UNIVERSIDAD MAYOR

FACULTAD DE CIENCIAS SOCIALES Y ARTES

ESCUELA DE EDUCACIÓN

THE BARRIERS TO IMPLEMENTING INCLUSIVE EDUCATION FROM THE PERSPECTIVE OF TEACHERS IN A CHILEAN EDUCATIONAL CONTEXT

Trabajo de investigación para optar al Grado Académico de

LICENCIATURA EN EDUCACIÓN PEDAGOGÍA EN INGLÉS

Estudiantes:

Martínez Gutiérrez José Miguel

Moraga Osorio Joaquín Eduardo

Profesor guía:

Miqueias Rodrigues

Santiago de Chile, 2023

Resumen

Esta investigación se centra en el propósito fundamental de arrojar luz sobre las barreras que obstaculizan la efectiva puesta en marcha de la educación inclusiva, especialmente desde la perspectiva de los docentes inmersos en el contexto educativo chileno. Para abordar este objetivo, se empleó una sólida metodología cualitativa, complementada con la utilización de una encuesta en línea para recopilar datos valiosos, en la cual participaron activamente seis educadores. Los resultados obtenidos y las diversas respuestas aportadas por los docentes arrojan un enfoque esclarecedor sobre la identificación de ciertas barreras que plantean desafíos significativos en la implementación de la inclusión en el ámbito educativo. Estos hallazgos proporcionan una perspicaz visión de las complejidades y obstáculos que enfrentan los docentes en su labor diaria para promover la inclusión efectiva, enriqueciendo así nuestro entendimiento de este importante tema en el contexto educacional chileno.

Palabras clave: Inclusión, barrera, necesidades educativas especiales(NEE), integración, preparación docente.

Abstract

This research has the primary purpose of shedding light on the barriers that hinder the effective implementation of inclusive education, particularly from teachers' perspectives within the Chilean educational context. A robust qualitative methodology was employed to address this objective, supplemented by an online survey to collect valuable data, in which six educators actively participated. The results obtained and the diverse responses provided by the teachers shed a clarifying focus on identifying specific barriers that pose significant challenges in implementing Inclusion in the educational sphere. These findings offer an insightful view of the complexities and obstacles teachers face in their daily work to promote effective Inclusion, thereby enriching our understanding of this vital topic within the Chilean educational context.

Key words: Inclusion, barrier, special educational needs (SEN), integration, teacher training.

THE BARRIERS TO IMPLEMENTING INCLUSIVE EDUCATION FROM THE PERSPECTIVE OF TEACHERS IN A CHILEAN EDUCATIONAL CONTEXT

1. INTRODUCTION

Inclusive education in Latin America has been gradually gaining attention in recent years. However, the pace of development through these stages inevitably varies from country to country, as Ainscow (2017) expresses. Progress can be seen in multiple laws that have been enacted in various countries within Latin America, such as the Chilean Law 20.845, also known as the School Inclusion Law, which states in Article 3, point K (Integration and Inclusion), that the objective of the educational system will be to eradicate any arbitrary discrimination that may hinder the participation and learning of students, thus promoting the integration and Inclusion of all of them (2015). Contrariwise, and for the sake of comparison, Peruvian Law 30.797 indicates that the State ensures that educational support services are created and carried out to promote inclusive education. This includes conducting awareness-raising, training, and counseling activities to prepare the educational community to attend to diversity. In addition, the presence of specialized personnel in inclusive educational attention is guaranteed (Ocampo, 2018).

Focusing on inclusive education in Chile, the aforementioned Law 20.845 is one of the significant advances in terms of Inclusion, along with the PIE (Spanish short for Programa de Inclusión Escolar, School Integration Program), whose first appearance was in 1990 in Decree No. 490, and is defined as "The educational system's inclusive approach seeks to enhance the quality of education continuously by promoting learning and encouraging the participation of all students, with particular emphasis on those who have Special Educational Needs (henceforth, SEN) (Ministerio de Educación de Chile, 2008). The developments mentioned above, such as the Chilean Law 20.845, have contributed to the advancement of inclusive education in Chile. According to UNESCO (2003), Inclusion is a management and response process that addresses the diverse needs of all learners. This process involves adjusting content, approaches, structures, and strategies to reduce exclusion and ensure participation in learning, cultures, and

communities. UNESCO asserts that this approach should be guided by the shared belief that every child of an appropriate age should receive (UNESCO, 2003, p. 3). Inclusion is not the same and is often confused with the term integration, which, according to Barrio de la Puente (2009), is based on the adoption of various measures to accommodate those students with needs. However, the needs of the students remain. Once these terms are clear, we take into account that inclusive education has become an issue of crucial importance due to the great inequality that exists in Chile, which is compounded by the current situation of the Chilean education system, which further promotes inequality (Sandoval, 2011).

This inequality arises due to the large gap between private education, which presents superior quality and only 9% of the student population participates, and public education, which covers 53% of the student body and has inferior quality (Garcia-Huidogro & Bellei, 2003). On the other hand, there is a statistic that is highly impactful and significant in Chile; it becomes evident that one of the most vulnerable social groups is people with disabilities, who make up 12.93% of the Chilean population. In low-income sectors, this number rises to 20%. According to the First National Study of Disability in Chile (ENDISC, 2004), at least one member with a disability lives in 34.6% of households in the country. This issue is doubly concerning because of the prevalence of disability in the population and the fact that it remains largely unnoticed. Thus, as can be seen, inclusive education is not a new problem, and changes have been made, but why is it said that there are barriers to Inclusion?

Barriers still seem to exist that prevent the implementation of inclusive education policies in Chile. For instance, Tamayo et al. (2017) have found a gap in how the School Integration Program has been implemented in urban and rural areas, with the latter needing more mobility accommodations, special educational materials, and sign language interpretation, among others. In a similar vein, very few teachers believe that their training is sufficient for them to teach in a diverse context (Triviño-Amigo et al., 2022). Nevertheless, one of the main results of Andrades et al. (2020) proposes that students pursuing a degree in education said they believe the program does not give enough formation for future teachers over Inclusion.

As a final barrier, although it has been previously mentioned that policies and regulations regarding educational Inclusion have been progressing, there needs to be a better follow-up on these school plans. It is not enough to create a set of regulations and policies that promote Inclusion; in addition, the members of the educational community must be informed and prepared to be aware of and act in favor of the Inclusion of these individuals (SEN) for the optimal development of their abilities in an environment of integration (Romero & Lauretti, 2006).

This research aimed to investigate and identify the barriers to educational Inclusion in Chile, which can be considered as previously mentioned: a) the socioeconomic gap, b) teacher training, and c) regulations on educational Inclusion. Although each of these points has its facets, the outcome is to analyze the barriers that limit the expansion from teachers' perspective in our Chilean society.

General Objective:

To assess barriers that hinder the effective implementation of Inclusive education in teacher programs in Chile from the teachers' perspective.

Specific Objectives:

1. To find out cultural and social barriers that hinder the implementation of educational inclusion in Chile from the teachers' perspective.

2. To assess the implementation of inclusive strategies in teacher training in Chile, from the teachers' perspective.

3. To unveil the teachers' belief in the socio-economic gap that affects carrying out the inclusion.

Significance of the Research Problem

This research focuses on assessing barriers that prevent the effective implementation of inclusive education in teacher programs in Chile from the teachers'

perspective. It is considered relevant since Inclusion is critical in modern education, and teacher preparation programs are essential in ensuring educators acquire the necessary skills. Thus, the research can inform policy decisions to improve the quality of educators' training and develop targeted solutions that address the specific needs of pedagogues. By identifying barriers and developing solutions, this research can contribute to the public debate on the quality of education for all students in Chile.

Theoretical Framework

Inclusive Education

The idea of inclusive education and its growth in Latin America, particularly in Chile (Infante, 2010), serves as the foundation for this inquiry. To lessen exclusion and ensure participation in learning, cultures, and communities, inclusive education is a process that entails changing content, techniques, structures, and strategies. Inclusive education aims to eliminate arbitrary discrimination limiting students' ability to participate in class and learn while fostering their integration and Inclusion. According to Mittler (1995), inclusive education can be understood as providing education in a local school environment where a child would typically attend, supplemented with tailored assistance to meet their individual needs. This approach also emphasizes addressing specific challenges, such as teaching self-care or communication skills that may be difficult to teach in a regular classroom. In addition, as a strategy, in 2009, the Chilean educational policy introduced school integration programs (SIPs) intended to integrate students diagnosed with special needs. These programs include special education teachers who collaborate with the subject teachers in each class to provide co-teaching support.

Integration or Integrative Education

Integrative education, founded on adopting multiple strategies to accommodate children with needs, is distinct from inclusive education (Barrio de la Puente, 2009). This refers to the fact that "Integration" is the strategy for SEN students, with the outcome that they could have the same opportunities facing the learning process. In contrast,

"Inclusion" aims to provide the same opportunities for everyone within the classroom, even those who do not have special needs. Furthermore, there is said to be a distinction between "integration" and "inclusive education." Integration implies the implementation of supplementary measures within an educational system that remains largely unchanged. In contrast, inclusive education aims to restructure schools to effectively meet all children's needs (Ainscow, 1995, p. 1).

Teacher training and Inclusion

First, Palacios et al. (2022) state that most recent graduate teachers showed disappointment according to the pedagogical strategies; hence, they need to be strategies for diversity. Moreover, from the quote, it is pervasive that in this day and age, teachers feel that they need to be better prepared to apply inclusive pedagogy. Finally, teachers' preparation for Inclusion is more of a need than a tool.

Teacher's Perspective

From the teachers' viewpoint, the inquiry intends to evaluate the challenges to the efficient implementation of inclusive education in teacher programs in Chile. The research's specific goals are to determine what social and cultural barriers prevent educational Inclusion in Chile and evaluate the use of inclusive practices in teacher preparation in Chile from the teachers' viewpoint.

Barriers

Initially, it is understood that barriers to learning and participation arise from the interaction between students and their contexts and can be found in all elements and structures of the system: policies, cultures, and practices. As a result, these barriers hinder all students' presence, learning, and participation in school settings (Blanco, 2006; Booth & Ainscow, 2000). In this research, the barriers to be studied are the socioeconomic divide, teacher preparation, and laws governing educational Inclusion, which are the key obstacles to inclusive education in Chile. The wide disparity between private education, which offers greater quality, and public education, which serves most

students but offers lower quality, is the cause of the socioeconomic gap. With 12.93% of the population, people with disabilities are one of Chile's most vulnerable social groups. Another obstacle is that only some teachers think their training as educators is adequate for them to instruct in various contexts. As Montánchez Torres et al. (2017) state, it is essential to encourage teachers to enhance their theoretical knowledge about inclusive education and their understanding of the intercultural legal framework in Latin America. Help them identify the various special cases that may be present in classrooms and guide them on how to address them. Provide training on inclusive methodologies and encourage attitudes and practices that promote inclusivity. The laws governing educational Inclusion have advanced in Chile, but there is not much of a follow-up on these school plans, so the educators there need to be informed and ready to support the Inclusion of these people.

Overall, the concept of inclusive education, its evolution in Latin America, and the obstacles to its successful implementation in Chile serve as the theoretical foundation for this inquiry. The study aims to identify and examine these obstacles from the viewpoint of the teachers, offering insightful information on how inclusive education may be further enhanced in Chile.

2. METHODOLOGICAL DESIGN

A qualitative method was used to lead the research. The term "qualitative methodology" pertains to research that produces descriptive information by capturing the precise spoken and written language used by individuals and their observable actions (Lecanda & Garrido, 2002). A survey was carried out to collect information using an online questionnaire tool that enables data analysis.

The approach used in this study was phenomenological research, which implies identifying different experiences based on a problem. Craswell (2009) comments that phenomenological research involves the researcher recognizing the fundamental nature of human experiences related to a particular phenomenon, as described by the participants involved in a study. The comprehension of these "lived experiences" distinguishes phenomenology not only as a method but also as a philosophical

standpoint." This research aims to gather information regarding teachers with experiences to assess the barriers that hinder the implementation of inclusive methods.

Participants and background

The research was carried out within the Metropolitan Region of Santiago de Chile. Our study included a diverse sample of 6 educators, encompassing various educational backgrounds. This group comprised elementary school teachers, university-level educators, and aspiring student teachers. All participants possessed valuable experience in either teaching or training, specifically in working with students with a wide range of abilities and needs within the educational system.

These teachers were selected due to their expertise in inclusive education, making them well-suited to provide insights into the barriers associated with its implementation. Importantly, all participants in the study volunteered willingly and were not subjected to any external influence or pressure, ensuring the freedom to express their opinions and beliefs.

Procedure

A survey instrument was utilized during the research, consisting of 14 questions categorized into relevant sections and two open-ended questions. The survey was administered through an online questionnaire, allowing participants to respond to the questions without a specified timeframe. On average, the survey took approximately 15-20 minutes per teacher to complete, ensuring a manageable and efficient data collection process. This methodology facilitated comprehensive data gathering while respecting the participants' time constraints.

Instrument

The survey questions and details have been carefully designed to address specific aspects of the barriers to implementing inclusive education from the teachers' perspective in Chile. Each question serves a purpose in gathering valuable information to understand the challenges teachers face and their viewpoints on inclusive education.

The questions about cultural and social barriers aim to explore how cultural norms, societal attitudes, and social prejudices impact the implementation of inclusive practices in schools. Understanding these barriers is crucial for developing strategies that promote inclusivity and address cultural and social biases.

The questions about inclusive strategies in teacher training programs seek to assess the effectiveness of current training methods and identify any gaps or areas for improvement. By understanding teachers' perspectives on their preparedness to teach in diverse classrooms, we can identify specific needs and tailor training programs to equip educators better to support inclusive education.

The Inclusion of questions about the socioeconomic gap recognizes the significant impact of socioeconomic disparities on educational opportunities and outcomes. By exploring teachers' beliefs and experiences regarding the socioeconomic gap, we can gain insights into how it affects the implementation of inclusive education and find ways to address these disparities effectively.

The Inclusion of these questions and details in the survey will provide a comprehensive understanding of the barriers to implementing inclusive education in Chile.

Ethical considerations

First and foremost, an important ethical consideration for this research is the protection of participant confidentiality and privacy. All personal information and data collected from the teachers should be handled with strict confidentiality, ensuring that their identities and responses are kept anonymous and secure. This includes maintaining the confidentiality of identifying information and ensuring the data is stored in a secure location accessible only to authorized researchers. Informed consent should be obtained from the participants, clearly explaining the research's purpose, procedures, and potential risks and benefits. Participants should have the option to withdraw from the study at any point without facing any negative consequences. Respecting the autonomy and rights of the participants is crucial throughout the research process, and their voluntary participation should be prioritized.

Analysis plan

The analysis plan outlined below presents a comprehensive framework for analyzing qualitative data from interviews or focus group discussions with teachers on the barriers to implementing inclusive education in a Chilean school. The plan follows a systematic approach to ensure thorough data transcription, coding, theme development, interpretation, and triangulation. By employing this analysis plan, we aim to gain a deep understanding of the perspectives and experiences of teachers, shedding light on the challenges they face in creating inclusive learning environments. The findings derived from this analysis will contribute to the identification of critical barriers and inform strategies to enhance the implementation of inclusive education practices in Chilean schools.

1. Data Transcription:
    1.1. Transcribe the recorded interviews or focus group discussions with teachers verbatim, ensuring accuracy and capturing the nuances of their responses.
2. Familiarization with Data:
    2.1. Read and immerse yourself in the transcriptions to develop a deep understanding of teachers' perspectives on the barriers to implementing inclusive education in Chilean schools.
    2.2. Make notes, highlight key ideas, and identify recurring patterns or themes that emerge from the data.
3. Thematic Coding:
    3.1. Use thematic coding to identify and label key concepts, ideas, and themes related to the barriers to implementing inclusive education.
    3.2. Develop an initial coding framework based on the research objectives and identified barriers (socio-economic gap, teacher training, and regulations).
    3.3. Apply the coding framework to the transcriptions systematically, assigning relevant codes to segments that correspond to the identified themes.
4. Codebook Development:

4.1. Create a comprehensive codebook that includes definitions and examples for each code, ensuring consistency and clarity in the coding process.

4.2. Regularly update and refine the codebook as new themes or codes emerge during the analysis.

5. Code Review and Comparison:

5.1. Review coded segments across the transcriptions to identify patterns, connections, and relationships between codes.

5.2. Compare coded segments within and across participants to identify similarities, differences, and variations in teachers' perspectives on the barriers.

6. Theme Development:

6.1. Group related codes into broader themes that represent the barriers to implementing inclusive education in Chilean schools.

6.2. Analyze the relationships and connections between themes, exploring how they interact and contribute to the overall understanding of barriers.

6.3. Refine and revise themes as necessary, ensuring they accurately capture the essence of teachers' perspectives.

7. Interpretation:

7.1. Interpret the themes, drawing insights and understanding from the data.

7.2. Analyze the data within the context of existing literature, laws, and policies on inclusive education in Chile.

7.3. Seek supporting evidence from the data to strengthen the validity of the interpretations.

8. Data Triangulation:

8.1. Compare the findings with relevant external sources, such as educational reports, policy documents, and scholarly literature, to validate and enrich the analysis.

8.2. Look for convergence or divergence between the research findings and existing knowledge on barriers to implementing inclusive education.

9. Report Writing:

9.1.   Summarize the key themes and sub-themes that emerged from the analysis, providing a clear and concise overview of the barriers to implementing inclusive education from the teachers' perspective.

9.2.   Support the analysis with illustrative quotes or excerpts from the transcriptions to highlight the richness of teachers' experiences and viewpoints.

9.3.   Present the findings in a logical and coherent manner, aligning them with the research objectives and providing a comprehensive understanding of the identified barriers.

10.   Reflexivity and Limitations:

10.1.   Reflect on the researcher's own biases, assumptions, and interpretations that may have influenced the analysis.

10.2.   Discuss the limitations of the study, such as the sample size, participant selection, or potential researcher bias, and their implications for the generalizability of the findings.

Consider suggestions for future research to address the identified barriers and promote the effective implementation of inclusive education in Chilean schools.

3. RESULTS

To advance our research, this chapter will present an analysis of data obtained from a questionnaire, which was responded to by six teachers representing various categories, including those from schools, training programs, and universities. This analysis is structured around three charts, each incorporating specific information from this investigation. Subsequently, a series of questions have been formulated and designated as Q1, Q2, Q3, and others, aligning with the research objectives. These questions serve as a foundation for identifying key concepts, facilitating an in-depth analysis, and fostering a comprehensive understanding of the subject matter.

The mind map below demonstrates the collected data already codified, related to the specific objective 1, "To find out cultural and social barriers that hinder the

implementation of educational inclusion in Chile, from the teachers' perspective.", which involves questions 1, 2, 3, 4 and 12.

Figure 1: Specific objective 1
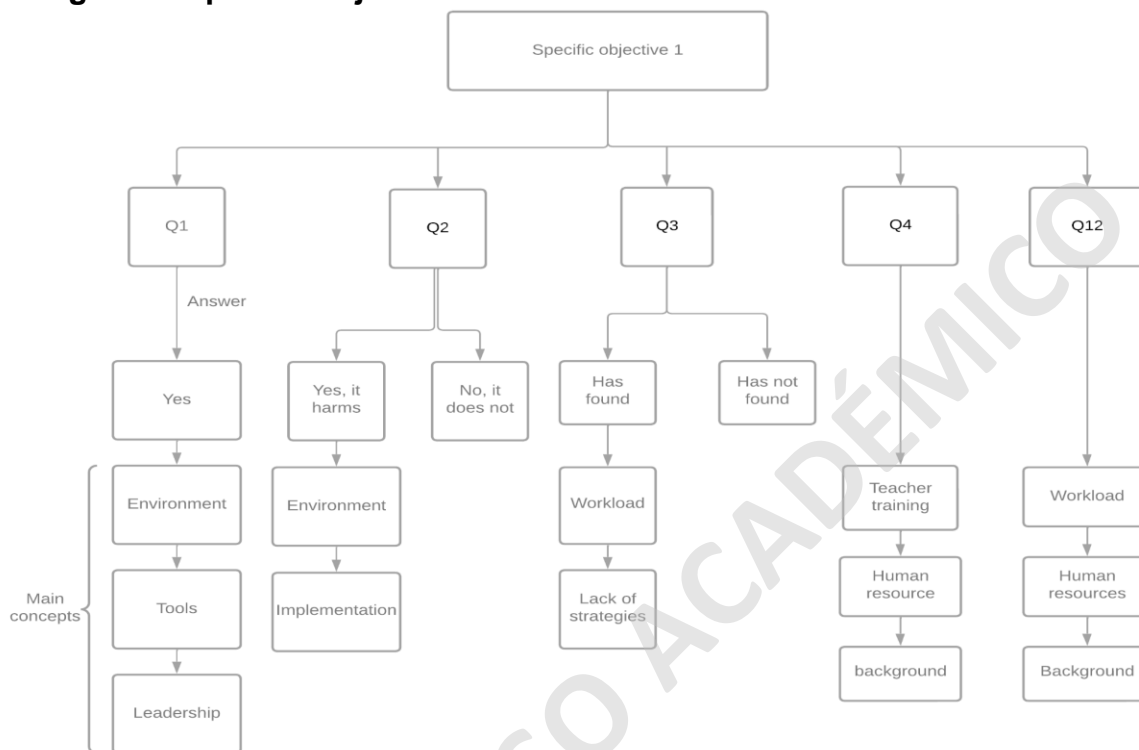
Source: Own creation; 2023.

According to Figure 1, it is possible to observe each question with a positive or negative answer if applied and the main concepts extracted from their respective answers. In the first place, question one (**Q1**) is "Do you believe that there are cultural and social barriers to the implementation of educational Inclusion in Chile? If so, how would you describe the cultural and social barriers that hinder the implementation of educational Inclusion in Chile?" all the replies agreed about whether there is a belief about cultural and social barriers in inclusive education; subsequently, from these six answers, there were three common concepts: Environment, Tools, and Leadership.

The environment was the most repetitive concept in the answers, emphasizing the crucial influence of the environment on the Inclusion of students with SEN. From physical barriers in society to conflicts in the educational environment, through cultural

barriers and geographical prejudices, these statements highlight that the surrounding environment plays a vital role in Inclusion. They recognize that to promote a truly inclusive society, addressing and removing barriers in the environment and fostering greater awareness and understanding in the community is essential. As it is said in this piece of information:

"*Yes, there are definitely cultural and social barriers that can hinder the implementation of inclusive education in Chile. (...) as well as a lack of awareness about the importance of inclusion within the entire community.*" (Teacher 6)

On the contrary, an alternative perspective emphasizes the necessity of providing additional resources and support to Chilean educational institutions. This viewpoint suggests that the educational landscape requires an augmented arsenal of tools, not only for teachers but also for schools, to better cater to the diverse needs of students.

"(...)I believe that inclusion was definitely pushed for when we did not have the necessary tools or means to carry it out. Inclusion requires knowledge of various diagnoses, specialist educators, and a team of other teachers (…)". (Teacher 4)

This includes incorporating specialized educators who can effectively address the requirements of students with special needs. Furthermore, the idea encompasses establishing collaborative teams to assist teachers in developing innovative educational materials and providing emotional encouragement and support.

Finally, the term "Leadership" is mentioned, attributed to a lack of inclusive vision, and refers to promoting institutional educational leadership that fosters awareness, education, and collaboration in the educational community, promoting greater Inclusion of SEN students in schools.

"*Barriers limited by non-inclusive leadership in action.*" (Teacher 2)

Regarding question two (**Q2**), which inquires, "In your opinion, what role do stereotypes and prejudices play in obstructing inclusive education practices?" the responses collected overwhelmingly indicate that stereotypes and prejudices have a limited but noticeable impact on inclusive education. Throughout this question, recurring emerging themes include "environment" and "implementation" as key concepts.

Stereotypes and prejudices are decisive in hindering inclusive education practices in the Chilean educational environment. As it is said in this opinion:

"Prejudices play a decisive role as they hinder the path to challenging any implementation of inclusive strategies." (Teacher 2)

The responses highlight that these prejudices can act as significant barriers that limit the effective implementation of inclusive strategies by interfering with the educational community's understanding, empathy, and participation.

They also point out that prejudice can make students feel displaced and comfortable, creating an environment that hinders learning and equitable participation, according to the following response:

"If it hinders educational practices, I think that yes, they can affect the teaching-learning processes since an environment that makes me feel comfortable, will make the task of learning more difficult simply because I do not want to be there, while I will focus on something else." (Teacher 5)

In summary, these responses emphasize that stereotypes and prejudices have a negative impact on the educational environment and can act as barriers to the effective implementation of Inclusion by limiting participation, understanding, and equitable access to education. Addressing these stereotypes and prejudices is essential to promoting a more inclusive educational environment.

Nevertheless, there is an individual who maintains that stereotypes and prejudices do not exist in the context of education.

"Stereotypes and prejudices are just that. (...) should not hinder the practice of inclusive education." (Teacher 1)

This particular teacher acknowledges the presence of stereotypes and prejudices within society but asserts that these are merely definitions that pass judgment on

specific groups of people. However, the argument is that they should allow the implementation of inclusive education.

The subsequent question (**Q3**) is, 'Have you encountered language and communication barriers that have presented challenges in the context of inclusive education? If so, please furnish examples.' The collected responses indicate that most respondents have encountered language and communication barriers, which have placed additional burdens on teachers, particularly regarding "workload" and a "dearth of effective strategies." In contrast, two educators reported not encountering any linguistic barriers in their classroom experiences. These responses underscore challenges in inclusive education stemming from a lack of teacher preparedness and strategies, resulting in an additional workload for educators.

Furthermore, it is suggested that the Inclusion of sign language in the curriculum could potentially mitigate a challenge, contingent upon the teachers' readiness to use this language, which may, in turn, augment their workload when dealing with students with hearing disabilities. As is shown here:

"The amount of time it takes to give instructions and tailor material is a constant challenge." (Teacher 4)

Moreover, it highlights that English can sometimes pose a linguistic barrier, necessitating additional time for students with neuroatypical diagnoses to adapt to materials. It also entails an extra workload for educators as they tailor their methods and materials.

Lastly, it underscores the deficiency in teacher preparation and appropriate strategies, complicating the care for students with disabilities, such as non-verbal deaf students, which imposes an added burden on educators when striving to meet their needs and communicate effectively. As can be seen in this quote:

"We teachers do not manage to resolve adequately, for example, a deaf student who consequently cannot speak but can communicate. As we are not prepared, teachers, we cannot properly attend to the student" (Teacher 5)

In summary, these responses underscore the necessity of addressing teacher preparedness and the development of effective strategies in inclusive education to alleviate the teacher's workload and advance equitable education.

Regarding the inquiry in question four (**Q4**), 'In your experience, how do socioeconomic disparities impact the execution of inclusive education practices?' all teachers agreed to acknowledge the influence of socioeconomic factors on implementing inclusive education. They highlighted the need for increased preparation for 'teacher training,' emphasized the importance of 'human resources' such as professionals specialized in attending to students with special needs, and recognized the significance of 'background' as a relevant contributing factor.

"Teacher training" refers to the training and understanding of individuals working with students with different abilities as key factors in implementing inclusive education practices. For example, in this quote:

"As I mentioned earlier, having inclusive education requires human and financial resources (materials, PIE teachers, training, specialized furniture if needed, accessibility, etc.), and not all institutions have those." (Teacher 4)

In this context, teacher training is crucial to equip professionals with the skills and knowledge to effectively cater to students with diverse needs, including socioeconomic disparities.

Conversely, the most prevalent theme in teachers' responses is "Human resources." They pointed out that, while it necessitates resources, it is imperative to employ additional professionals or teachers with Special Educational Needs (SEN) expertise to support students with specific requirements effectively. It is shown in this statement:

"They affect in a negative way or with very few advancements due to the lack of training and specialists in the field." (Teacher 3)

This is because expecting regular teachers to assume these responsibilities would not only be impractical but also place an undue burden on them.

Ultimately, the "Background" of students is severely crucial; in other words, their family, economic, and social situation directly affects their ability to access inclusive and equitable education. The socioeconomic environment is a determining factor in implementing inclusive education practices, as it can influence the availability of resources and support necessary for students. As it is expressed here:

"(...) Families with 'limited' resources tend to face additional challenges in accessing necessary services and support. This can create a gap in access to inclusive and equitable education." (Teacher 6)

The final question about Figure 1 (**Q12**) inquired, 'In your experience, what additional barriers do you believe hinder the implementation of inclusive education in Chile?' In response, teachers cited several common barriers, thereby yielding prominent recurring themes, including 'workload,' 'human resources,' and 'background.' Each teacher's input highlighted the presence of these obstacles in the successful implementation of inclusive education in Chile.

One of the concerns that future teachers often harbor is related to the "workload." Some educational institutions have stringent requirements, including years of experience working in schools, which can exert additional pressure on prospective teachers; it is possible to see in the following:

"The call for years of teacher experience. Teacher evaluations. It supposes that a teacher is suitable when he gets his degree, should not be re-evaluated." (Teacher 1)

Moreover, such institutions may assign them to work where a teacher needs more specialization.

According to the responses, a second additional barrier is identified. Regarding this:

"The policies of the supporters are often distant from the institutional initiatives (...) most of the time leave out the importance of giving possibilities for real and effective inclusion." (Teacher 2)

Created first by the policies of the supporters who often move away from institutional initiatives, which can affect actual and effective Inclusion due to a lack of

proper commitment and focus. Second, the need for a classroom team to provide constant care for people with special educational needs underscores the barrier created by insufficient human capital in terms of trained professionals and support staff, and it is evidenced here:

"A classroom team is required for the constant and permanent attention of those with SEN." (Teacher 3)

Both statements highlight the importance of addressing the lack of human capital in schools to ensure the successful implementation of inclusive education.

The final barrier highlighted is the "background," emphasizing its critical importance in implementing inclusive education in Chile. The first response underscores how prejudices and traditions transmitted through family experiences can pose a significant barrier to Inclusion. As is mentioned below:

"Changing ideas in children can be easier than in adults, also, because it is the children we educate, not their parents. I mean with this that the prejudices and experiences that come from home and that are stronger than the values that we try to leave in the establishments for our students; is a fairly powerful rival and clearly hinders dialogue and the implementation of inclusion." (Teacher 5)

Furthermore, it emphasizes that change is more achievable in children than adults, as education is directed at the former. The second response highlights the influence of family culture and home education, underscoring parents' pivotal role in shaping inclusive values in their children.

"Education starts at home and it is they who should look after the values of their children and thus, achieve an inclusive culture." (Teacher 6)

Both responses underscore the need to address and transform the values and attitudes ingrained in the home environment to progress toward a successful implementation of inclusive education in Chile.

Expanding on the analysis of the results, we have developed Figure 2, which encapsulates the second specific objective: 'To evaluate the incorporation of inclusive strategies in teacher training in Chile, as perceived by educators.' This figure

incorporates questions from the questionnaire that are directly associated with the Implementation of Inclusive Strategies in Teacher Education, encompassing Q5, Q6, Q7, Q8, and Q13.

Figure 2: Specific Objective 2
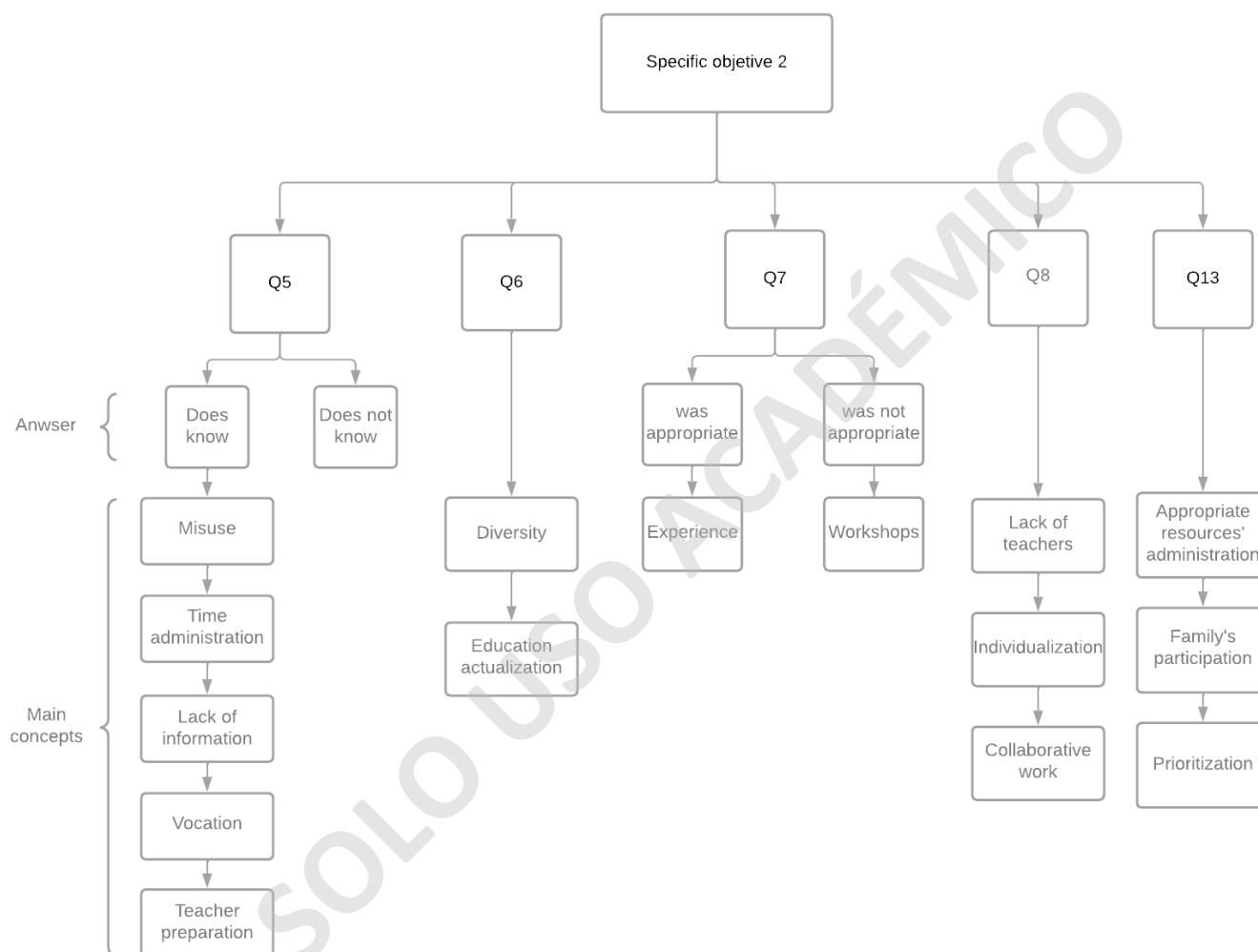
Source: Own creation, 2023.

Based on the findings in Figure 2, concerning (**Q5**), which inquires, "Are you familiar with the strategies employed for implementing inclusion? If so, how would you assess the current execution of inclusive strategies within teacher training programs in Chile?" a significant portion of the educators indicated their awareness of these

strategies and generally evaluated their training programs favorably. Nevertheless, the consensus was that there is room for improvement in this regard. However, some teachers need more information to effectively implement strategies to enhance inclusion.

Among the gathered responses, two strategies or tools for implementing Inclusion are mentioned, and they converge on a common term, which is "misuse. "The misuse of the "Universal Learning Differentiation" (known as DUA in Spanish) strategy is highlighted. As can be seen here:

"Universal learning differentiation, the strategy is very good; however, it is not well used. As it is universal, it refers to everyone (...) but adjustments are made, and students at different levels are not included in the same assessments." (Teacher 1)

While the strategy is acknowledged as effective, criticism arises due to its ineffective utilization. It is noted that, despite being "universal," adaptations are selectively made, and students with different skill levels are not included in the same assessments. This suggests that the strategy needs to be applied more inclusively and equitably to all students, constituting a misuse.

An attempt to work with Inclusion is also mentioned, specifically through "Decreto 67." However, criticism ensues as the application of this decree needs more time and professional reflection space.

"Decreto 67 is an attempt to work with inclusion; however, it lacks time and space for professional reflection regarding its implementation."(Teacher 2)

This implies that, although there is an attempt to implement an inclusive strategy, there needs to be more consideration and time for adequate reflection on its application to avoid its misuse.

Another significant interpretation that emerged from the responses was "Time Management ."One teacher highlighted that, while they were aware of a strategy, namely 'Decreto 67,' and understood it has potential for promoting inclusion, they found it needed to provide educators with the necessary time and opportunities to reflect on its effective implementation.

Furthermore, while many teachers possess a wealth of knowledge regarding the significance of Inclusion and various strategies, some remain unaware of the specific

methods available, posing a challenge to the effective implementation of inclusive practices. Additionally, some educators rely solely on the outdated Mineduc guide to support students in inclusive education.

Moreover, the concept of "vocation" is inferred, implying that educators must tailor their teaching approaches individually to meet the specific needs of their students and the unique circumstances of each classroom.

"(...) In the end, no classroom is the same as another, and it is the duty of the teacher to assess and carry out their tasks according to the classroom's needs. The strategies provided are helpful, of course, but I can say that what is lacking in them is the individual work that each teacher must contribute." (Teacher 5)

This adaptation and the ability to respond to unique classroom situations are linked to the idea that teaching is a vocation that extends beyond strictly adhering to a program, involving personal dedication and a commitment to student success.

Finally, the "lack of teacher preparation" was mentioned concerning the question. While these various strategies are known, providing educators with tools to implement them effectively would be much more productive. As evident in this quote:

"Regarding the implementation in teacher training programs in Chile, in my opinion, progress has been made, but there are still areas for improvement. It would be beneficial to focus on providing practical tools and classroom experiences that prepare future teachers to address a variety of needs." (Teacher 6)

Moving on to the next question (**Q6**), which asks, "In your opinion, what specific challenges do teachers encounter when integrating inclusive strategies into their teaching practice?" All teachers unanimously pointed to two significant challenges. The first is the "diversity" aspect, which involves working with a wide range of students, each with unique needs. The second is "educational updating," emphasizing the need to stay current with the latest information, tools, and techniques to incorporate them into their classrooms effectively. The following quote gives us a context of diversity:

"Allow to change the paradigm of working with diversity, validating the progress and achievements of each student individually and highlighting each achievement in community" (Teacher 2)

An enriching perspective on "diversity" in education emerges from these responses. On the one hand, the importance of changing the paradigm to work with diversity is emphasized, validating each student's individual advances and achievements. Highlighting these achievements in a community setting promotes motivation and allows peers to recognize each other's strengths, fostering an inclusive learning environment where everyone can contribute and benefit mutually. On the other hand, it is acknowledged that incorporating inclusive strategies into teaching practice can be challenging. Educators face the need to adapt materials, manage time effectively, and ensure that each student receives the necessary support to address different needs and learning styles, as stated below:

"Teachers "face" the need to adapt their materials, manage time effectively, and ensure that each student receives adequate support." (Teacher 6)

Both perspectives highlight diversity as a valuable asset in the educational context and the need to promote an environment where individual differences are recognized and leveraged for the benefit of all.

The responses, such as the following, *"We need to update ourselves, use the internet and everything in our power to make our pedagogy better." (Teacher 5)* also advocate for the need for educators to update themselves, use networks, and utilize all available tools to enhance their pedagogy, thereby promoting the idea of being less comfortable and conformist and, instead, being more curious and innovative. This perspective underscores the importance of staying current and adapting to changing educational dynamics to provide a more inclusive education.

Continuing with question 7 **(Q7)**, which asks, "*Do you believe that the training you received during your undergraduate program has sufficiently equipped you to teach in a*

diverse and inclusive classroom? If not, what additional training or support would be valuable to you?" The majority of teachers expressed confidence in the adequacy of their undergraduate training to prepare them for teaching young learners with special needs. Nevertheless, one teacher held a different perspective, asserting that their experience and collaboration with PEI (Programa de Integración Escolar) teachers were more beneficial, as their initial training fell short in this regard.

Educators who concurred with their training also emphasized that, while the training was adequate and relevant, the *"experiences"* lived by the teacher are often highly enriching when it comes to implementing inclusion within the classroom. On the other hand, those who disagreed with their teacher preparation expressed that the training or *"workshops"* provided by the PIE team within the same institution have been greatly beneficial. As illustrated in this quote:

"(...)Where I have learned the most has been through some training sessions, I have had from the PIE team, my research, and courses I have taken." (Teacher 4)

In response to question 8 (Q8), which delves into "How do teachers and other professionals contribute to the implementation of inclusive education? Please share examples from your experience (if applicable in your practicum center)", all teachers unanimously affirmed that the collaborative effort among teachers stands out as one of the most robust supports in the educational realm. They emphasized that mutual assistance is the linchpin of success. However, it was also acknowledged that this collaborative aspect can simultaneously pose one of the most significant challenges in advancing inclusive education and education in general, especially if your institution lacks professional teachers.

Most teachers remark that collaborative work exists due to the need for more specialized SEN teachers, which hinders Inclusion in educational institutions. Collaboration among colleagues significantly enhances student support by sharing knowledge and experiences.

"In my experience, the teachers who have guided me in my practices have been of great help, definitely a significant point of reference for someone in a practitioner's role(...)"(Teacher 6)

However, one response suggests that in some cases, teaching can be an individualized task, so effective collaboration is not always the norm. This is portrayed in the quote:

"(...) It has not shown me anything that reflects the collaborative work between teachers that we want to convey, so to speak, to our students. It's an individualized effort in the end(...)." (Teacher 5)

Last but certainly not least, we have question 13 (**Q13**), which pertains to "In your opinion, what strategies or measures could be implemented to overcome the identified barriers and further the cause of inclusive education in the educational system?" The teachers expressed their belief in several strategies that could promote inclusive education. These include the need for "effective resource management by educational leaders," increased "involvement of families" in the educational institution, and prioritizing the implementation of inclusive educational initiatives.

To effectively promote inclusive education, educational leaders must ensure the efficient allocation of resources. These resources can encompass material and human assets, enabling teachers to cater to students' specific needs promptly. As it highlighted in this quote:

"Using resources where they belong, both material resources and qualified human resources to address the diversity of our students." (Teacher 1)

Furthermore, a teacher believes that family participation is crucial to promote inclusion. As quoted here:

"We must actively engage families in the educational community (...). If we manage to permeate that layer of old ideas and become part of the home and its core, I believe it will be easier to be inclusive."(Teacher 5)

When families actively engage with the educational community, they can collectively embrace and prioritize the same values and objectives in inclusive education. This collaboration makes it easier for teachers to foster inclusive educational practices.

In conclusion, regarding Figure 2, some teachers have expressed the need for an "inclusive prioritization." This concept can be comprehended as the allocation of resources for inclusive implementation. In certain instances, institutional leaders may prioritize administrative aspects over Inclusion. It is worth noting the importance of efficiently utilizing resources to enhance human capital and address special needs more effectively. As this quote showcases:

"That institutional leadership can implement inclusive initiatives beyond the administrative or rhetorical aspects." (Teacher 2)

This notion underscores the significance of making optimal use of available resources to promote a more inclusive educational environment, particularly in cases where administrative concerns may overshadow the overarching goal of Inclusion.

Concluding the last section of the results, Figure 3 addresses the third specific objective: 'To elucidate teachers' perceptions of the socioeconomic gap and how it impacts the implementation of inclusion.' This figure incorporates questions directly related to the 'Perception of the Socioeconomic Gap,' and these are found in questions Q9, Q10, and Q11.

Figure 3: Specific objective 3
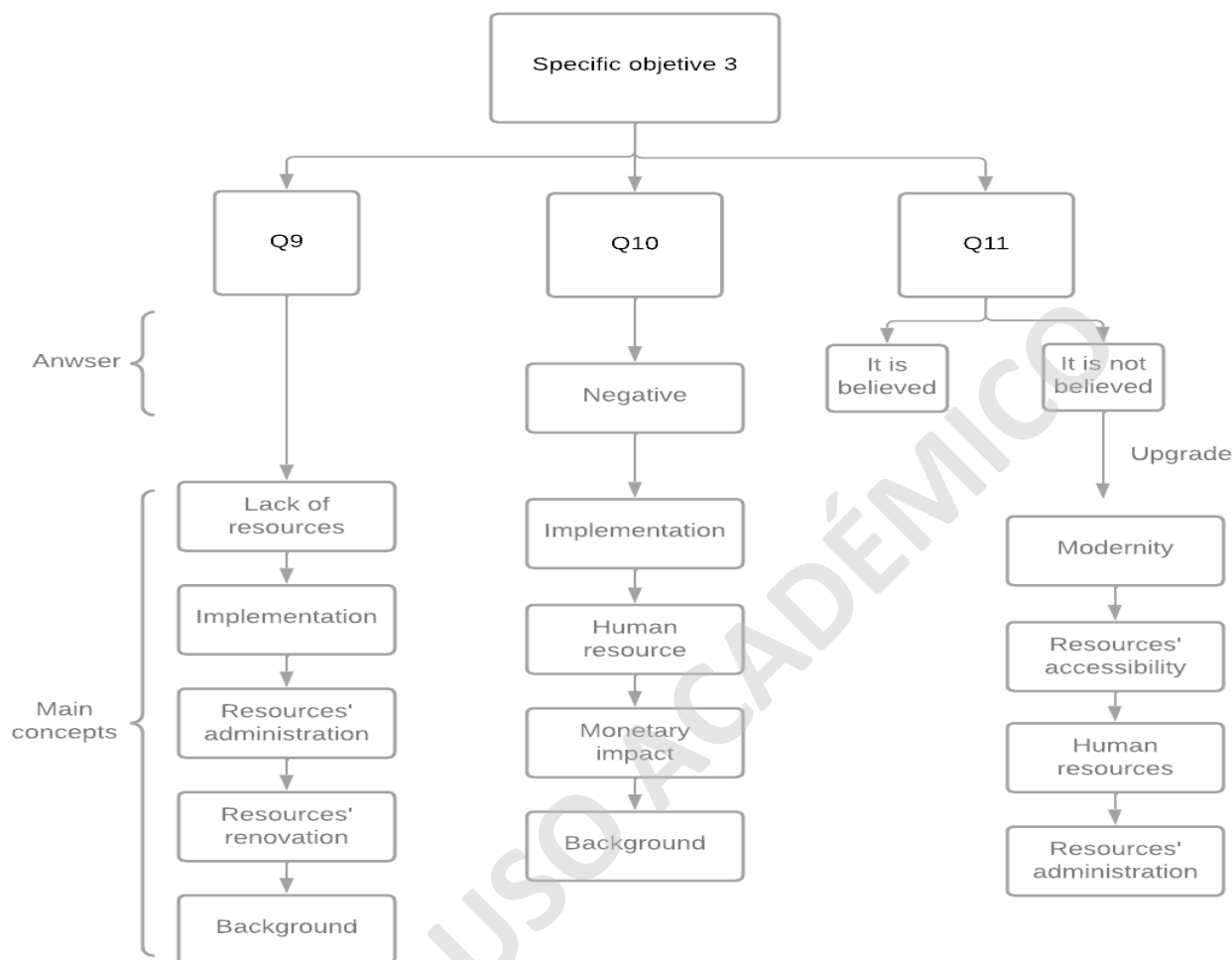
<div align="right">Source: Own creation, 2023.</div>

About Figure 3, the initial question in this section (**Q9**) inquires, "From your perspective, how does the socioeconomic gap in Chile impact the successful execution of inclusive education?" All teachers unanimously concur that the socioeconomic disparity in Chile has a profound and detrimental effect on the effective implementation of inclusive education. Consequently, this comprehensively impacts the student's educational experiences and significantly influences the variety and quality of teaching methods educators employ.

The responses unanimously underscore the critical importance of resources in successfully implementing inclusive education in Chile. According to Teacher 2:

"Bridging the economic gaps in the effective implementation of inclusive education is vital for achieving more varied learning experiences relevant to different pathologies, are in more specialized human resources or more effective materials for implementation of specific stimulation strategies."

The need for more resources, both in terms of highly specialized personnel and effective materials, emerges as a significant barrier that hinders the ability to provide high-quality inclusive education. It is evident that these resources play an essential role in adequately addressing the diverse needs of students, enabling the adaptation and personalization of teaching strategies and support.

Furthermore, these responses highlight the existing socioeconomic gap in Chile and its impact on the implementation of inclusive education. Disparities in access to resources and support, often associated with socioeconomic differences, pose a significant challenge in ensuring that all students have equal opportunities in their education. The lack of adequate resources and economic disparities can hamper access to inclusive and equitable education, underscoring the importance of addressing these disparities.

In summary, these responses emphasize the critical need to allocate sufficient resources and reduce economic differences to ensure that inclusive education becomes an accessible reality for all students in Chile. This involves investing in resources, focusing on equal opportunities, and eliminating economic barriers that may negatively affect access to high-quality, inclusive education.

Continuing the analysis of the responses, question 10 (**Q10**) pertains to "How do you believe existing socioeconomic disparities impact the learning and participation of students with special needs?" Unanimously, it is acknowledged that socioeconomic disparities have a negative influence, somewhat impeding the teaching process. This effect is manifested in a slower implementation of inclusive strategies, leading to a longer duration of lessons.

The teachers' perspectives underscore their apprehensions surrounding the implementation of inclusive education and its intricate relationship with socioeconomic disparities. They voice their concerns about the scarcity of resources and the dearth of

qualified professionals available to cater to students with special needs. This deficiency not only hampers these students' progress but also constrains the sustainability of inclusive practices.

Furthermore, in rural areas, the conspicuous magnitude of socioeconomic disparities takes center stage, obstructing students' access to essential resources and knowledge, including the crucial aspect of providing psychological support for their families.

Additionally, it is noteworthy that some teachers find themselves compelled to craft support materials for students with special needs independently. This entails financial burdens and adds an added load on educators. Consequently, certain families with limited means find themselves lacking the requisite information and understanding to support their children with special needs effectively.

To conclude this diagram with the final question (**Q11**), "Do you believe that current laws and policies governing educational inclusion effectively address the socioeconomic gap? If not, what improvements would you suggest?" teachers provide a range of responses, with one of the most common themes being their belief that policies are not effectively managing economic aspects, resulting in reduced quality. Simultaneously, they acknowledge that policies address some educational aspects but require enhancements to elevate their overall quality.

Educators propose that current policies should undergo certain improvements, including updating laws and decrees, as well as improved access to resources and highly specialized personnel to facilitate the implementation of a diverse and inclusive classroom environment. Furthermore, the need to enhance resource management at the municipal level is emphasized to level educational opportunities, regardless of the demographic context.

4. DISCUSSION

This study seeks to identify the possible barriers that hinder the implementation of Inclusion in Chilean schools from a teacher's perspective, involving different categories of teachers, primary and middle, university, and teachers in training. Based on these

observations, the results show that a large number of teachers agree that Chilean education lacks several educational aspects to implement Inclusion, from teacher training to the lack of both human and material resources, generating a gap in educational Inclusion. In this area, the research prepared by Sandoval (2011) shows a clear gap in Chilean education between people of different socioeconomic levels, being this a barrier and social barriers. The research results will be discussed in more detail following the research objectives.

Objective 1. To find out cultural and social barriers that hinder the implementation of educational inclusion in Chile from the teachers' perspective.

Under Objective 1 and the data collected, it was observed that the interviewed teachers assert the existence of sociocultural barriers that hinder Inclusion within the classroom, whether due to prejudices or economic disparities, among other factors. These aforementioned barriers directly impact the effective implementation of Inclusion as perceived by the teaching staff.

One central theme that emerged from the data is the existence of cultural and social barriers to inclusive education. The respondents unanimously agreed on the presence of these barriers, emphasizing the " Environment's significant role." They pointed out how physical, cultural, and geographical factors create obstacles to the Inclusion of students with special needs. These factors range from physical barriers in society to conflicts within the educational environment, highlighting the critical role of the surrounding environment in the success of inclusive education.

In addition, the impact of stereotypes and prejudices on inclusive education, with respondents concurring that these biases significantly hinder the implementation of inclusive strategies. Prejudices were seen as barriers that limited understanding, empathy, and participation, creating an environment detrimental to learning and equity. Moreover, as Booth and Ainscow (2000) mentioned, these barriers affect not just SEN students but also all students inside the institution. The responses also stressed the community's need for awareness and understanding to remove these barriers and promote genuine Inclusion.

Furthermore, according to Mittler (1995), inclusive education is the concept of delivering education within a regular local school setting that a child would typically attend while also providing customized support to address their specific requirements; the data collected underscores another barrier as the "Leadership" that in some cases do not aim to an inclusive environment. Therefore, these misused administrations produce a need for more tools and resources.

Regarding this, the impact of family background, prejudices, and home education was underscored as a significant factor in shaping inclusive values in children and fostering an inclusive culture, and as Montánchez Torres et al. (2017) expressed, teachers must enhance their knowledge of the intercultural legal framework in Chile, to know which is the Chilean SEN students context.

Objective 2: To assess the implementation of inclusive strategies in teacher training in Chile, from the teachers' perspective.

About objective 2, it is highlighted that a significant portion of the teachers who participated in the survey exhibited knowledge about inclusion strategies and decently evaluated assessment programs. However, some educators need more information about implementations for progress in learning.

Concerning the results obtained from the survey, the implementation of inclusive strategies from the teachers' perspective becomes a prominent theme. Educators emphasize their knowledge of tools and strategies such as Decree 67, materials from the Ministry of Education (Mineduc), Universal Learning Differentiation (DUA), and the use of PIE (where applicable), which are the most commonly used guiding tools for teachers. However, due to the design of these tools, their application becomes complex as they only include some students or require more time for teachers to develop and implement.

Nevertheless, some teachers feel they need to be adequately trained and become more familiar with and informed about using different tools. According to the research findings by Andrades et al. (2020), teachers in training feel they need to prepare to face Inclusion.

Additionally, as established by Ocampo A. (2018), it is stated that within educational institutions, there should be awareness and training for the educational community, along with providing human capital according to the requirements. This contrasts with the aforementioned, being considered a need and not a reality based on the responses. Interviewees do not feel entirely comfortable and indicate an occasional lack of preparedness to deal with some situations, along with the workload that implies not having the assistance of a special education teacher in the classroom.

Another critical point to highlight is that some teachers mention the necessity for a constant update of theoretical knowledge regarding inclusive education, which aligns with what Montánchez Torres et al. (2017) mentioned regarding the importance of encouraging and motivating the improvement of theoretical knowledge about Inclusion.

Objective 3: To unveil the teachers' belief in the socio-economic gap that affects carrying out the inclusion.

About objective 3, the responses from participants shed light on a significant gap within the Chilean educational system. This observation aligns with the perspective put forth by Sandoval C. P. (2011), suggesting that rather than fostering Inclusion, the system tends to perpetuate inequality. Respondents overwhelmingly highlighted a substantial deficiency in the system, pointing specifically to a shortage of educators and resources as the primary hindrance to the successful implementation of inclusive education.

Recognizing the profound significance of the disparity between private and public education is crucial. According to research conducted by Garcia-Huidogro and Bellei (2003), public institutions are responsible for educating a substantial 53% of the student population at the national level. However, as revealed by the study's findings, these public schools need more essential tools and adequately trained staff for the successful implementation of inclusive education practices. This underscores the pressing need for targeted interventions and resource allocation to bridge the existing gaps and promote a more inclusive educational landscape across all sectors.

Suggestion for future research

To begin with, a crucial priority is to conduct comprehensive research that involves a substantial number of educators. This approach is fundamental for achieving a holistic understanding of the challenges that permeate the Chilean education landscape. By engaging a large cross-section of teachers, we can more effectively identify and address the various barriers they encounter in their professional journeys. Moreover, there is a pressing need to develop a novel research instrument. This instrument should be meticulously designed to facilitate the collection and analysis of data for the forthcoming research endeavors. By harnessing the power of modern technology and innovative methodologies, this new tool may streamline the data-gathering process, making it more efficient and accurate, ultimately enhancing the quality of the research outcomes.

Furthermore, it is paramount that future research initiatives encompass a diverse spectrum of educational institutions. This diversity should encompass the public sector, subsidized private schools, and private educational institutions. By involving a wide array of these institutions, we can tap into a rich tapestry of perspectives from teachers operating within different educational contexts.

This multifaceted approach will not only provide a more comprehensive view of the challenges and opportunities educators face but also enable us to tailor more nuanced and context-specific solutions. In doing so, we can take a significant step toward improving the overall quality of education in Chile and ensuring that the needs of all teachers, regardless of their institutional affiliations, are met effectively.

Limitations of study

The initial investigation phase faced certain limitations that needed to be considered. At the outset, the research team comprised only ten teachers, which might be perceived as limited for covering a broader population. This relatively small sample size was influenced by practical constraints such as time limitations and the availability of participants. Unfortunately, despite the intent to engage a larger group of educators, only six teachers were ultimately able to participate by responding to the research instrument. This reduction in the number of participants may affect the generalizability of

the findings, and it is essential to acknowledge this constraint when interpreting the results. Despite these limitations, the study endeavors to provide valuable insights within the scope of its constraints, and future research with a more extensive and more diverse sample could further enhance the robustness of the findings.

BIBLIOGRAPHY

Ainscow, M. (1995). Education for all: Making it happen, keynote address. International Special Education Congress, Birmingham, England.

Ainscow, M. (2017). Haciendo que las escuelas sean más inclusivas: lecciones a partir del análisis de la investigación internacional. Revista de Educación inclusiva, 5(1).

Barrio de la Puente, J. (2009). Hacia una Educación Inclusiva para todos. Revista Complutense de Educación, 20(1), 13-31.

Blanco, R. (2006). La equidad y la inclusión social: Uno de los desafíos de la educación y la escuela de hoy. Revista Electrónica Iberoamericana sobre Calidad, Eficacia y Cambio en Educación, 4(3), 1-15.

Booth, T., & Ainscow, M. (2000). Índice de inclusión: Desarrollando el aprendizaje y la participación en las escuelas. Santiago de Chile: UNESCO/OREALC.

Constitución Chilena.

Constitución Peruana.

Creswell, J. W. (2003). RESEARCH DESIGN.

ENDISC (2004). Primer Estudio Nacional de la Discapacidad. Gobierno de Chile, FONADIS.

García-Huidobro, J. E., & Bellei, C. (2003). Desigualdad educativa en Chile. Santiago: Universidad Alberto Hurtado.

Infante, M. (2010). Desafíos a la formación docente: inclusión educativa. Estudios pedagógicos (Valdivia), 36(1), 287-297.

Lecanda, R. Q., & Garrido, C. C. (2002). Introducción a la metodología de investigación cualitativa. Revista de Psicodidáctica.

Ley de Inclusión Escolar (Ley 20.845, 2015).

Mittler, P. (1995). Special needs education: An international perspective. British Journal of Special Education, 22(3), 105–108.

Montánchez Torres, M. L., Jornet Meliá, J. M., Perales Montolío, M. J., Carrillo Sierra, S. M., & Wilches Durán, S. Y. (2017). Educación inclusiva.

Ocampo, A. (2018). Editorial. Las políticas de la mirada y la construcción epistemológica de la Educación Inclusiva: ¿En qué sentido la Educación Inclusiva es para todo el mundo? Polyphōnía. Revista de Educación Inclusiva, 2(1), 15-51.

Palacios, R., Larrazabal, S., & Monzalve, M. (2022). Evident demands and absent changes: Special education teachers' initial training in Chile. British Journal of Special Education, 49(4), 628-647.

Programa de Integración Escolar - Educación Escolar (mineduc.cl)

Publicacion Oficial - Diario Oficial El Peruano (ugel04.gob.pe)

Romero R., & Lauretti, P. (2006). Integración educativa de las personas con discapacidad en Latinoamérica. Educere, 10(33), 347-356.

Sandoval, C. P. (2011). Desigualdad educativa y la necesidad de un enfoque de justicia social en la formación docente. Cisma: Revista del Centro Telúrico de Investigaciones Teóricas, (1), 1.

Vista de El concepto de inclusión educativa: definición y redefiniciones (ufrgs.br)(7)

APPENDIX A

Escuela de Educación

Validación de Instrumentos por Juicio Experto

Estimada/o Experto/a:

Usted ha sido seleccionado para validar el/los instrumento/s adjunto/s para la investigación *The barriers to implementing inclusive education from the perspective of teachers in a Providencia school,Chile*, conducente a lograr el grado de Licenciatura en Educación de la Escuela de Educación de la Universidad Mayor, a cargo de los/las estudiantes Joaquín Eduardo Moraga Osorio y José Miguel

Dentro del proceso investigativo llevado a cabo por las y los autores, la evaluación de los instrumentos a aplicar es de gran relevancia para lograr que sean válidos y que los resultados obtenidos a partir de éstos sean utilizados eficientemente, aportando al área investigativa de la Educación.

Por tanto, le solicitamos su colaboración para analizar y validar dichos instrumentos, los cuales han sido diseñados para recolectar la información necesaria del trabajo de investigación científica para obtener el grado.

Agradecemos su valiosa colaboración.

Datos de identificación de Juez/a Experta/o	
Nombre	Dominique Yáñez Muñoz
Formación Académica/Grado	Profesora de inglés Mg Educación diferencial
Áreas de Experiencia Profesional	Educación emocional, Interculturalidad y educación especial
Cargo	Coordinadora Convivencia Escolar
Institución	Escuela República de Haití

FECHA: 07 SEPTIEMBRE 2023

Proceso para realizar la validación de instrumentos

A continuación, se presentan los Objetivos General y Específicos de la investigación, con la finalidad de brindar un panorama para la evaluación de los instrumentos a aplicar.

Datos de identificación del Trabajo Final de Magíster	
Título de la investigación	THE BARRIERS TO IMPLEMENTING INCLUSIVE EDUCATION FROM THE PERSPECTIVE OF TEACHERS IN A PROVIDENCIA SCHOOL, CHILE.
Autoras/es	Joaquin Eduardo Moraga Osorio y José Miguel Martínez Gutierrez
Objetivo General	To assess barriers that hinder the effective implementation of Inclusive education in teacher programs in Chile, from the teachers' perspective.
Objetivos Específicos	1. To find out cultural and social barriers that hinder the implementation of educational inclusion in Chile, from the teachers' perspective. 2. To assess the implementation of inclusive strategies in teacher training in Chile, from the teachers' perspective. 3. To confirm the teachers' belief in the socio-economic gap that affects carrying out the inclusion.

Categoría	Descripción	Puntaje	Indicador
Suficiencia	Los ítems que pertenecen a un mismo objetivo bastan para analizarlo.	1. Nivel Insuficiente	Los ítems no son suficientes para el objetivo.
		2. Nivel Bajo	Los ítems consideran algunos de los aspectos del objetivo.
		3. Nivel Medio	Los ítems consideran la mayoría de los aspectos del objetivo.
		4. Nivel Alto	Los ítems son suficientes para el objetivo.
Claridad	El ítem se comprende fácilmente, es decir, su redacción y ortografía son adecuadas.	1. Nivel Insuficiente	El ítem no se comprende en redacción y tiene mala ortografía.
		2. Nivel Bajo	El ítem requiere modificaciones sustanciales en redacción y ortografía.
		3. Nivel Medio	El ítem requiere modificaciones simples en redacción y ortografía.
		4. Nivel Alto	El ítem es claro, con buena redacción y sin faltas ortográficas.
Coherencia	El ítem tiene relación lógica con el objetivo y las categorías que pretende analizar.	1. Nivel Insuficiente	El ítem no tiene relación lógica con el objetivo y sus categorías.
		2. Nivel Bajo	El ítem tiene una relación tangencial con el objetivo y sus categorías.
		3. Nivel Medio	El ítem tiene una relación media con el objetivo y sus categorías.
		4. Nivel Alto	El ítem tiene completa relación con el objetivo y sus categorías.
Relevancia	El ítem es esencial o	1. Nivel Insuficiente	El ítem no posee relevancia, pudiendo ser eliminado sin afectar al objetivo.

	importante, es decir debe ser incluido para el cumplimiento del objetivo.	2. Nivel Bajo	El ítem es relativamente relevante para el objetivo, por lo que necesita precisión.
		3. Nivel Medio	El ítem tiene relevancia para el objetivo, pero es repetitivo con otros ítems del instrumento.
		4. Nivel Alto	El ítem es altamente relevante para el objetivo.

Para la validación, se presentarán los ítems que componen el/los instrumentos para que pueda analizar la suficiencia, claridad, coherencia y relevancia de cada ítem en relación con los objetivos, puntuando del 1 al 4 de acuerdo con la siguiente escala:

Validación por Juicio Experto

Instrucciones: a continuación, se presenta la tabla de validación de cada instrumento diseñado para la investigación, donde se desglosan los objetivos específicos y cada uno de los ítems que están asociados a dichos objetivos, para que se evalúen las categorías empleando la escala anterior.

Cabe destacar que la categoría de *Suficiencia* corresponde a una evaluación por objetivo, debido a que se busca validar la suficiencia de ítems en conjunto para abordar su análisis. Para el resto de las categorías, se debe evaluar cada ítem de forma individual.

Instrumento 1. Teacher's Questionnaire						
Objetivos Específicos	Ítems	Suficiencia	Coherencia	Claridad	Relevancia	Comentarios
To find out cultural and social barriers that hinder the implementation of educational inclusion in Chile, from the teachers' perspective.	¿Cómo describirías las barreras culturales y sociales que obstaculizan la implementación de la educación inclusiva en Chile?.	4	4	4	4	--
	En tu opinión, ¿qué papel juegan los estereotipos y los prejuicios para obstaculizar las prácticas de educación inclusiva?		4	4	4	--
	¿Has encontrado barreras de lenguaje y comunicación que hayan representado desafíos para la educación inclusiva? En caso afirmativo, por favor proporciona ejemplos.		4	4	4	--
	¿Cómo afectan las disparidades socioeconómicas la implementación de prácticas de		4	4	4	--

	educación inclusiva en tu experiencia?				
To assess the implementation of inclusive strategies in teacher training in Chile, from the teachers' perspective.	¿Cómo evaluarías la implementación actual de estrategias inclusivas en los programas de formación de docentes en Chile?		4	4	4	--
	En tu opinión, ¿qué desafíos específicos enfrentan los docentes al incorporar estrategias inclusivas en su práctica docente?		4	4	4	--
	¿Consideras que la formación que recibiste te preparó adecuadamente para enseñar en un aula diversa e inclusiva? Si no es así, ¿qué formación adicional o apoyo considerarías beneficiosos?		4	4	4	--
	¿Cómo apoyan los esfuerzos colaborativos entre docentes y otros profesionales la implementación de la educación inclusiva? Por favor, comparte cualquier ejemplo de tu experiencia		4	4	4	--
To confirm the teachers' belief in the socio-economic gap that affects carrying out the inclusion.	Desde tu perspectiva, ¿cómo afecta la brecha socioeconómica en Chile la implementación efectiva de la educación inclusiva?		4	4	4	--
	¿De qué manera crees que las disparidades		4	4	4	--

	socioeconómicas existentes afectan el aprendizaje y la participación de los estudiantes con necesidades especiales?				
	¿Crees que las leyes y políticas				

Constancia de Validación de Instrumentos

Juicio Experto

Yo, Dominique Yáñez Muñoz, profesora de inglés Mg Educación diferencial y académica de la Universidad Mayor, dejo constancia de la validación dedel instrumento para la investigación The barriers to implementing inclusive education from the perspective of teachers in a Providencia school, Chile, conducente a lograr el grado de Licenciatura en Educación para la carrera de Pedagogía en ingles para educaicón básica t media de la Escuela de Educación de la Universidad Mayor.

Criterio de validación	Validado	Validado con observaciones	Deficiente
Suficiencia	Nivel alto		
Coherencia	Nivel alto		
Claridad	Nivel alto		
Relevancia	Nivel alto		

FECHA: 07 SEPTIEMBRE de 2023

_____

Firma de validador/a experto

Coordinación de Bloque - Licenciatura
Escuela de Educación. Universidad Mayor
Manuel Montt Oriente 318, Providencia, Santiago de Chile

APPENDIX B

UNIVERSIDAD MAYOR

FACULTAD DE CIENCIAS SOCIALES Y ARTES

PEDAGOGÍA EN INGLÉS BÁSICA Y MEDIA.

Gracias por participar en esta encuesta. El propósito de esta encuesta es recoger sus perspectivas y puntos de vista sobre las barreras para implementar la educación inclusiva en Chile. Sus respuestas nos ayudarán a comprender los desafíos e informar futuras estrategias para promover prácticas inclusivas en los programas de enseñanza. Por favor, proporcione respuestas detalladas y reflexivas a las siguientes preguntas.

Cuestionario de profesores

Sección 1: Barreras culturales y sociales

1. ¿Cómo describiría las barreras culturales y sociales que dificultan la implementación de la inclusión educativa en Chile?

    _____
    _____
    _____

2. En su opinión, ¿qué papel juegan los estereotipos y prejuicios en obstaculizar las prácticas de educación inclusiva?

    _____
    _____
    _____

3. ¿Ha encontrado barreras lingüísticas y de comunicación que hayan planteado desafíos a la educación inclusiva? En caso afirmativo, proporcione ejemplos.

    _____
    _____
    _____

4. Según su experiencia, ¿cómo afectan las disparidades socioeconómicas a la aplicación de las prácticas de educación integradora?

_____

_____

_____

5. Según su experiencia, ¿cómo afectan las disparidades socioeconómicas a la aplicación de las prácticas de ==educación inclusiva?==

_____

_____

_____

Sección 2: Aplicación de estrategias inclusivas en la formación del profesorado

6. ¿Usted conoce las estrategias usadas para la implementación de la inclusión? Si es afirmativo ¿Cómo evaluaría la actual implementación de estrategias inclusivas en los programas de formación docente en Chile?

_____

_____

_____

7. En su opinión, ¿qué desafíos específicos enfrenta el profesorado al incorporar estrategias inclusivas en su práctica docente?

_____

_____

_____

8. ¿Cree que la formación que ha recibido durante su pregrado le ha preparado adecuadamente para enseñar en un aula diversa e integradora? En caso negativo, ¿qué formación o apoyo adicional le resultaría beneficioso?

_____

_____

_____

9. ¿Cómo apoyan los esfuerzos de colaboración entre profesores y otros profesionales la implantación de la educación inclusiva? Por favor, comparta ejemplos de su experiencia.

_____

_____

_____

Sección 3: Percepción de la brecha socioeconómica

10. Desde su perspectiva, ¿cómo afecta la brecha socioeconómica en Chile a la implementación efectiva de la educación inclusiva?

_____

_____

_____

11. ¿De qué manera cree que las disparidades socioeconómicas existentes afectan el aprendizaje y la participación del estudiantado con necesidades especiales?

_____

_____

_____

12. ¿Cree que las leyes y políticas actuales que rigen la inclusión educativa abordan eficazmente la brecha socioeconómica? En caso negativo, ¿qué mejoras sugeriría?

_____

_____

_____

Sección 4: Preguntas abiertas

13. Basándose en su experiencia, ¿qué barreras adicionales cree que existen que dificultan la implementación de la educación inclusiva en Chile?

_____

_____

_____

14. En su opinión, ¿qué estrategias o medidas podrían implementarse para superar las barreras identificadas y promover la educación inclusiva en la enseñanza?

_____

_____

_____

Gracias por participar en esta encuesta. Sus respuestas serán confidenciales y utilizadas sólo con fines de investigación.