BUILDING INCLUSIVE POLICIES IN BASIC LEVEL EDUCATION

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ABSTRACT

Purpose: The purpose of study inclusive education is the answer to the social marginalization of people that are considered as imperfect or inhuman. The intention is to get recognition of discriminated people through inclusive public policies. In addition, the purpose of the research was to establish the relationship of factors associated to institutional cultures, policies, and inclusive practices in teachers of basic education.

Method: This research used the quantitative methodology, with a basic type, non-experimental and transactional design. The sample included 102 teachers of basic education and the instrument used Likert scale questions. Evaluating the results, there are factors related to the other elements were mentioned before. Those aspects have a connection with factors like sex, age, employment characteristics and employment status.

Results and conclusion: Entities like the National Council of Education recognizes the evolution that exists with the inclusive public policies, including the action of all members involved, Adapting those objectives to the Peruvian reality, inclusion and diversity were included in the National Curriculum for Basic Education. The main goal of this action is to give students more opportunities in the education system, following the standards.

Research implications: Inclusive education includes national and international policies, and aspects related to theoretical and practical research. This paper shows the inclusive education as an educational ideal, considering visions of the area. It also has different beliefs about the purpose, the content, and the way of how education is organized.

Originality/value: Inclusive teaching means a change to value and respect diversity, allowing that society can improve human development. To bet on inclusive education offers more and better opportunities to train, develop and invite the society to be part of a commitment.

Keywords: Public Policies, Institutional Cultures, Inclusive Practices, Sex, Age.

CONSTRUINDO POLÍTICAS INCLUSIVAS NA EDUCAÇÃO DE NÍVEL BÁSICO

RESUMO

Objetivo: O objetivo do estudo da educação inclusiva é a resposta à marginalização social de pessoas consideradas imperfeitas ou desumanas. A intenção é obter o reconhecimento das pessoas discriminadas por meio de políticas...
públicas inclusivas. Além disso, o objetivo da pesquisa foi estabelecer a relação de fatores associados a culturas institucionais, políticas e práticas inclusivas em professores da educação básica.

Método: Esta pesquisa utilizou a metodologia quantitativa, com um desenho do tipo básico, não experimental e transacional. A amostra contou com 102 professores da educação básica e o instrumento utilizou questões da escala Likert. Avaliando os resultados, existem fatores relacionados aos outros elementos mencionados anteriormente. Esses aspectos têm ligação com fatores como sexo, idade, características de emprego e situação profissional.

Resultados e conclusão: Entidades como o Conselho Nacional de Educação reconhecem a evolução que existe com as políticas públicas inclusivas, incluindo a ação de todos os membros envolvidos. Adaptando esses objetivos à realidade peruana, a inclusão e a diversidade foram incluídas no Currículo Nacional para a Educação Básica. O principal objetivo desta ação é dar aos alunos mais oportunidades no sistema de ensino, seguindo as normas.

Implicações da pesquisa: A educação inclusiva inclui políticas nacionais e internacionais e aspectos relacionados à pesquisa teórica e prática. Este artigo apresenta a educação inclusiva como ideia educacional, considerando vieses da área. Também tem diferentes crenças sobre o propósito, o conteúdo e a forma como a educação é organizada.

Originalidade/valor: Ensino inclusivo significa uma mudança para valorizar e respeitar a diversidade, permitindo que a sociedade possa melhorar o desenvolvimento humano. Apostar na educação inclusiva oferece mais e melhores oportunidades para formar, desenvolver e convidar a sociedade a fazer parte de um compromisso.


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1 INTRODUCTION

Some countries are working on frameworks to determine multidimensional policy objectives, but its use in policymaking is limited in national and subnational levels. Well-being-based frameworks cause that policy objectives can be defined according to life aspects, which are relevant to people. However, to translate those multidimensional objectives it is necessary to join many actions related to policy areas. Also, it requires abilities to manage levels of government that are linked to the Organization for Economic Cooperation and Development (OECD, 2016).

The Covid-19 pandemic allowed the exposition of inequalities in the United States (US) and many of them can be connected to diversity, equity, and inclusion. It’s possible to include solid policy processes if the best practices and lessons learned are shared. According to De Marchi et al. (2017), evidence-based policies are the result of knowledge, research, and scientific evidence (Guimarães et. al 2023).

People can make decisions that are considered as part of policy processes. In that sense, public policy processes oversee journal editors, conference organizers, authors, publishers, and others who have a good level of authority to make decisions. Their positions invite them to be focused on inclusion rules. They also promote the macro agenda for policy process research and determine its quality standards. The established scientific criteria made to the policy processes theories are important for diversity. It is also necessary to recognize forms of diversity and methodologies that mean risk. Despite there are many risks, it is essential to improve diversity to have a better quality of theory of the area, according to Heikkila y Jones (2022).

If we want to promote equal rights in education and improve economy, it is important to get an inclusive growth in society. Inequalities between rich and poor people have increased and that influence in economic growth and the interaction between the government and
population. The objective of the countries is to improve the quality of people lifestyle and benefit them, according to OECD (2015).

For OECD (2014), the governments are giving more importance to the inclusion of the diversity in public spaces to verify that the decision-making process can be the result of the experiences of the citizens. Aspects like diversity, equity and inclusion are linked to the public policies. Lack of actions to make decisions related to the policy process showed the structural barriers that avoided equitable development of benefits. The consequence of that reality is reflected in the following generations, according to Krieger et al. (2020) and McClure et al. (2019).

According to the opinion of Mangiaracina et al. (2021), it is important to promote that students can formulate inclusive public policies, but their opinions are not totally valid yet. However, the European Agency for Special Needs and Inclusive Education included young people in the process of exchanging with policy makers which are responsible to develop policies for inclusive education. Those European students exposed their points of view about the access, learning and participation and achievement of education.

For Lie (2020), education is one of the most important elements to improve the quality of human resources and to get a better society. In contrast, one of the basic rights of citizens is education, regardless race, political choice, mental differences or other conditions. Inclusive education policies were made for children thinking on equality. For Zakiah et al. (2021), it is possible to get positive results on the students’ environment when including inclusive education policy. It means that it is a need to train teachers and provide support infrastructures.

When there is a focus on public policy process, it is necessary to consider inclusion criteria. Sabater (1999), determined approaches such as (1) the policy frameworks must work according to the criteria or scientific theory; (2) frameworks should be adapted to recent development or concept testing; (3) frameworks must answer to a positive theory; and (4) the frameworks must consider important factors to public policy.

Including inclusive public policies in education allows the existence of schools without barriers and changing attitudes to get full citizens for the society. According to this position, it is important to include students in the process of debating actions for inclusive education, Mangiaracina et al. (2021).

For Magnusson et al. (2021), inclusive education is known as a political phenomenon that includes ideas about the purpose, the content and organization of the education. It is considered as political ideal, it competes with aspects like economy, effectiveness, and achievement. So, inclusive education must be included in contexts where the options to get education policies are limited.

For Schiro (2013), inclusive education includes national and international policies, and aspects related to theoretical and practical research. This paper shows the inclusive education as an educational ideal, considering visions of the area. It also has different beliefs about the purpose, the content, and the way of how education is organized.

According to Unicef (2014), inclusive education can exist in a society with a strong government and specific legislation. Also, most of the countries are working on policies and laws related to the education right for children with disabilities. However, those laws can vary because the commitments are not harmonized yet, according to the United States Agency for Development [USAID] (2010).

Inclusive policies in a regular basic institution are the way of managing the activities related to the inclusion, deleting barriers, and creating safe contexts to each student, according to Booth and Ainscow (2018). It means that the head must evaluate and analyze all the tools that are needed to the process.

Policies influence inclusive practices, work for sustainability of inclusive culture and support diversity, according to Booth and Ainscow (2018). Those policies must be included in
pedagogical management documents. The objective of that is to improve the academic and administrative management, considering diversity. It is also important to work with the community to invite them be part of the evolution and build an inclusive society (Bandeira Pinheiro, 2022).

2 MATERIALS AND METHODS

The purpose was to establish the association of factors of institutional cultures, policies, and inclusive practices, considering basic education teachers. This paper used positivist paradigm, quantitative approach, and non-experimental design because there was no manipulation of the variable. The sample included 102 basic education teachers; they participated as volunteers. The technique used for the research was the survey. To get information, it was necessary to apply an index for inclusion questionnaire by Booth and Ainscow (2018). According to Sanchez et al. (2019), this instrument can be applied personally or virtually. So, in this case, authors used Google Forms to collect the information.

3 RESULTS

According to the results of levels of institutional cultures, policies, and inclusive practices, there is a 46.3% of weak level; 52.9% of moderate and 10.8% of adequate level. Data related to building community showed that 43.1% perceived a weak level; 39.2% moderate and 17.6% adequate. About inclusive values, 52% reports weak level; 32.4% moderate and 16.7% adequate level. About developing a university for all people, 34.3%, reports weak; 55.9% moderate and 9.8% adequate level. As for organizing support to attend to diversity, 38.2%, weak; 51% moderate and 10.8% adequate level. To organize the educational process, 28.4% reports weak level; 60.8% moderate and 10.8% adequate. To manage resources, 30.4% reports weak; 54.9% moderate and 14.7% adequate level.

<table>
<thead>
<tr>
<th>Levels</th>
<th>Weak</th>
<th>Moderate</th>
<th>Adequate</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutional cultures, policies, and inclusive practices</td>
<td>37</td>
<td>54</td>
<td>11</td>
<td>102</td>
</tr>
<tr>
<td>Build community</td>
<td>44</td>
<td>40</td>
<td>18</td>
<td>102</td>
</tr>
<tr>
<td>Establish inclusive values</td>
<td>52</td>
<td>33</td>
<td>17</td>
<td>102</td>
</tr>
<tr>
<td>Develop a school for all people</td>
<td>35</td>
<td>57</td>
<td>10</td>
<td>102</td>
</tr>
<tr>
<td>Organize support to attend to diversity</td>
<td>39</td>
<td>52</td>
<td>11</td>
<td>102</td>
</tr>
<tr>
<td>Organize the educational process</td>
<td>29</td>
<td>62</td>
<td>11</td>
<td>102</td>
</tr>
<tr>
<td>Manage resources</td>
<td>31</td>
<td>56</td>
<td>15</td>
<td>102</td>
</tr>
</tbody>
</table>

| Source: | Prepared by the Authors (2023) |

This second table shows that the institutional cultures, policies, and inclusive practices are associated with factors of sex, age, labor characteristics, and employment situation;
presented a Chi-square $x^2 = 23.289^a$; $29.119^a$; $41.580^a$ and $17.092^a$, respectively and $p<0.05$. So, there are factors associated with institutional cultures, policies, and inclusive practices.

Table 3: Factors associated with building an inclusive Community

<table>
<thead>
<tr>
<th>Variables</th>
<th>Pearson chi-square</th>
<th>Asymptotic significance (bilateral)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex</td>
<td>$38.172^a$</td>
<td>.000</td>
</tr>
<tr>
<td>Age</td>
<td>$40.204^a$</td>
<td>.000</td>
</tr>
<tr>
<td>Labor characteristics</td>
<td>$27.242^a$</td>
<td>.000</td>
</tr>
<tr>
<td>Employment situation</td>
<td>$21.432^a$</td>
<td>.000</td>
</tr>
</tbody>
</table>

**Source:** Preparied by the Authors

This third table demonstrates that building an inclusive community is linked with the factors of sex, age, employment characteristics, and employment status; presented a Chi-square $x^2 = 38.172^a$; $40.204a$; $27.242^a$ and $21.432^a$, respectively and $p<0.05$. It means that there are factors related to building community.

Table 4: Factors associated with establishing inclusive values

<table>
<thead>
<tr>
<th>Variables</th>
<th>Pearson chi-square</th>
<th>Asymptotic significance (bilateral)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex</td>
<td>$37.176^a$</td>
<td>.000</td>
</tr>
<tr>
<td>Age</td>
<td>$29.132^a$</td>
<td>.000</td>
</tr>
<tr>
<td>Labor characteristics</td>
<td>$24.861^a$</td>
<td>.000</td>
</tr>
<tr>
<td>Employment situation</td>
<td>$19.273^a$</td>
<td>.000</td>
</tr>
</tbody>
</table>

**Source:** Preparied by the Authors

This fourth table shows that establishing inclusive values were found to be linked with the factors of sex, age, employment characteristics, and employment status; presented a Chi-square $x^2 = 37.176^a$; $29.132a$; $24.861a$; $19.273^a$, respectively and $p<0.05$. It means that there are factors linked to establishing inclusive values.

4 DISCUSSION

Inclusive public policies were associated with sex, age, employment status, and employment characteristics. Considering the opinion of Marchesi (2019), regarding the development of inclusion policies, they refer to the guarantee of inclusion in the School Development Center that has guidelines to get a better participation of students. Support refers to the activities made to increase the capacity of a school to adapt to the diversity of students. Working on inclusive policies requires the intervention of specialized leaders to promote the way of deleting barriers. Also, they can work on making documents related to the inclusion of the hall community.

Inclusive teaching means a change to value and respect diversity, allowing that society can improve human development. To bet on inclusive education offers more and better opportunities to train, develop and invite the society to be part of a commitment. Thinking on that, it is important to be part of the process of creating or promoting inclusive policies, with the intention of looking for diversity and equity.

Gastello et al. (2022) refer that dimensions of inclusive education are inclusive practices and public policies. However, there are problems that are limiting the access to this variable. Some of those problems are student poverty, language, and teachers without knowledge about how to care people with disabilities, and others.

Entities like the National Council of Education recognizes the evolution that exists with the inclusive public policies, including the action of all members involved, according to Mayo et al. (2015). Adapting those objectives to the Peruvian reality, inclusion and diversity were included in the National Curriculum for Basic Education. The main goal of this action is to give
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students more opportunities in the education system, following the standards of the Ministry of Education (2017).

5 CONCLUSIONS AND SUGGESTIONS

According to general theories related to inclusive education, to develop it the people who are in the project must promote group activities, make them participate and build high levels of learning. Also, one of the most important actions is to train teachers on working activities to delete inequalities.

However, it is impossible to make significant changes if society continue facing inclusive education with lots of barriers. The Peruvian State is the main actor to create or adapt laws to a real inclusive education, based on the education right for everyone.

REFERENCES


