A New School with an Inclusive Educational Space

José Manuel Salum Tomé

SUMMARY

Current Chilean public education policies have established educational inclusion and a new, quality public education system that provides the best opportunities for all its inhabitants, especially the most socially, culturally, and economically vulnerable, as key pillars. In this way, the international commitment mandated by the United Nations in the 2030 Agenda for Sustainable Development, specifically Sustainable Development Goal 4, which seeks to guarantee inclusive and equitable quality education and promote lifelong learning opportunities for all, is fully embraced. This research aims to investigate the attitudes of student teachers toward promoting the development of inclusive schools. It is therefore necessary to understand the thoughts and feelings of one of the main stakeholders who will lead these changes, future teachers. The study was developed using a quantitative, multivariate, descriptive, and correlational model of the phenomenon based on the sample's general perceptions based on the construct studied. Data collection was carried out by adapting the "Questionnaire for Future Secondary Education Teachers on Perceptions of Attention to Diversity" (Colmenero and Pegalajar, 2015) to Chilean reality. The results show a positive perception of inclusion among students, but this needs to be translated into improved initial teacher training and actual inclusion practices.

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Author: Doctor of Education, Foundation Teaching of the Araucania, Chile.

I. INTRODUCTION

Since the middle of the last century, educational systems around the world have increased, with varying intensities and through various mechanisms, their capacity to integrate more students. One of the most important consequences of this process is that schools have progressively become more diverse and complex spaces for developing 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: ensuring that all students participate and learn from the learning process. Disparities in academic results and psychosocial skills and the prevalence of disruptive milestones in the school career of minority or subordinate populations only sharpen the diagnosis (Glick, J., Yabiku, S. & Bates, L. July, 2008) (Román, M. & Perticará, M. 2012).

Change in schools becomes inclusive improvement when it is based on inclusive values. Doing the right thing involves connecting different school practices and actions with values. Connecting your actions to your values can be the most practical step for achieving inclusive change. improvement of the school.

In Chile, the issue of school integration and, subsequently, inclusive education has been a feature of the national debate since the return to democracy. The main way this discourse has been established in the country has been through the creation of a series of regulations, policies, and technical-pedagogical guidelines, developed primarily by the State (Chilean Ministry of Education, Mineduc, 2005; Mineduc, 2007; Mineduc, 2015). In this way, recognition of student diversity has been promoted within the school system, seeking to generate guidelines for

the implementation of concrete measures and actions that provide relevant support to address 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, young people and adults by increasing participation in learning, cultures and communities, and reducing and eliminating exclusion within and from education (United Nations Educational, Scientific and Cultural Organization). Nations Educational, Scientific and Cultural Organization, UNESCO, 2009, p. 8).

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

Inclusive education pedagogy, there is a growing interest in the perspective of children and young people themselves, consistent with the recognition of children's rights as part of the ethical and philosophical foundations of quality education (Blanco, 2006). In this regard, considerable attention has recently been paid to the interpretation and implementation of the child 's right to be heard as one of the fundamental principles on which the Convention on 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 voice to excluded young people can illuminate issues that

are not very visible to the academic world of researchers (Parrilla, 2009).

On the other hand, in the development of policies seeking to address student diversity in Chile, a response based on the identification of specific groups and the implementation of strategies to compensate for alleged individual deficits has predominated. This restricted approach to addressing diversity entails a conception of developmental statics, which categorizes students based on their learning difficulties and gives 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 manner with children identified as having a problem persist (López, 2008). *et al.*, 2014).

Thus, the policies developed in recent years Years of neglecting diversity constitute an unfavorable environment for the development of an inclusive perspective for schools, where numerous challenges arise. These challenges can be summarized in the idea of the need for a profound cultural change in national inclusion policies, practices, pedagogical approaches in schools and the conceptions of educational actors. Part of this cultural shift means overcoming what Slee (2011) calls the "system rationality" of integration, that is, while there are adjustments in the language that proposes a more inclusive approach to education, the way of thinking and operating in practice remains that of integration.

Within the framework of research , we understand inclusive education as the continuous process of searching for quality education for all, responding to diversity and the different needs, abilities, characteristics and learning expectations of students and communities, eliminating all forms of discrimination (United The concepts of learning and participation are therefore fundamental to understanding the perspective of inclusive education. In this context, "learning" refers to all students progressing in their abilities and developing their full potential through broad, relevant, and meaningful educational experiences for their lives, which go beyond simply achieving academic achievement (Ainscow & Miles, 2009).

In this sense, as proposed in Universal Design for Learning (CAST, 2008), to promote learning for all students, it is necessary to ensure that the design of curricular materials and activities considers multiple means of representation of content by the teacher, multiple forms of expression and communication of content by students and multiple forms of motivation that respond to diverse interests of these students.

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, and everyone being accepted for who they are (Ainscow *et al.*, 2006). Participation involves learning together with others and collaborating on shared lessons through active engagement with what is learned and taught, being recognized and accepted for who one is (Black-Hawkins, 2006). *et al.*, 2007). Participation involves all aspects of school life, requires active and collaborative learning from all, and is based on relationships of mutual recognition and acceptance. The focus on participation brings to inclusion the notion of active involvement, which implies: access (being there), collaboration (learning together) and diversity (recognition and acceptance).

In order to address both learning and participation, it is important to pay attention to the process of children's development and the conditions in which it occurs. In this regard, the sociocultural perspective provides an under standing of development that is more consistent with a rights-based approach (Lansdown, 2005). From this perspective, development is conceived as a process of transformation of the child and their environment through the appropriation of tools that culture offers and participation in the problems and challenges of everyday life (Rogoff , 1997). Therefore, as Smith and Taylor (2010: 33) argue, "children's capacities They 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 in acquiring new skills. From a sociocultural perspective, the child is conceived as an active agent, who actively constructs meanings from the stories and narratives in which the culture incorporates them (Bruner, 1990). Education, then, is understood as a process of dialogue and transaction between the adult and the child, where both negotiate and recreate the meaning of the joint action and where the child has a leading voice, becoming a member of a culture-creating community (Bruner, 1986). Following a similar argument, Wells (2001) proposes that classrooms should become "communities of inquiry where the curriculum is considered to be created in an emergent way in the many modes of conversation with which the teacher and the students understand in a dialogical way topics of individual and social interest through action , 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 children, what underlies many of these practices are certain theories of child development that conceive of children as lacking communication, regulation and problem- solving skills (Bruner, 1986), as well as conceptions of learning understood as the transmission of objective knowledge from teachers to students, which the latter should receive without questioning (Pozo *et al.*, 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 us to have a vision practice of what aspects to change and improve in the implementation of strategies that promote inclusion. As they point out Rudduck and Flutter (2007, p. 40) "the ideas of their world can help us see things we don't normally pay attention to, but [that] matter to them."

After what has been raised and with the objective of understanding the possibilities and the limits of the restructuring processes that educational inclusion supposes, an element that is fundamental is the understanding of the meanings that students attribute to their daily experiences at school, assigning them 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

A New School with an Inclusive Educational Space

framework of the discussion Regarding educational reforms, he warns that adults rarely think of students as participants in the organizational life and processes of change in schools, but rather simply see them as beneficiaries of these processes. The conclusion of his analysis of the role of students in initiatives for change, improvement, or innovation in education is that "if we don't assign them some significant role in the project, most educational change—and indeed all education —will fail" (p. 178).

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

II. THE CONTEXT OF INCLUSION POLICY IN CHILE

The international agreements in force in Chile allow us to assume the quality of education, at least in general terms, as the condition of the formative processes that allow the incorporation of the members of the social fabric to the socio-cultural codes and understandings, with a view to favoring their dignified and active participation in society, 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 studied 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 in the subject has not been achieved in Latin America , in Chile public policy guidelines have been developed that intend to contribute to the improvement of equity in the formative process (MINEDUC-Chile, 2012).

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

Any distinction, exclusion or restriction that lacks reasonable justification, carried out by agents of the State or private individuals, and that causes deprivation, disturbance or threat to the legitimate exercise of 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, particularly when they are based on reasons such as race or ethnicity, nationality, socioeconomic status, language, ideology or political opinion, religion or belief, union membership or participation in trade unions or lack thereof, 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 must consider not violating the student's right to education for any of the reasons indicated. This should favor the generation of a climate in educational establishments that allows the constitution of favorable conditions for student learning, considering the factors established by current research on educational achievement (Backhoff, Bouzas, Contreras, Hernandez and García 2007; UNESCO, 2010; UNESCO-OEI, 2005; UNESCO, 2013; López, Julio and 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 appreciation of integrative societal spaces (UNESCO, 2013; Talou, Borzi; Sánchez, Borzi and Talou 2010; Valenti, 2009, among others).

Specifically, within the regulations issued by the Chilean Ministry of Education regarding the operation of educational institutions, management processes have been established, with the support of funding through the Special Subsidy (MINEDUC - Chile, 2008 and subsequent refinements), guiding the continuous improvement of educational work through Improvement Plans. Within the framework of these Plans, space is established, within the sub-axis of coexistence, for the establishment of guidelines that allow the institution to advance in achieving educational experiences that favor inclusion.

In this regard, research indicates, on the one hand, that we still have significant tensions and barriers to overcome in order to achieve an inclusive culture in our schools, but at the same time, it provides us with interesting avenues for reflection. For example, Urbina (2013) regarding teachers' implicit theories regarding educational inclusion establishes the existence of organizing axes that lead them to give significant weight to the role of individual differences in the outcomes of teaching and learning processes, over and above the teacher's own role. However, at the same time, teachers have a positive view of innovation and the continuous improvement of their own work, as well as of collaborative work. This is what the author calls an "ethic of care," as a concern for the emotional and general well-being of others, an element of school culture that would enhance inclusive educational work. For their part, Liñan and Melo (2013), also on implicit theories in relation to integration, indicate that the majority of teachers positively value the work with the SEN approach, presenting an orientation, which the author calls, of pedagogical understanding, in which an interest is expressed in the effective learning of the student, from the perspective of the valuation of said student as a subject.

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

III. THE PROBLEM OF INCLUSIVE EDUCATION IN THE NEW CONSTITUTION

The Convention on the Rights of Persons with Disabilities calls on signatory states to adapt their education systems to ensure they are inclusive and high-quality. Many of you may be wondering, is it necessary to internationally ratify something so obvious and worthy? Well, yes, it is. To illustrate, I'll give you a couple of examples that will help you get an idea of the current situation, almost 10 years after the convention was signed:

People with disabilities have 25% fewer years of schooling than the rest of the population. While the Chilean population achieves 11.6 years of schooling, people with disabilities only achieve 8.6 years. In other words, on average, they barely complete basic general education. If a woman with a severe disability belongs to the most vulnerable quintiles of the population or is from a rural population, the educational attainment picture is even further diminished, with educational attainment gaps of up to 40% compared to the rest of the population (INE; 2018).

Although the state has implemented numerous support programs and benefits for educational institutions over the past 15 years, little is known about their availability, timeliness, and quality. This is especially true for adolescent populations or those attending secondary education. In the latter case, the main problem is the high levels of school absenteeism, which will inevitably impact their academic performance.

But what do we need to implement an inclusive and educational school environment? First, a powerful plan for universal access to the curriculum. Unfortunately, society tends to underestimate the opportunities children and young people with disabilities have to access knowledge related to the sciences, humanities, and arts. This is even more so at the technical-professional levels, which can count on a good relationship with the world of work from the moment they graduate. While there are university-led initiatives along these lines, their implementation and execution in educational plans at different levels is still incipient.

Secondly, school climate as a factor in adherence to the education system is another critical element. School violence against students tends to be more prevalent among certain, more vulnerable groups of young people, and children and adolescents with disabilities are particularly at risk. It is widely known that communities where children live in diverse and inclusive environments are more tolerant and peaceful during childhood and adolescence. Therefore, it is essential that schools implement school climate measures that are strongly based, among other

factors, on compliance with the right to inclusive education for people with disabilities.

Third, there is physical activity and recreation. Familiarizing ourselves with Paralympic sports, a special and unified sport through various media, has helped us understand that people with disabilities not only can, but actually seek out spaces for physical activity and sports. But let's not be confused: what we see there is High Performance, which is intended for an elite group that possesses the physical and behavioral potential to compete at the international level. The most important focus should be on developing opportunities for physical activity and healthy habits for people with disabilities. This is based, first, on the fact that the presence of a disability can be a factor in other illnesses or unhealthy habits. Second, because physical activity strengthens self-care behaviors, coexistence and a sense of belonging, among others. Therefore, establishments should be the hubs for sports and healthy habits that allow people with disabilities to develop and share the recreational sports experience with their peers.

The current Chilean education system is highly segregated, and people with disabilities have been severely affected, especially at the secondary and higher education levels, where state support and benefits present significant gaps in access to opportunity and quality. This will impact their adulthood and, obviously, their ability to be productive and live autonomously and independently. Disabilities have been categorized as "bad students," "those who mess up school at the SIMCE exams," "those who won't be able to take the PSU exam," among other epithets. For all of the above, within this period of profound social change, we must not forget to include them in new public policies and within the Social Agenda for better education based on the rights of all.

The first milestone in advancing inclusive education, which is now declared a pressing need in many developing countries, including Chile, originated in the World Declaration on Education for All, developed in Jomtien , Thailand. In 1990, 155 states gathered to raise the voices of those who had remained on the margins of society for many years. These included children, young people, and adults deprived of basic education due to various circumstances: immigrants, workers, populations in remote and rural areas, people displaced by war, refugees, ethnic, racial, and linguistic minorities, and peoples under occupation. This declaration established as a priority the universalization of access to basic education, the promotion of equity, the prioritization of learning, and the construction of an environment conducive to learning, all while respecting the fundamental right of all people to education.

It recognizes that "education can contribute to a safer, healthier, more prosperous and environmentally cleaner world, while also fostering social, economic and cultural progress, tolerance and international cooperation" (UNESCO 1994, p. 6). However, it also recognizes that these goals will not be easy to achieve 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, in 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 they have made.

The Salamanca Declaration on Special Needs Education: Access and Quality (UNESCO 1994) marked a qualitative leap forward in the political and educational process of EFA, as it considered the integration of vast sectors of the school population who had been neglected and marginalized for years, such as people with special educational needs. This Salamanca Declaration recognizes that all children, of both sexes, have the fundamental right to education in mainstream schools and that these schools must design programs that recognize the characteristics, interests, abilities, and learning needs unique to each individual. It also incorporates as a key idea the participation and collaboration of families within schools and the guarantee of initial and ongoing teacher training programs in line with the new demands of an inclusive school.

A New School with an Inclusive Educational Space

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

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

The dream of 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. Since that time, the challenges of inclusion have been posed to those responsible for designing educational policies and, primarily, to the educational system and schools, which will have to modify their practices in favor of addressing the new diversity and educational demands resulting from the massification of education in the last three decades (Esteve, J. 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 period was established as an agreement to consolidate and achieve the objective of basic education for all and gender equality in the educational field., entitled Inclusive Education: A Way Forward, held in Geneva in 2008, halfway through the process of achieving EFA, stated that inclusive education must also be of quality, equitable and effective, thus updating the concept of quality education for all (UNESCO, 2009). The idea that access and coverage alone would achieve the goals of human, social and economic development was overcome, and progress was made towards what we currently understand as the concept of educational inclusion, which is much broader than the ideas of assimilation, integration or tolerance that were proposed at the beginning of the 1990s.

The main recommendations delivered to Member States, resulting from the four regional discussions held prior to the conference, covered several areas, reflecting the scope pursued by this UNESCO-led inclusion policy. Regarding the approach and scope of the concept, it is recognized that:

Inclusive education is a lifelong process that aims to provide quality education for all, respecting diversity and the different needs, abilities, characteristics, and learning expectations of learners and communities, and eliminating all forms of discrimination. (UNESCO, 2009, p. 19).

Furthermore, the fight against poverty and social inequality is mentioned, as is the need to promote school and cultural environments that respect gender equality and the participation of students, their families, and their communities. Regarding public policies, it calls for gathering information on the various forms of exclusion that affect individuals, especially in the school context, where educational practices must be diversified in terms of quality and equity. Therefore, effective curricular frameworks must be designed from childhood onward, and pedagogical support policies must be formulated that aim to promote educational reforms aimed at inclusion and develop national monitoring and quality assurance mechanisms. It emphasizes the leadership role that governments must play in promoting inclusion, ensuring the participation and consultation of all stakeholders to generate a broad social commitment that strengthens, for example, the links between schools and families so that families can contribute to their children's educational process.

There are also recommendations for improving the status and working conditions of teachers, as they play a fundamental role in raising awareness and educating about and for inclusion. A paradigm shift can only be achieved with the commitment of the entire education system, and this includes ongoing teacher training on practices and learning toward inclusive education (Essomba, M. 2006). Therefore, research on this topic and opportunities for collaboration with

other stakeholders in the educational process should be promoted, according to the mandate of the conference.

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

Goal 4 of this agenda seeks to guarantee inclusive, equitable and quality education and promote lifelong learning opportunities for all through the development of goals such as: universal primary and secondary education, access to early childhood development and care services and pre-school education, equal access to quality technical, vocational and higher education, increasing the skills necessary to access decent work, eliminating gender disparities in education and ensuring equal access to all levels of 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 defends human rights and creates a culture of education for peace and appreciation of cultural diversity (UN-ECLAC 2016).

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

Since the 48th International Conference on Education on Inclusive Education, we can appreciate more strongly the training needs that teachers require to realize the dream of inclusive education,

To train teachers by providing them with the skills and materials necessary to teach diverse student populations and meet the diverse learning needs of different categories of learners, through methods such as school-level professional development, initial training on inclusion, and 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 regarding the incorporation of new concepts such as SEN, diversity, interculturality, integration and inclusion, in addition to changes at the level of curricular grids and training programs in basic education, preschool and specialized careers (Infante 2010).

Initial Teacher Training is responsible for reviewing and harmonizing the training plans for teaching programs to ensure coherence and integration between learning paths, modules, syllabi, and other areas. This program promotes quality and the development of skills aimed at inclusion, both in its theoretical and practical aspects as part of the daily work of pedagogical practices. Teachers in the school system are responsible, for their part, for the implementation of current public policies on inclusion (Law 20.845) and for creating the conditions for a barrier-free school by updating their internal projects (education, coexistence, evaluation, inclusion, among others). To meet these challenges, they require ongoing training that equips them to optimally exercise their professional skills.

The most representative authors of inclusive education agree that teacher training is a cornerstone of inclusive schools. Nothing will be achieved without well-trained teachers in the dynamics of inclusive education. Research conducted by Gonzalez -Gil (2016) concludes that teachers' attitudes toward inclusion are very positive, with high expectations for all their students. However, they are either unwilling or reluctant to modify their daily educational practices in favor of inclusion, due to a lack of time, a shortage of resources and support from the educational administration and families, as

A New School with an Inclusive Educational Space

well as organizational obstacles within the school itself. Similarly, they acknowledge that their training is insufficiently prepared to take on the challenge of inclusion and addressing the diversity of students in general.

In the Chilean case, the specialists trained in inclusion issues are special or differential educators, but the current challenge for all teacher training institutions is to address the full complexity of the education system to guarantee everyone's right to education.

IV. CONCEPT OF EDUCATIONAL INCLUSION

The concept of inclusion was initially represented by assimilation and then by 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 decades of the eighties and nineties, mainly in Europe and North America, according to (Slee , R. (2001).

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

It should be remembered that at the end of the nineties the concept of integration of students with SEN was 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 knowledge paradigm, more current, more*

*focused on the subject and their needs, opens and enables the person to develop all their potential in the social environment where they live in participation with others." (*Escribano, A. and Martínez, A. (2013)*, p. 21)*, Ainscow, M., Booth, T. and Dyson, A. (2006) define educational inclusion as a process of continuous improvement that institutions must face in order to diagnose their exclusionary barriers and thus be able to eliminate them and promote student learning and participation. In this same sense, UNESCO (2005)—will define educational inclusion as a process that attempts to respond to the diversity of students' needs through 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 both in their speeches and in their practices, hence the need to know from within what they think, what they believe and what all the actors do within the classrooms and educational centers, to reveal the locally situated inclusion models (Mateus, L., Vallejo, D., Obando, D. & Fonseca, L. (2017) . The barriers to exclusion and processes of student participation in the Chilean case are a challenge and current research should focus on their 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, R. & Allan, J. (2001).

The objectives of the research are:

- To identify the attitudes toward educational inclusion among pedagogy students at a Chilean public university.
- To identify the quantitative weight of the variables: conditioning elements of the educational inclusion process, evaluation of teacher training in relation to educational inclusion, and formative teaching practice toward educational inclusion within the attitude toward educational inclusion of students in initial teacher training at a Chilean public university.
- To identify attitudinal levels toward educational inclusion and existing differences

A New School with an Inclusive Educational Space

by major and years of entry into higher education at a Chilean public university.

V. CONCLUSION

We can affirm that having a positive scope (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 about the elements that condition and define educational inclusion (96.6%), followed by the perception of teacher training in relation to educational inclusion (71.3%), remaining in last place the perception of formative teaching practices towards educational inclusion, where students show a lower scope (65.5%).

The consideration of a construct composed of variables of different natures showed that each of the variables has a certain weight that confirms its belonging and consideration in the measurement carried out, with the variable with the greatest weight being the formative teaching practice towards educational inclusion, which represents 77.6% of the global concept, followed by teacher training in relation to educational inclusion, which 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 among university students to develop practices that strengthen inclusion, no longer from a theoretical perspective, but rather considering the role of constant interaction that they will play in their role as educators.

The characterization of the different careers reflected that positive perceptions regarding educational inclusion are ordered, with non-specialized careers ranking highest, with specific sciences ranking second, and students in careers specializing in language pedagogy or languages other than English scoring lowest. Regarding the year of student admission, three years of admission are considered for student perceptions of educational inclusion. The closer the year of admission, the more positive the perceptions of students are toward educational inclusion. This coincides with variable 1 (elements that condition

and define educational inclusion) and is at complete odds with variables 2 and 3 (teacher training in relation to educational inclusion and formative teaching practice toward educational inclusion), which rank their results inversely.

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

Finally, and as a reflection, these results are an approximation to the analysis of the complex relationships established in the training of future teachers, their attitudes toward educational inclusion, and their potential actions in a pedagogical practice context. Therefore, they should be viewed with caution, given the limited sample context of a recently established faculty. However, they provide elements that can be discussed by all stakeholders who desire a paradigm shift toward a society rebuilt by addressing diversity, interculturality and inclusion for all.

As UNESCO (2015) suggests, it is necessary to rethink the purposes of education and the construction of knowledge in a changing and complex world, and to this end, educators will continue to be a factor of change and transformation. The possibilities for sustainable and inclusive development should motivate us to

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focus on new approaches to learning for all, and that foster social equity and global solidarity.

The work of addressing inclusion is urgent, and it is essential that teacher training institutions consider the variables described above to improve their professional careers, both curricularly and extracurricularly. Higher education institutions, through Initial Teacher Training, require consistent practice in issues of inclusion and attention to diversity. To achieve this, they must build bridges with Continuing Teacher Training, teachers' unions, education administrators, grassroots organizations, and, above all, schools, in order to ensure the continuity of the innovations and improvement processes pursued for a new, high-quality public education with a true sense of social justice.

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A New School with an Inclusive Educational Space

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