Educational Inclusion by Conviction

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Summary: Inclusive education has begun to be addressed within the context of the broader international debate on "Education for All" (EFA), a debate launched at the World Conference held in 1990 in Jomtien, Thailand. From Jomtien until today , thinking has evolved from the almost symbolic presence of special educational needs in the initial documentation, towards the recognition that inclusion must be a fundamental principle of the EFA movement as a whole. Within this process, the contribution of the Salamanca Declaration on Special Educational Needs: Access and quality (Unesco, 1994) stands out, from which the concept of educational inclusion emerges strongly. Thereafter thescope and perspectives of inclusive education has been based on the idea that all children and young people have the right to a quality education with equivalent learning opportunities, regardless of their social and cultural background and their differences in skills and abilities (OIE -UNESCO, 20 08).

Key Words: Inclusive education, special educational needs, quality.

I. Introduction

The objective of this article is to be able to acknowledge the importance and strength that inclusion has achieved in Chile, as a new way of seeing the educational world . There is a new conception of inclusion in Chile, a new political and educational context.

Today, education faces enormous challenges in these times of profound technological and social changes . Among them is, as a priority, the development of inclusive policies, social programs and experiences that guarantee the right of all students to a quality education together with their peers of similar ages.

This approach to education should not be seen as another program within the multiple initiatives that those responsible for education and the schools themselves develop in their countries to improve education. In this case we find an objective that points to the very heart of teaching: to offer a fair and equitable education in which those who have the most difficulties in learning find the necessary means and supports, together with encouragement and collective commitment, to make it.

It is a huge challenge, especially since on many occasions it is necessary to advance in the face of very powerful currents in society and in education that bet on the opposite , among others : competition between schools, student selection and evaluations general that do not take into account the diversity of student situations.

The commitment to multicultural and inclusive citizenship requires the promotion of an educational system that opens its schools to all students and ensures each of them a teaching capable of addressing existing differences. The inclusive school is committed to participation, mutual respect, support for those who have more learning difficulties, sensitivity and recognition of minority groups, trust and high expectations of the future possibilities of all students. Inclusive schools are the best experience for all students of what social relations should be in society as a whole and, therefore, constitute a powerful lever for the formation of fair and caring citizens.

II. Development

INCLUSIVE SCHOOLS: TOWARDS THE SEARCH FOR QUALITY

However, the development of inclusive schools that welcome and respond to student diversity is probably one of the main challenges facing educational systems today, and a key factor in moving towards quality education that is relevant to all people and not only for certain social groups.

It is a reality that schools are subjected to a series of pressures that lead to discrimination and exclusion of numerous students from educational opportunities, such as selection, standardization, competition between schools to achieve better results and obtain resources, the increasing Knowledge requirements, with the consequent curricular overload, and the predominance of certain types of learning, among others. Overcoming these barriers requires promoting substantive changes, both in the area of policies and in the culture, organization and practices of schools, in order to guarantee access, permanence, participation and learning for all students.

Valuable and systematized work prevails in the Latin American community by management teams, teachers and families, who contribute their knowledge, experience and creativity to provide a pertinent and tailored response to each of their students. We hope that all of them can account for the breadth of regional work and can guide and / or enrich the work of the entire Latin American educational community .

Social and educational exclusion are growing phenomena in many countries of the world and the object of public policy concern, especially in Latin America, which is characterized by being the most unequal and segregating region in the world, although there are encouraging signs as a consequence of Among other factors, the efforts that countries have been making in the area of social protection. Investment in social policies in that region has increased by five percentage points since 1990, reaching 18% of gross domestic product (gdp) in 2007-2008 (eclac, 2010), but it is still insufficient when compared with investment in OECD countries, which average 25% of GDP (Cecchini and Martínez, 2011).

These policies have resulted in a significant drop in the indices of poverty and indigence, a reduction in inequality in the distribution of income in most countries, and greater intergenerational mobility. The regional average of people living in poverty is 29.4%, including 11.5 % in destitute conditions, compared to 48.3 % and 22.5 % in 1990, although there is still a set from countries with high poverty rates (eclac, 2012). It is estimated that at least 40% of households in the region have risen from the 'socioeconomic class' between 1995 and 2010, so that currently the percentages of the population living in poverty and the middle class are practically equal (World Bank, 2013).

To the structural inequalities of the region it is necessary to add the growing cultural diversity that generates greater complexity to the processes of social exclusion and fragmentation (López, 2008). Along with the challenge of overcoming inequalities, the solution to the problem of educational, social, political and cultural exclusion of a large part of the population, particularly of indigenous and Afro-descendant peoples , remains pending . The progressive recognition of their rights is having as a consequence a growing organization of indigenous movements that demand greater spaces for participation in the definition, development and monitoring of public policies that consider cultural and linguistic diversity and that guarantee their rights. Similarly, the increasing growth of the migrant population and the emergence of new urban cultures that show the heterogeneity of the new generations constitutes a challenge for inclusion policies.

In order to face the scenario of inequality, exclusion and social and cultural fragmentation, a new educational policy agenda is necessary that considers, not only in discourse, the complementarity between growth and equity, and between competitiveness and social cohesion, together with democratic development and environmental, as well as a new balance between the State, the market and citizens, and fiscal pacts that involve political agreements on the level, composition and trends in financing and public spending (C epal, 2009).

There is currently a broad consensus that the right to education goes beyond mere access or schooling, but rather constitutes the right to an education of equal quality for all that must promote the maximum development and learning of each person, and the right to education in community schools on equal terms. Inclusive education is therefore a component of the universal right to education.

However, the concept of inclusion or inclusive education is usually associated with students with disabilities or with special educational needs (SEN) , or those living in contexts of poverty, although a broader approach is gradually being adopted, conceiving it as a means of achieve equitable access to quality education, without any type of discrimination , Unesco (2005) . The recipients of inclusion policies vary from country to country, the most frequent being children with disabilities, indigenous populations, displaced by violence, isolated rural populations or students who have left the educational system.

According to U nesco (2005), inclusive education is a process aimed at responding to the diversity of students, increasing their participation in the culture, the curriculum and the school communities, reducing exclusion in and from education. It is related to the presence, participation and learning achievement of all students, with special emphasis on those who, for different reasons, are excluded or at risk of being marginalized.

Various authors maintain that in the face of enormous inequality, the country tends to reproduce itself in today's school, where homogenization, hierarchization, and a dominant culture that denies differences of origin, individual, social, and cultural prevail.

Perrenoud (1998) refers to the manufacture of inequalities from the school context. According to Reimers (2000), there are five educational processes through which inequality is transmitted, ranging from differences in access and permanence at different educational levels of populations from households with higher or lower incomes, to educational content and processes offered at school.

It is not intended to affirm that school is the only reproductive factor of inequality in our countries. This would be a very reductionist vision, since there are numerous political, economic and social factors that maintain it. However, it is not possible to advance in a fairer society without an equitable education, in which common minimum standards of quality are guaranteed for all students (Marchesi, 2010). If from school the individual, origin, cultural or social differences that converge in it are not taken into account, diversity translates into educational inequality and, subsequently, into social inequality (Blanco, 2011), thus producing a reproductive circle of inequality at school.

In the last two decades, the reforms that the various educational systems of the region have undergone in their attempt to reduce inequalities have raised the need to promote initiatives aimed at enabling greater equality of educational opportunities and thus contributing to fairer and more equitable Latin American societies. .

National educational policies have assumed inclusive education, with attention to diversity being reflected in the curricula of the countries. However, in practice, diversity is still conceived as being far from the norm, the different, the exception to the rule, which in most cases represents a problem or difficulty. In other cases, it is simply ignored, producing an "indifference to differences" (Perrenoud, 1998).

III.   Questioning of the Inclusion Law in Chile , real case

Today, when we visit a school in Cerro Navia and pass through the corridor to the chapel, in the distance a student was observed at her desk, full of papers, taking notes. She looked happy. We asked Manuel Sánchez, coordinator of the Technical-Professional area of the Don Enrique Alvear School, in Cerro Navia, who he was. He told us that it was Lisbete Labrin, a college student with special educational needs, who for some months has been doing her professional practice at the establishment.

Manuel explains that an "inclusive school is related to the educational community and sees all the agents that interact with the students as educators and trainers. In fact, one of the main benefits that this brings is one is that it achieves learning, so inclusive education is quality education because it offers access to learning for all ".

Vanesa Adasme, head of the UTP at the Don Enrique Alvear school in Cerro Navia, comments that inclusion is also an opportunity to incorporate not only cognitive elements in the support of students, "such as, for example, aspects of emotional education associated with generation of affective bonds, self-knowledge and school self-esteem, which serve to better anchor the pedagogical processes required by the national curriculum. In short, an inclusive school is responsible for the school trajectory of its students in a broad sense, that is, it seeks to generate a system of opportunities to learn that values diversity and relies on experiences as a source of integral growth for its communicated schools. , which is enriched with the educational practices of their peers (professional level) and builds a work routine and didactics in the classroom that is enriched in the diversity of stimuli, the cooperation of the group of students and in the consolidation of certain learning .

In the long term, inclusive education develops cognitive skills and allows establishing the executive and adaptive functions necessary for this world in motion. Like that young woman, there are other students in different establishments who have managed to insert themselves into school and their work environment. Because today more than ever, when it comes to talking about inclusive education, the director of Fundación Mis Talentos, Isabel Zúñiga tells us, "the differences of the students are recognized, and each one is given supports so that they can access learning. What if quality education students?

An inclusive school community, adds Cynthia Duk, director of the Center for Development and Innovation in Inclusive Education and of the Master's Program in Inclusive Education at the Central University of Chile, "welcomes all students and there everyone feels recognized and valued, what which also involves developing more flexible and diversified pedagogical and curricular proposals to ensure that everyone participates and learns ".

The expert, who participated in the IV Inclusion Seminar organized by the Educational Foundation Seminarium, points out that research has shown that learning in both the social and academic fields is favored in heterogeneous groups, where students learn, on the one hand, to valuing and respecting differences "and, on the

other hand, they benefit academically when interacting with students with diverse abilities, due to the positive effect that peer teaching has."

Although "addressing the diversity of educational characteristics and needs in the classroom is still complex from the point of view of teaching and, therefore, an important challenge for teachers, at the same time," reveals Duk, "promoting the development of creative and innovative capacity. Therefore, teachers are challenged to explore new teaching strategies and to work collaboratively with other professionals. "

According to official figures, in our current educational system there are 5,941 educational establishments that have a School Integration Program (PIE), whose purpose is to promote learning and comprehensive training for all students. It is, says the head of the General Education Division of the Mineduc, Raimundo Larraín, a work that is carried out "together with the educational community, to generate individual support plans for students with Special Educational Needs (NEE) for the achievement of their learning and development of their educational career. This figure corresponds to 60 percent of the country's educational establishments that receive a state subsidy. "

In addition, they point out from the Mineduc, there are 48 schools and hospital classrooms nationwide that offer educational care to children and youth of preschool, basic and middle education who have functional medical conditions for which they require to stay hospitalized or who are undergoing outpatient medical treatment and / od or miciliary. "There are also 571 special schools that educate students with disabilities, multiple disabilities and deafblindness, distributed in the sixteen regions of the country."

Why is it key to address these issues?

Defining inclusive schools as respecting and valuing diversity is informing inclusive schools, focused on the development of learning and comprehensive training for all students, provides important benefits for the entire educational community. Among them, they emphasize promoting a culture of respect and appreciation of diversity; offer opportunities to learn and accept individual differences, which reduces abusive behaviors; enable comprehensive access to learning for all students, regardless of their particularities and contexts; promote the development of diversity of pedagogical strategies and educational innovation, and emphasize the contribution and participation of families in the education of their children, among others.

Inclusive Education the contributions of the Ministry of Education.

Through est os guidelines established by the policy of inclusion is promoted, diversification of teaching and learning more accessible to the national curriculum for all students; access for students with special educational needs to the learning objectives of the curriculum is facilitated; also, it allows to carry out curricular adaptations when the diversified planning of the common classroom does not respond to the educational needs of the student; safeguards the educational path of children with the greatest support needs in their educational process; It emphasizes the participation and collaborative work of the different actors in the educational community, and is universal in nature, as it applies to any type of educational establishment, with or without a School Integration Program .

Among the difficulties of the system, they assure from the Pontifical Catholic University of Chile (PUC) , is the fact that "in numbers, the quotas of the School Integration Project (PIE) in the schools that have it implemented, are most of the times at its maximum. This shows that students with disabilities are attending regular schools. However, there are certain disabilities that are less seen in schools due to the lack of specialists to attend to them or the complexity that they entail. For example, some severe motor disorders, and to a lesser extent, blindness and deafness, which are disabling conditions seen less in regular schools than cognitive disabilities or autism spectrum disorders , it is clear that autism **spectrum disorder** is a disease related to brain development that affects how a person perceives and socializes with other people, causing problems in social interaction and communication

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Ricardo Rosas (2019) points out; that, "in any case, even the PIE quotas for permanent SENs are insufficient in relation to demand (2 per room), and schools with PIE that attend to more complex disability conditions such as blindness, deafness and major motor disorders, they are minorities ".

For researchers at the PUC Educational Justice Center, the relationship between the functioning of PIEs and the new school admission system is complex. There are different situations: pre-kindergarten students who do not have a diagnosis, so they apply to school as students without SEN and, by not having any type of selection, they are accepted without having a PIE space. These students are many, especially those with specific language or learning disorders, attention deficits, borderline intellectual functioning, or some type of autism spectrum

disorder. This, because they are conditions that are not clear at 4 years of age, the age at which children are applied .

In addition, Ricardo Rosas points out, "there may be an over demand for the PIE quotas offered by the school, which leads the Mineduc to send a list of applicants so that the school can call them for an interview. The purpose of this interview is for parents to get to know the school and decide whether or not to persist in their application, being informed of the possibilities that the school has for the condition that affects their child. This information is delivered on the platform, but even so there are many parents who apply their children to schools that do not have the specialists who treat the conditions presented by their children. The school, after the interviews, must inform the Mineduc which are the applicants that it cannot attend due to the specialists it has. If the remaining applicants are more than the quotas, a selection is made by algorithm ".

From the above it is essential that future trainers ; c onozcan diagnoses and inform students of the characteristics of the present conditions. For this, it is important that they work collaboratively with the differential teachers assigned to their rooms.

Then, with respect to children without diagnosis, it is important that if they consider, from their pedagogical criteria and in collaboration and discussion with the differential teacher, that it is necessary to carry out an evaluation, a work should be done and then implemented with the child according to she, regardless of whether the latter does not belong to the PIE and does not have a monitoring form. That is, the means provided by the PIE (especially the differential teacher) must be used for all students, and not only for those enrolled in the program.

Finally, if it is considered that the capacities to care for a child are not available, it is important to express it in the direction and explore ways to bring the necessary resources to be able to deliver what the minor needs. The new School Admission System (SAE), prevents rejecting a student, so you should think about including inclusion as a goal of the Educational Improvement Plan (PME) to use resources from the Preferential School Grant (SEP) to hire specialists or try other ways with civil society.

According to the aforementioned, it is that this process must be supported and that it allows it to promote the unquestionable "inclusion principle" of students in schools, an issue that is based on its mission and because it is an integral part of all humanistic or value education. But it is necessary to differentiate between the law and the principle that inspires it. A principle can be specified in a good, regular or bad law. Today it is thought that this principle of inexcusable inclusion became a law that deserves much criticism, observations and that contains errors and omissions. Among these, the following can be highlighted :

1.- It did not consider the relationship between means and ends. If the necessary resources are not available, the proposed purposes can not be achieved. This law did not provide the adequate professional, humane and financial means and resources for a destitute school without the preparation to reach such an ambitious goal, of the dimensions of the total inclusion of students. However, it was determined to close schools that did not meet certain quality standards.

2.- Increased difficulties and exacerbated controls. The law not only did not provide for the media, it did: bureaucratic work covers the times of schools; the sanctions were tightened until the schools were closed; and other state control agencies will be created . Thus, inclusion must take place under a climate of suspicion and concern; with very adverse regulations for teachers; before an empowerment of the students and a weakened authority of the teachers and a classroom that is a field of power dispute in which young people and children impose their adolescent demands, in such a way that they have managed to modify the national curriculum : the notes are " inflated " so teachers avoid conflicts, and do not represent performance or learning.

3.- Eliminated the shared financing and did not raise the subsidy. The decrease in shared financing would be offset by the increase in the grant. But this did not happen. He left these schools with accumulated debt that they will not be able to finance. By banning shared financing (FICOM), it eliminates the schools that have the greatest diversity of students targeted for the reform, thanks to the free compulsory scholarships without a limit that they had to deliver. There was no need to delete FICOM at this time. It was enough to eliminate the profit.

4.- This structural reform of education only restructured the classroom. He assumed that with the same school, the same Ministry, the same bureaucracy, the same university, the same grant supports all conceived for a segregating school now had to support an inclusive school. The entire educational system remained intact and only teachers, in isolation, had to change in retirement from their classroom.

5.- This reform with a sense of social action **from the perspective** of large-scale **participants** was conceived as an event. A simple measure, a brief act in time, in a hurry and not as a process characterized by being slow, with stages and long-term. The law went into effect on June 8, 2015 and the next day all schools in the country had to be inclusive. Our schools were segregating for 200 years and were to be instantly inclusive . Structural reforms are social, political and historical processes that require national consensus, broad and majority approval, trials

and modifications, that refuse to be subjected to tensions, disputes and peremptory excessive demands from political groups.

6.- This systemic reform did not affect the universities. They continue to train teachers to work in exclusive classrooms, leaving the directors of schools the task and the responsibility of reversing the work done by the universities, for which they have few resources, little time and questionable and insufficient aid for this task. It did not establish a relationship between school and university.

7.- He was not aware of the results obtained from the structural reforms. The complex and difficult problem of inclusion has not been rigorously studied or investigated in highly unequal countries and there is no Know-how in this regard. An OECD study , titled "How the World's Best-Performing Education Systems Did to Achieve Their Goals," shows that the only successful countries are developed countries . In past decades, a wave of reform covered the Latin American continent and none produced results. The inclusion law did not take into account this background and does not admit studies, modifications, or objections.

8.- He did not eliminate segregation, he just changed it. Before it was at the entrance of the school preventing the entry of students. Today it is inside the school preventing young people from accessing learning if the school is not of quality, which is the true reason for inclusion. This is how today we have schools that are inclusive in enrollment, but segregated in access to knowledge. He only managed to get children together in schools, since there are no references to previous pedagogical praxis of how to manage and administer inclusive schools, and teachers are not prepared to work with all kinds of students in an underdeveloped country with great inequalities.

9.- Made the school the sacrificial zone of the reform. He stressed the schools, attacking the knowledge base, practices and experiences with which the directors had operated until now, leaving them unarmed before an unknown scenario for which they were not prepared, given the urgency of applying the reform. It destructured teaching logic, management, power and authority, leaving teachers without answers to new challenges and unpublished, they have no virtuality of previous practice, under the assumption that simple refresher courses would solve the problems created by this mistaken shock policy, with which this structural reform was designed .

IV.   Final reflection

The conflicting complexity of the phenomenon of inclusion does not accept a simplistic view that refers to opening the doors of the school and bringing children together. However, the legislator assumed that, eliminating profit, copayment and selection would automatically lead to integrated coexistence with students from various sociocultural sectors, with SEN or with serious behavior and socialization problems, and thus we would finally have inclusive classrooms with better learning . It was only enough to prohibit, but the prohibition only prevents, does not produce. Achieving inclusion is much more than removing some of the barriers to student entry into schools.

The legislator over simplified the problem of inclusion, was naive or deeply ignorant of the low capacity of the reforms to process the real problems of the school; its internal dynamics to attend diversity; the school environments; and the scope of differential pedagogy at the moment.

He supposed that it was enough to gather boys and girls simply from a wide cultural diversity , and he hoped that from this piling up of students the radically different cultural differences would be overcome ; that integration, friendship and learning for all would flourish ; that deeply embedded social prejudices in our society would be overcome ; and that healthy cross-cultural coexistence would emerge.

Although it is true that some necessary measures have been taken, such as the teaching career , which allows teachers time for teamwork and the SEP that adds fresh money to the underfunded schools, they are completely insufficient measures, which obey the policy of " on the way the cargo is carried. " Policy that has done profound damage to schools and has mistreated teachers.

The neoliberal economic-social system produces inequality as a normal product of its operation, and the legislators assumed that the school should erase this inequality with the inclusion law. The most immediate greatest achievements of this law are teachers with high degrees of stress and depression; with low levels of authority; with great anguish for not knowing how to perform with all kinds of students; with unsolved pedagogical problems ; unprotected before a guarantee legislation for students and parents; threatened by external sanctioning evaluations; assaulted by students and violent parents; and with the doubt of losing the job due to the closure of their schools if they achieve low SIMCE scores during three consecutive evaluations, in overcrowded schools , with high percentages of children with SEN or with severe cognitive and behavioral problems .

In a structural reform of education, it is essential to seek agreements, generate consensus, win wills and the affective commitment of the main actors in education: teachers. One cannot operate with the logic of political dispute, of the defeat of the adversary or of imposition by force. Here there are no losers or winners, there are no backhoe loaders or roller skates. Just as authoritarian school leaderships, repressive administrations,

and threatening classes are outnumbered , educational policies cannot be imposed under penalties and sanctions. It is necessary to build agreements, continuity, test and test rules, generate motivating climates, reinforcements and political stability that must remain.

This law should have kept its original name: "No to co-payment, not to profit and not to
the selection". This name describes very precisely the only thing it did: prohibit, because it was not designed for anything else, and less to achieve inclusion. Today we have a law, wrongly called, of inclusion that managed to create diverse classrooms, but we do not have inclusive classrooms.

There is a trend in how teacher training programs work on the issue of inclusion, generally referring to disability and valuation of differences. This supports a logic that reproduces the difference as a problem and lodged in the bodies and communities that carry the difference. Recommendation: implement a more critical curricular work policy of the inclusion work in teacher training with more contemporary perspectives for these curricular developments and mainly related to didactics. Develop an institutional cadastre to understand the magnitude of the idea of diagnosis and its application in teacher training programs.

Professionals who are being recruited for the purpose of implementing the law must be trained in both pedagogical, didactic and inclusion-related areas (gender, sexuality, "race," nationality, ethnicity, age, class, ability, etc.).)

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