

Social representations on inclusive education from the perspective of the graduate in education in their teaching practice scenarios.



Representaciones sociales sobre educación inclusiva desde la perspectiva del licenciado en educación en sus escenarios de la práctica docente

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ABSTRACT

This study analyzes (a) the social representations that the students of the 10th semester of the Bachelor's degree program of an IES of Neiva, Huila have about inclusive education. For this purpose, fieldwork was conducted following a qualitative methodology with an ethnographic approach in which documentary review, participant observation, survey and semi-structured interview were used. The results of the research reveal that for the group of participants inclusive education is reduced almost exclusively to the special attention that should be given to students with disabilities, which requires additional work in the classroom and also requires special training that both the State and the educational institution should provide.

Keywords: Inclusive Education, Social Representations, Teachers, Pillars of Education and Pedagogical Guidelines.

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RESUMEN

Este estudio analizo (a) las representaciones sociales que tienen las estudiantes de X semestre del programa de Licenciatura de una

IES de Neiva, Huila sobre la educación inclusiva. Para ello se realizó un trabajo de campo siguiendo una metodología de corte cualitativo con un enfoque etnográfico en la que se utilizó la revisión documental, observación participante, la encuesta y la entrevista semiestructurada. Los resultados de la investigación revelan que para el grupo de participantes la educación inclusiva se reduce casi que exclusivamente a la atención especial que se debe prestar a los alumnos con discapacidad, lo cual demanda trabajo adicional en el aula y que además requiere de una capacitación especial que tanto el Estado como la institución educativa debería proporcionar.

Palabras claves: Educación Inclusiva, Representaciones Sociales, Maestros, Pilares de la Educación y Lineamientos pedagógicos.

Introduction

Taking up again the importance of addressing the right to comprehensive and quality education offered by the different educational institutions as stated in their mission, vision and formative principles in order to offer quality education to the different population sectors towards which their function is focused, it is found that in the classroom there is talk of inclusion but without making the sufficient depth that the problem deserves to find a solution without violating again and again the rights and opportunities for the realization of people who are not part of inclusive education. If the rights and opportunities for these people are violated again and again, where are the postulates of the Ministry of National Education (MEN) regarding the pillars of education?

When speaking of education, it should be clear that this is a fundamental right enshrined in the Political Constitution of Colombia, contemplated in Article 67 when it states that education is a right and a public service that has a social function that seeks access to knowledge, science, technology, and other goods and values of culture;

or what is stated in Law 115 or the General Education Law or the Ten-Year Education Plan, which assumes that the purpose of education is training in respect for life and other human rights, peace, democratic principles of coexistence, pluralism, justice, solidarity and equity, and also in the exercise of tolerance and freedom. Where are human rights when educational models do not contemplate diversity?

Specifically in relation to the inclusion of children with disabilities, the Ministry of Health and Social Protection (2017), establish a series of standards and laws that seek to provide, protect and ensure access to education for children, girls, young people and adults who for some reason are part of the different plans, programs and projects designed also by the Ministry of National Education MEN, to avoid that all this work and these regulations are laws remain dead laws or paper laws if we do not change the chip in the classroom of the importance of educating a new generation of educators and teachers to educate in inclusion and the non-violation of their rights. From the classroom, the attention to people with disabilities must be comprehensive and inclusive, that is why it is determined as the target population the students of the third semester of the program of Comprehensive Care for Early Childhood of a Technical Institute in the city of Neiva. In terms of Chaux (2013), only if parents, teachers and institutions work together it will be possible to address the solution to inclusive education with people with disabilities. In other words, a collaborative work between teachers, parents and students with disabilities is established as a mechanism for agreement and for the common good of the vulnerable population.

Addressing the issue of social representations in inclusive education involves a thorough exploration of research, studies and publications that provide a better understanding of it at international, national and local levels. It should be noted that, although it is true that there is literature that addresses inclusive education with a broad perspective, beyond disability, there are many works that refer to inclusion as a way for the school to offer the same opportunities to children with disabilities.

In this work, inclusive education is assumed as one that embraces social diversity, since school children come from different social classes. In addition to religious, ethnic, cultural and linguistic diversity, since this means that children have different worldviews, therefore, they think, act and interpret the world differently and have different interests, expectations and motivations. There is also sexual and gender diversity, which goes beyond the biological, since there are boys and girls, and considers gender identity. In addition, there is the diversity that emanates from physical differences and from learning and developmental abilities and difficulties.

To begin with, we have the work of Garnique (2012) on the social representations of basic education teachers regarding school inclusion. This research addresses the social representations of school inclusion constructed by some elementary school teachers in an elementary school located in the northeast of Mexico City. A qualitative methodology was used and the information was obtained through participant observation, a survey, interviews with 17 teachers, as well as documentary review. Among the results, it stands out that most of the participants consider themselves inclusive, however, their perception is not in accordance with their pedagogical practices, since their teaching style does not adapt to the learning style of the students; for them, inclusion means the attention given in the classroom to indigenous people, children with different abilities, children with HIV AIDS or with sexual indefiniteness, children with some difference such as paraplegics, visually impaired, Down syndrome, among others.

They consider that caring for these children entails certain administrative difficulties and therefore requires more time, in addition to the lack of support from parents and the lack of preparation and training, especially for older teachers. Additionally, they expressed that, although it is true that the educational institution has adopted inclusion, the teachers are not prepared.

The work of Apablaza (2014) entitled *Representaciones sociales de profesores respecto de la diversidad escolar en relación a los contextos de desempeño profesional, prácticas y formación inicial* (Social representations of teachers regarding school diversity in relation to the contexts of professional performance, practices and initial training) was carried out to analyze how these representations influence teaching practices in the classroom; To achieve this, grounded theory was adopted, which is used to develop a theory based on collected data, which are analyzed and categorized, in order to establish relationships between the different concepts that emanate from the underlying information in the discourse of the surveyed participants, thus obtaining a more accurate understanding of the situation under study. Semi-structured interviews were conducted with three teachers from the Metropolitan Area of Santiago de Chile, who were asked about the perception of the concept of school diversity, about the pedagogical practices with which diversity is approached and about the implications of adopting diversity in the classroom.

Among the results of this research, it is noteworthy that, unlike other studies, the perception that participants have about educational inclusion contemplates, in addition to disability, other aspects related to the problems or difficulties that some children suffer. In any case, this implies that teachers' perception of difference is

always associated with something negative. Although teachers perceive diversity as a value inherent to the human condition, which should be appreciated by all, they also associate it with something that hinders classroom practice. In this sense, difference is not seen as a factor that enriches the school process, but rather as something that hinders it.

Also Gutiérrez (2017) in his work entitled Social representations of educational inclusion: the case of teachers of the Escuela Normal de Especialización (ENE), whose objective is to know the social representations that teachers of the Escuela Normal de Especialización have, about inclusion and how these social representations influence their teaching practices, to achieve this he applies interviews to 32 teachers in Mexico.

The interviewees perceive inclusion as an exercise of social vindication and accept it, however, they are concerned that children with disabilities, although they have access to the regular education system and thus can choose which school they want to attend, the attention they receive, despite being inclusive, is not specialized or individualized, as it was offered in the specialized centers under the integration model, in which adaptations were made to the curricula according to their requirements. For teachers, the integration model with specialized centers allowed better attention to children with disabilities than the inclusion model.

With the inclusion model, the population with disabilities is included in the regular classroom but their needs are not adequately addressed, and the special education teacher now spends his or her time filling out reports related to the population considered at risk, such as migrants, indigenous people or children in wheelchairs, and no time is devoted to attending to children with real special needs. For them, the mere fact that they are migrants or indigenous children does not mean that they have any problems and they can access the curricular content of the programs corresponding to their grade level.

Most of the teachers trained at the Escuela Normal de Especialización reject inclusion in their discourse, because they consider that they have been prepared to attend to disability with a clinical care model in which they could practice as therapists. Thus, some teachers accept the inclusion model only in their discourse in order to be considered good teachers, but do not accept it in practice because they long for the integration model in which they could provide, according to them, the necessary support to disabled children, who have become just another statistic within the inclusion policy.

On the other hand, Rivas (2019) in her work Understanding the social representations of inclusive education in professionals of kindergarten education establishments, whose objective was to identify the meanings that are at the basis of the discourse regarding inclusive education of the actors of the educational communities of kindergarten education establishments of the Araucanía region, in Chile, through the Grounded Theory methodology, which allows the understanding in a solid and sensitive way of the expressions of the participants about the context under study. It was found that the participants in the research, according to their statements, consider that inclusion only refers to the cases of the child with some type of disability, but at the same time they little highlight the diversity of teaching from the pedagogical practices. In addition, they express fear of diversity, especially for not knowing how to work adequately with children with disabilities who are received at school, a fear that is reinforced by the families' perception of the inadequacy of having their children in institutions where there is no specialized personnel. This situation leads to a superficial approach to inclusion, to the fact that inclusion is only talked about and not really experienced, and is only reduced to a superficial compliance with the rules that exist in this regard.

Vélez (2016) on the other hand, in his work entitled Inclusive education for people with disabilities in the province of Buenos Aires: un estudio de caso a partir de las representaciones sociales de los actores educativos de la escuela Santa Julia en Tigre, 2015, considers that the fundamental problem is constituted by the fact of recognizing that inclusive education for people with disabilities is a relevant topic of study in the framework of public policies, if you will, related to the possible infringement of the rights inherent to every human being, therefore raises as a general objective to understand and interpret the social representations that in front of inclusive education for people with disabilities have the educational actors of the primary level of the Santa Julia School.

The research is approached from a qualitative methodology, which responded to the application of semi-structured interviews and observation as a spectator, taking as a reference the three central components in the theory of social representation: information and selective construction; attitude and naturalization and the field of representation and the figurative scheme. The conclusions are that it is necessary to create a strategy in which, in addition to advocating for the transformation of the structure and organization of regular schools and their actors, mechanisms of socio-cultural awareness are generated that can advance in the abolition of the attitudinal barriers interposed in society, which, as we have said repeatedly, are the ones that create, recreate and deepen disability.

This research allows to understand that although the states design plans, programs and projects aimed at assisting people with disabilities in relation to their access to education, this is not enough, as it is required that these plans drawn to be executed, must be structured a series of strategies that bring them closer to each context, It has always been recognized that each population group, even if they have the same problem, requires different and almost particular and individualized solutions, because each of them have special conditions that deserve to be solved, hence the importance of generating these strategies that seek a solution and not to increase the problem.

The management of disability in education always requires special attention, hence teachers are the first ones to be trained in this aspect, therefore the research of Muñoz (2014), who presents the results of her research for the Latin American Journal of Inclusive Education of Spain, which seeks to describe the representations and attitudes of teachers regarding the integration of children with special educational needs to the regular classroom, is retaken. The starting point is the need to make changes in teachers' attitudes and educational practices in order to move towards inclusive education. A qualitative methodology is used, which is characterized by a detailed description of the facts and events that occur in a given social scenario.

In terms of results, apart from training teachers to attend to children with disabilities, it is also necessary to consider the fact of educating children with disabilities in different spaces in order for them to learn better. From this perspective, it is concluded that there is still a tendency to consider the clinical rehabilitation model as the most adequate to respond to the characteristics of this type of children, as well as the existence of segregationist attitudes. Other elements considered important for adequate school integration are training, the existence of didactic material appropriate to the characteristics of the children, the participation of the family, the attitude of the children in the class and of the classroom teachers, and the implementation of curricular adaptations.

These aspects do not coincide in their majority in the observed pedagogical activities. Now in reference to the interpretation and contributions of this research, one of the main obstacles to achieve an adequate inclusion process, which, according to the teachers' opinion, would correspond to the excessive number of students in each class and having more than one child integrated in the classroom, however, the teaching experience allows us to affirm that the biggest problem is the fact of not having teachers to deal with this problem.

Another research that arouses interest for its contributions to the teaching work is that of Rojas (2017), whose purpose is the reconstruction of the social representations held by primary education teachers regarding the educational inclusion of schoolchildren with disabilities, based on their experiences and stories, which leads them to recognize that there are many shortcomings in this regard in their work in the classroom. For the researcher, the study was located within the qualitative paradigm, since it allowed the interpretation of the existing relationships and actions between the subjects and their social life, focusing on the study of the meanings of human actions and social life.

At the level of the most significant results, it is necessary to build new foundations in academic contexts to accommodate the difference from the terms of true values of respect and equity. A condition of disability present in a schoolchild currently alludes to a distance between the infant and the school premises, due to the fact that he/she is located in a position of alienation and academic foreignness. This situation arises as a consequence of the teacher's vision of disability, impregnated with a traditional belief of incompleteness, i.e., the image of the child is linked to deficit, weakness or inferiority.

Each and every one of these investigations reflects the difficulties faced by teachers in their daily work, and they must recognize that they do not have all the tools or expertise to be able to serve their students properly, with a quality and comprehensive education, demonstrating that the educational system has great shortcomings, but especially in relation to the care of the population with disabilities, which instead of providing solutions, aggravates the problem and creates greater mental limitations to the student and his family, hence the importance of recognizing the problem, but in particular to seek solutions, because you can not simply recognize that there is a difficulty, but it is looking for a real solution. The teacher must have a better preparation and assistance to be able to provide quality education.

In this sense, and from the perspective of social representations as a central concept for the construction of knowledge, authors such as Weisz (2017), in his research *La representación social como categoría teórica y estrategia metodológica* (Social representation as a theoretical category and methodological strategy). This author develops a thematic review of social representations as a theoretical category, reconstructs the history of its emergence and raises the theoretical references on which it is based; then develops the aspects related to the methodology, and finally addresses the challenges related to the analysis, from a qualitative methodological approach to research in Social Sciences.

Finally, it should be noted that this study of social representations as a theoretical category and methodological strategy, as it is currently conceived, allows the passage from a finalist and abstract vision to the understanding of everyday life and common sense; by condensing in an analytical, synthetic and denotative way, SR allows access to the categories of understanding of the actors, makes it possible to write and understand the meanings that the subjects give to the action, as interpreters and constructors, who relationally articulate the socialization process acquired, with the present situation and with the expectations for the future.

It is also emphasized that social representations allow access to the categories of understanding of the actors, make it possible to write and understand the meanings that the subjects give to the action, as interpreters and constructors, who relationally articulate the acquired socialization process, The validity and relevance of this category leads to the articulation of the different theoretical traditions that gave rise to it, to the approach of the techniques related to the construction of data and to the development of the modes adopted by interpretation and analysis, respectively, towards the production of contextualized knowledge.

This study has two objectives: (1) To identify students' social representations of inclusive education; (2) To analyze the implications of social representations on students' classroom pedagogical practice.

Based on the available evidence, the following hypothesis is formulated:

Social representations are understood as the representation and explanation of their reality, their world, their daily relationships. For authors such as Moscovici (1977), "social representation is a particular modality of knowledge, whose function is the elaboration of behaviors and collective communication" Moscovici (1977, p. 77), i.e., they are the ways and forms of interacting and feeling in society, being part of a group and seeking its realization. Therefore, it is important to know what are the social representations in inclusive education of these students, because the education offered to the population with disabilities may depend to some extent on their management, understanding that other factors must also be taken into account. What are the social representations of students about inclusive education. According to UNESCO (2017), the fundamental principle of inclusive education, should be understood as the way through which approaches and social commitments to rights are materialized, and as a means to further accelerate the achievement of the objectives of education for all, and in group of all, there is the population in disabilities. Only in this way can we speak of quality education, because it offers the resources, strategies and means for all

students to reach the highest levels of development in their learning according to their abilities.

Materials and methods

Field work was conducted in a Technical Institute in Neiva, Colombia; participant observation, survey and interview were used, techniques very typical of the qualitative approach, which were applied to 15 third semester students of the comprehensive early childhood care program. The information collected with these techniques was used to answer the question: What are the social representations of the students about inclusive education, and also what implications do these social representations have on the pedagogical practice in the classroom?

In order to obtain information on the social representations of inclusive education, a semi-structured interview was used first of all, whose answers allowed the identification of the discourse that the students have constructed on the subject. The research adopted a qualitative ethnographic cohort design, which allows obtaining data from the systematic observation of the daily life of those who are to be studied. This is done mainly through participant observation, which always involves the recording of observations, in this case using an observation guide.

Ethnography as a methodological instance in this particular case takes the form of school ethnography (Álvarez, 2011) which focuses on the study of the culture that develops in schools. For Velasco & Díaz de Rada (2011) school ethnography is nothing more than the application of ethnographic methodology to the study of the school.

Each one of the students in the 10th semester of the Bachelor's Degree in Education program of an IES in the city of Neiva, who are between the ages of 18 and 36 years old.

In accordance with the objectives, both general and specific, two phases are proposed for the development of the actions: Recognition Phase and Analysis Phase, based on open coding and data triangulation, we will analyze the data coming from, regarding this, Strauss and Corbin (2002) justifies that "to discover and develop the concepts we must open the text and expose the thoughts, ideas and meanings contained in it" (Strauss and Corbin, 2002, p. 111).

Recognition Phase. This phase is linked to the specific objectives: (1) To identify the students' social representations on inclusive education; (2) To analyze the implications of social representations in the students' classroom pedagogical practice.

Actions. These refer to the design and application of the data collection instruments. The first instrument is the questionnaire applied to the 15 students, in relation to the reading of social representations in their educational and social environment (Results). The second instrument is a semi-structured interview applied to the 15 students, designed to identify the discourse of social representations on inclusive education of comprehensive early childhood care (Results). Both the first and second instruments are linked to the first specific objective. Finally, the participant observation of the students during their classroom practices, in order to identify if there is correspondence between their educational discourse and their practices (Results). The latter is linked to the second specific objective.

Analysis Phase. In this phase, the data obtained through each of the instruments used are identified and analyzed in relation to the dimensions and objectives established.

Actions. The study of the results obtained, the reflection on them and the conclusions of the research are carried out.

Results

Table 1. Results of the Likert-type scale whose response options range from 1 to 4 (where 1=strongly agree, 2=agree; 3=disagree and 4=strongly disagree).

Participants ____15____

	Conditioning elements of the inclusive education process in the classroom	AGREED		DISAGREE	
		1	2	3	4
1	It is the school's duty to attend to all students.	15	0	0	0
2	Inclusive education is the responsibility of everyone in the institution.	15	0	0	0
3	A quality inclusive education process requires motivation and professional interest of the teacher	15	0	0	0
4	Inclusive education should play an important role in my future teaching practice.	13	2	0	0
5	As a teacher, my concern is that students achieve inclusion in the classroom.	14	1	0	0
6	Inclusive quality education requires initial training on attention to diversity.	15	0	0	0
7	Inclusive quality education requires sufficient and appropriate resources.	15	0	0	0
8	Inclusive education can be carried out in each and every area of the curriculum.	10	3	2	0
9	Inclusive quality education requires an adequate teacher-student ratio.	15	0	0	0
10	Inclusive education should be given greater importance in the career I am pursuing.	13	2	0	0
11	The most effective for inclusive education is to combine the schooling of students with N.E.A.E. between the regular classroom and the support classroom.	3	2	3	7
	Inclusive education training for teachers in their careers	1	2	3	4
12	This career has served to increase my interest in further training in the field of inclusive education.	10	3	2	0

13	This career has helped me to become more aware of the importance of inclusive education.	10	3	2	0
14	After completing the third semester, I have an adequate knowledge of inclusive education.	11	4	0	0
15	After completing the third semester, I have an adequate knowledge of legislation related to the field of inclusive education.	11	4	0	0
	Formative teaching practice in the attention to diversity.	1	2	3	4
16	Inclusive quality education requires previous experience with students with special educational needs.	15	0	0	0
17	I consider myself sufficiently qualified to face the challenge of inclusive education.	9	6	0	0
18	The education system offers the appropriate services and resources for inclusive education.	0	0	3	12
	Teachers' perceptions of students with specific educational support needs	1	2	3	4
19	Inclusive education requires numerous modifications to the curriculum.	13	2	0	0
20	Inclusive education is an added job for the tutor teacher in the classroom.	15	0	0	0
21	Inclusive education is utopian	12	3	0	0
22	Inclusive education would be best done in specialized centers.	15	0	0	0

Adopted from (Colmenero & Pantoja, 2015).

Table 2. *Axes of analysis: Field of information*

- Through what means did you learn about inclusive education (everyday conversations, mass media)?

<i>Code</i>	<i>Category</i>	<i>Frequency</i>
1	In high school, in classes	15

- Have you had the opportunity to consult materials regarding inclusive education?

<i>Code</i>	<i>Category</i>	<i>Frequency</i>
1	Yes	15

- Can you mention the aspects of inclusive education that are relevant to you?

<i>Code</i>	<i>Category</i>	<i>Frequency</i>
1	That all children now have access to education.	7

2	It is a law or state policy to guarantee the right to education for all children.	4
3	That it is now necessary to learn or specialize in inclusive education.	3
4	Means equality and non-discrimination	2

Table 3. *Axes of analysis: Field of representation*

- What image comes to mind when you hear the mention of inclusive education?

<i>Code</i>	<i>Category</i>	<i>Frequency</i>
1	Equality, equity and non-discrimination	3
2	Equal treatment for all children	3
3	Institutions receiving and accepting all children	3
4	Institutions equipped and prepared for IE	3
5	Coexistence of children from different walks of life	3

- What does inclusive education mean to you?

<i>Code</i>	<i>Category</i>	<i>Frequency</i>
1	Opportunity and access to education	6
2	Possibility or field of professional development for teachers	4
3	Law that Educational Institutions must comply with	2
4	Right that the State must guarantee	2
5	Type of inclusive education	1

- What does inclusive education mean to you?

<i>Code</i>	<i>Category</i>	<i>Frequency</i>
1	Possibility of access to the right to education and to receive quality care for children with special needs.	7
2	Challenge and professional development/learning opportunities for teachers	4
3	Law, policy or requirements to be met	3
4	How to build a just society	1

Table 4. *Axes of analysis: Attitude Field*

- What is your assessment of inclusive education?

<i>Code</i>	<i>Category</i>	<i>Frequency</i>
1	Very positive because the State obliges institutions to receive and offer education to all children regardless of their condition.	7
2	Very positive because it represents access to education for children regardless of their condition.	6
3	Very positive because children can now be educated by specialized institutions and teachers.	6
4	Very positive for society	2
5	An opportunity for early childhood education students	1

- What are the positive and negative aspects of inclusive education?

Positive aspects

<i>Code</i>	<i>Category</i>	<i>Frequency</i>
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1	Equal opportunity in access to education for all children	7
2	Obligation for institutions to receive all children regardless of their condition	4
3	Promotes equality in society	2
4	Teaches children to accept differences	2

Negative aspects

<i>Code</i>	<i>Category</i>	<i>Frequency</i>
1	Educational institutions are not prepared due to lack of resources, infrastructure and teachers.	8
2	More work for teachers	5
3	Implies that children without special needs are delayed	2
4	It is mandatory and must be complied with	1

- Can you indicate the reasons that lead you to make such an assessment?

<i>Code</i>	<i>Category</i>	<i>Frequency</i>
1	Educational institutions do not have teachers trained to serve children with special needs.	7
2	Educational institutions do not have the necessary resources to attend children with special needs.	3
3	It involves more work for teachers because they have to fill out forms and spend more time with children with special needs.	3

4	The law forces educational institutions to receive children with special needs without being prepared for them	1
5	Not enough attention is devoted to children who do not have special needs	1

- What actions will you take in the face of inclusive education?

<i>Code</i>	<i>Category</i>	<i>Frequency</i>
1	Learning more about inclusive education	12
2	Specialize in inclusive education	2
3	Open my own school specializing in inclusive education	1

According to the information obtained in the semi-structured interview with the 15 participants in this study, all of them reside in the city of Neiva, all of them are in the tenth grade of the Bachelor's Degree in Education, none of them has any other type of training. For all of them, the reason that led them to decide on the career they are currently studying is their liking for working with early childhood and second childhood communities and for education in general. In the coming years, all of them envision themselves with a life plan related to early childhood education: 4 see themselves working as teachers, 4 working and studying psychology, 2 setting up their own cognitive stimulation center, 2 as trainers of trainers, 3 as owners of their own school.

On the other hand, the results are presented according to the objectives set out and the purpose is to expose the achievement or non-achievement of these objectives during the research. Thus, in relation to the first specific objective of identifying the social representations of the students on inclusive education, the participants in their discourse express positive appreciations of this process and associate it with the right to education that the state should guarantee, the equality that should characterize society and the opportunities that the educational system should offer. In general, the concept of inclusive education is associated with the actions that both the school and

the state should undertake to adequately meet the needs of children with disabilities, given that it is assumed that they have special needs. For the latter, the participants express that it is necessary to make adjustments to educational policies in order to adapt the curricula, the infrastructure of educational centers, and the education and training of both administrative and teaching staff. Due to the generalized approach to inclusive education given by the participants to children with disabilities, it is even perceived that for some of them these children would be better served in specialized centers. There is no clarity about inclusion in a broad sense that contemplates children who do not present any disability but would also benefit from inclusive education, such as children belonging to ethnic minorities, those who belong to families displaced by violence, those who come from families in complex socioeconomic conditions or dysfunctional homes, among others.

In the discourse of the participants, there is a tendency to conceive inclusive education as a simple set of techniques or measures that the school should adopt, and not as an educational approach. In other words, it is perceived that the participants see inclusive education as a way of linking children who present some characteristic that makes them vulnerable to the educational mainstream, and not as a way of transforming the educational system so that it can effectively address the diversity of children, who are a reflection of the diversity of society.

According to the above, trying to put inclusion into practice in the classroom represents an extra workload for teachers, since, in addition to lacking the necessary skills to serve this type of population, they must comply with a series of bureaucratic requirements for statistical purposes; in this sense, they consider that the educational institution receives these children to comply with the norm and to show statistics on inclusion, without necessarily having the resources or the appropriate personnel to provide quality education to these children.

The social representations of inclusive education in the case of the participants revolve mainly around the requirements that both the institution and the teachers must meet. In this sense, allusion is made to the changes that the institution must implement at the demand of the State and to the competencies that teachers must have, as if it were other people who were called upon to acquire these competencies, and not the participants themselves. The idea of inclusive education is expressed as if it were a task that corresponds to teachers specialized in serving this population, who, according to them, have needs that merit an approach from an almost clinical or specialized point of view.

From the above it can be inferred that there is a certain contradiction between, on the one hand, the discourse surrounding inclusive education, a discourse that is loaded with good intentions that reflect the participants' desire for society to somehow guarantee equal opportunities for all children, opinions possibly influenced by the feelings of kindness and compassion that the vulnerability of this population awakens in them; and on the other hand, a somewhat negative approach to the demands that would require them to put into practice the actions of inclusive education in the classroom.

On the one hand, the participants express that an inclusive classroom offers advantages in that it helps today's children to adapt and develop in diverse contexts, and the citizens of the future to prepare themselves to build a more tolerant society; but at the same time it presents the disadvantage that classroom dynamics can be altered due to the disparity in learning rhythms and to adjustments in the curriculum and pedagogical strategies. For the latter, the whole school needs to be prepared for diversity in order to adopt a truly inclusive education. It is therefore necessary that, for a quality inclusive education, more than complying with State requirements, the institution must provide the resources to support this task, including modifying its structure, since it may be necessary to improve the teacher-student ratio. In relation to the second objective, to analyze the implications of social representations in the students' classroom pedagogical practice, it was found, through the observation of the students in their classroom practice hours, that their teaching style is traditional and their pedagogical strategy is conceived under the assumption that all students are equal and have the same capabilities, styles and learning rhythms.

Conclusions

For most of the participants, inclusive education is perceived as a form of social vindication through which the State must guarantee equality for all, seen as simple access to the educational system, but once these children have been accepted in school, they do not really receive adequate attention due to lack of preparation by the institution and teachers. In this case, inclusion tends to be confused with access.

According to the above, for the participants it is laudable that there is a law on inclusion, but at the same time to some extent this inclusion policy makes the work of teachers more difficult because they have to devote more time to attend to children with special needs, which could delay the normal development of classroom activities.

The participants in their discourse do not show much clarity about inclusion in cases in which the school receives children, for example, from ethnic minorities, from families displaced by violence, from families in complex socioeconomic conditions or from dysfunctional homes, among others. The greatest concern reflected in their discourse is about the care that children with physical or cognitive disabilities must receive from teachers who have not been trained for this purpose, in an institution that does not have the necessary infrastructure or support resources. In their classroom practice, it is not evident that the participants are aware of diversity, considering that as a reflection of the society that makes up the environment of the scenario under study, it is highly probable that in the classroom there are children with diverse characteristics and abilities, and that therefore they would need special attention. In reality, all children are treated equally since none of them show any obvious physical or cognitive problems and it is assumed that they are learning the content being taught without any difficulty. Thus, the teacher's teaching style is unique and does not take into account the possible diversity in the children's learning styles.

All the participants agree that in order to achieve inclusion, teachers must be trained or, failing that, specialized personnel must be hired to provide this type of attention.

The social representation that the participants have about inclusive education would theoretically guide their pedagogical practices given that all of them show a receptive attitude towards diversity, but at the same time they express that such inclusion would generate segregation because it would be necessary to give a differential treatment to children with special needs, and sometimes it would be necessary to offer them special spaces for them, separated from the other children, in order to facilitate the use of spaces and support materials specially designed for them. And, above all, ideally with specialized staff. The attitude of the participants towards inclusive education is generally positive, and they consider that besides being desirable, it should be mandatory, as long as it is someone else who takes ownership of it, that is, other teachers specialized in the subject, or they themselves, as long as they are properly trained and have all the necessary support.

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