Sin embargo, muchas veces no se tienen en cuenta o no se respetan, e incluso, se rechazan e ignoran esta población vulnerable. El presente trabajo de revisión tiene como objetivo sintetizar información proveniente de estudios recientes, en torno a los principales elementos que afectan la labor de los profesores del país, para el desarrollo de la educación inclusiva., el cual busca obtener un futuro innovador en una educación inclusiva de calidad, puede ser, aun con las dificultades existentes para lograr tener una educación inclusiva excelente, logrando un cambio que impacte la sociedad familiar, educativa y política Sin duda, los estudiantes al sentirse valorados sin importar la diversidad que se presente, se desenvolverá de una forma positiva, con una mejor autoestima y con la visión de apoyar a sus pares.

Palabras Clave: Inclusión, Sociedad, Política Educativa, Docente, educación

Introduction

The present project was implemented in the framework of the Master's degree in education, in the course of action research, being focused on the factors that affect the implementation of inclusive education in a population of children of third and fourth grade in an educational institution in Armenia Quindío.

In the first chapter you can see the research problem that flows from the line of research as: What are the factors that affect the implementation of inclusive education in children of third and fourth grade of an educational institution the Description of the factors that affect the implementation of inclusive education, facing this scenario it is decided to conduct the present study that seeks to describe and identify the factors that affect the implementation of inclusive education, after collecting and analyzing the information and achieve to have a more equitable education.

Due to the need in the educational field directed towards those problems at the emotional, social and life skills level in children and adolescents, the scenario is facilitated in this institution.

The educational need directed towards the search and development of socio-emotional skills, as well as life skills, parenting guidelines, strengthening of self-

esteem and social responsibility that the institution has with the vulnerable population of the region through promotion and prevention processes were worked on.

This research led to orient and delve much deeper into social skills, these being the competencies defined by the behavior that an individual can have in their understanding of the various social codes, in their attitudes and their expressions in society, as this allows a person to express their own feelings, needs and opinions, which allows personal well-being, which is the first step for greater social integration.

As main aspects of social skills we can find: behaviors adapted to contexts and in relation to other people, with a cultural and intercultural dimension, which include skills such as organization, punctuality, self-efficacy, personal motivation, conflict prevention and resolution skills.

Therefore, the different promotion and prevention activities were directed to the required problems demanded by an Educational Institution; focused on facing the different difficulties that occur due to the lack of an inclusive culture.

In this research it was proposed to describe the factors that affect the implementation of inclusive education in the population of boys and girls of third and fourth grade in the educational institution of Armenia Quindío taking into account the theories and results of similar studies where different authors developed and explained the problem addressed here; the justification of these lies in valuing and analyzing the theories that exist and the findings that were achieved singularly on the reality of the selected sample, and the factors that affect the implementation of inclusive education.

However, there are still some difficulties that hinder its implementation and that are perceived from before practicing the teaching profession; among them, the fact that attending to students with special educational needs (SEN 2007) is an extra work for teachers, the lack of necessary resources in the current educational system, or that the preparation received is insufficient to deal with students with SEN. These perceptions hinder a positive attitude of teachers towards the process of educational inclusion, who consider more feasible the continuity of special education centers for the training of this group of students (Peña, 2018).

Materials and methods.

For this research it is taken into account "descriptive study that seeks to specify the properties important properties of people, groups, communities or any other

phenomenon that is subjected to analysis (Dankhe, 1986) and "the descriptive thesis aims simply to identify and present the characteristics of the problem as they exist at the time of the research. The researcher is not involved in or in control of the variables and his role is to report what is happening and the current state. Every behavior, trait, property and event is collected". Based on the above, and on the general objective, the research is assumed to be descriptive, consistent with the authors and the stated objective of the research.

Table 1. *Procedure of the research process*

OBJECTIVES	PHASES	ACTIVITIES
To evaluate the training and formation of teachers in Inclusive Education Strategies in third and fourth grade children of the educational institution Gustavo Matamoros D'Costa in the city of Armenia, Quindío.	Phase 1.	Data collection through a survey - interviews.
	Phase 2.	Review of processes and procedures.
	Phase 3.	Elaboration of the initial diagnosis based on the information collected.
Promote the active participation of fathers, mothers and caregivers through the implementation of the 'Schools for Parents' strategy, strengthening their capacities as responsible for rights, to support the integral formation of students and improve their ability to detect, address and prevent situations that affect the	Phase 1.	Application of a matrix of games that encourage reading comprehension.
	Phase 2.	Feedback on the matrix of games that encourage reading comprehension.
	Phase 3.	Analysis of the matrix of games that encourage reading comprehension.

inclusive culture in the educational environment.		
Raise awareness in the educational community about inclusive education, creating educational environments that value and respect diversity in all its forms, and promoting equity and success for all students.	Phase 1.	Preparation of information collected throughout the process.
	Phase 2.	Strategy design.
	Phase 3.	Final writing of the strategy.

Results

In this chapter the results obtained in this study will be presented. It is worth mentioning that educational inclusion is a fundamental concept to guarantee that all students, regardless of their abilities or background, have access to quality education. However, despite the efforts made, we still face significant challenges. In this analysis of the diagnostic evaluation applied to teachers and managers in the educational institution Gustavo Matamoros D "Costa addresses some of these difficulties and proposes practical solutions to overcome them. Little Participation in Educational Inclusion Programs One of the main problems we face is the scarce participation in educational inclusion programs. This may be due to lack of awareness and adequate training among educational personnel. It is essential that schools and educational authorities implement cultural awareness campaigns so that everyone understands the importance of inclusion and feels motivated to actively participate. Little Family Involvement Family involvement is crucial to the success of educational inclusion. However, families are often not sufficiently involved. To encourage their participation,

schools should establish channels of open and constant communication with parents. Organizing workshops and regular meetings can help parents better understand inclusion policies and the importance of their role in the educational process. Minimal Curricular Adjustments Often, curricular adjustments made to accommodate students with special needs are insufficient. It is vital that educators understand the importance of working with an adapted curriculum that responds to the diverse needs of students. This not only enhances learning for those with special needs, but also enriches the educational experience for all students. Lack of Awareness of Inclusive Education Policies Many times, both educators and parents are unaware of inclusive education policies. To address this problem, it is necessary for educational institutions to conduct trainings and provide informational resources. A clear understanding of these policies allows for better implementation and follow-up. Cultural Awareness Cultural awareness is an essential tool for promoting inclusion. Through activities and programs that foster respect and understanding of diversity, we can create a more inclusive and welcoming educational environment for all students. Importance of Working with an Adapted Curriculum An adapted curriculum is essential to address the specific needs of each student. This approach allows for the personalization of education, facilitating learning and skill development in an inclusive environment. Teaching Strategies Implementing inclusive teaching strategies is key to ensuring that all students can participate in and benefit from educational activities. This includes the use of assistive technologies, differentiated teaching methods, and the creation of a collaborative learning environment. Needs to Establish Active Participation in Inclusion Issues Active participation by all members of the educational community is essential to the success of inclusion programs. This requires ongoing commitment and a willingness to work together to overcome barriers that may arise. Open Communication with Parents Open and transparent communication with parents is vital to ensure that all are informed and able to collaborate in the educational process. This strengthens the relationship between school and family, promoting a more inclusive and supportive environment. Finally, it is crucial that educators engage in ongoing personal reflection on their pedagogical practice. This allows them to identify areas for improvement and develop new strategies to better support their students. In conclusion, educational inclusion is a complex challenge that requires a joint effort from the entire educational community. Through cultural awareness, curriculum adaptation, the use of inclusive teaching strategies, the active participation of all involved, open communication with parents and personal reflection, we can move towards a more inclusive and equitable education for everyone.

An inclusive school requires the participation and agreement of everyone. If we want to have an inclusive school we need to recognize everyone as members of the educational community, whatever our social environment, culture of origin, ideology, gender, ethnicity or personal situations arising from intellectual giftedness or a physical, sensory or intellectual disability.

To achieve an inclusive school, we need to have a coexistence that allows us to know each other to know who we are, what we offer and what we need to work together.

Conclusions

Inclusive education has become a hot topic in educational institutions, generating disagreement from all points of view of the educational community. This inclusive approach stands as a challenge for all the actors involved, being a critical aspect to ensure a comprehensive education and the full exercise of the rights of all students. One of the main barriers to the effective implementation of inclusive education is the lack of acceptance by families of the condition of students with special needs. Likewise, teachers face difficulties due to the lack of empathy and ignorance in the attention and teaching from the individual needs and potential of students. This narrow view, focused on disability or limitation, contributes to the perpetuation of visible and invisible barriers in access to education, undermining the fundamental principle of equal opportunities. It is imperative to recognize the need for a more holistic approach in the field of education, addressing the emotional, social and life skills dimensions of children and adolescents with functional diversity. In this sense, the implementation of an inclusive culture throughout the educational community stands as a crucial solution. This inclusive culture implies the active participation of teachers, managers, administrators, parents, guardians and peers in the promotion of socioemotional skills that promote empathy, emotional intelligence, listening skills and assertiveness. An essential part of this inclusive culture is the recognition and development of social skills in students. These skills not only encompass behaviors adapted to diverse contexts and interpersonal relationships, but also include self-efficacy, personal motivation and conflict resolution. They are fundamental competencies for personal well-being and successful social integration, constituting indispensable pillars for educational inclusion. It is also essential to promote and prevent from the inclusive culture through activities aimed at addressing specific problems identified in educational institutions. These activities should be conceived as spaces for reflection and collaboration, where the educational community is committed in a co-responsible manner in the formation and construction of values.

This ensures an environment conducive to the integral development of all students, regardless of their individual characteristics. In conclusion, inclusive education not only represents a challenge for the educational community, but also an opportunity to promote a more just and egalitarian society. The implementation of an inclusive culture, focused on respect for diversity and the development of social skills, is fundamental to guarantee a quality and equitable education for all students.

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