

## Policies of Educational Inclusion in the Integral Development of Children with Special Abilities in an Educational Institution

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**Abstract:** The purpose of the research was to analyze the impact of educational inclusion policies on the comprehensive development of children with special abilities in an educational institution. The methodology used adopted a quantitative approach, with a non-experimental design and an explanatory level. The study, of a basic nature, included the participation of 32 specialized teachers of both sexes, with specific knowledge on the subject, belonging to a specific educational institution, covering the entire teaching staff at all levels and grades. Data collection was carried out by applying a survey that used a Likert scale questionnaire with five response options. The dimensions evaluated included the CI inclusive culture, the POI inclusive policy and the PI inclusive practice. The inferential results revealed that the educational awareness strategy exerted a positive influence on the inclusive education of the teachers of the educational institution, reaching statistical significance ( $P < 0.05$ ) and a Spearman's rho value equal to 0.862. Consequently, hypothesis H1 was confirmed, and the null hypothesis (H0) was discarded, supported by a high level of significance. As a recommendation, it was suggested that teachers receive continuous training. In the Peruvian context, no teachers lacking strengths in the field of inclusive education were identified, not to mention a lack of knowledge. On the other hand, the need for greater dissemination and promotion of the culture of educational inclusion was highlighted, demanding more prominent attention to this aspect.

**Keywords:** Didactic strategy, awareness-raising, inclusive culture, inclusive policies, inclusive practice

### Introduction

In the world, according to UNESCO (2020), in its annual report on insertion and training, the pandemic has triggered inclusive education for poor students, women and children. For López, et al (2018), research carried out in Chile on educational inclusion policies where it manages to demonstrate that bureaucratic obstacles do not allow financial subsidies and that children do not develop as future professionals and that there is a scenario of school segregation. Arteaga and Andocilla (2019), carry out an inclusive educational research on students with disabilities in Colombia where they analyze the model of application of public policies that are of benefit to the disabled population, in this research they measure the impact towards access to educational service as a human-social right in students who suffer from said disability. Likewise, in Ecuador, the author Mantilla (2019), states in her research carried out for children of preschool age and that they are vulnerable due to their different special abilities. In this research, it seeks that children are part of a true educational inclusion, it is necessary that the state prioritizes the work towards children in the initial stage, which is an extremely important period during their integral human development. It is a stage where they absorb more knowledge and discover their skills and abilities for themselves. From the aforementioned research, it is necessary to rescue that no country escapes from a sensitive and comforting reality, because that is where we are most human as a society.

At the national level, there are proposals such as that of Cuzcano and Ruiz (2017), energetically stating that the Peruvian education system does not fully comply with policies of effective support for students with special abilities, many of them with generalized disorders during their development and growth (case of children – young people with Asperger's). On the other hand, the author Vásquez (2019), explains the reality of inclusive education policies in our country for children and young people who have an intellectual disability which, although it is regulated by law, is still not efficient and easy access for all (whether due to its dissemination, economic aspect, lack of specialist, etc.). On the other hand, for Velasco (2020), an author who conducts his research in Piura, he states that educational inclusion policies must promote development in children diagnosed with special abilities. That is why he emphasizes the findings made by Booth and Ainscow (2011) that the research of both authors in Spain is very helpful as a model of educational and fair inclusion for all. It should be noted that Law No. 29973 is still in force, this law has been highlighted in each of the national investigations and that it applies to private and public institutions, where educational institutions must fill two vacancies per classroom for students with special needs, disabled (moderate – mild), but even so this law lacks little benefit in students with special abilities.

At the local level, there are educational institutions that care about the population of students with special abilities who seek to integrate into society, whether in work, professional, sports, among others. Well, according to its principles of solidarity and search for its own human wealth. According to the studies of Ainscow (2003), one of the main speakers and inspirers on the development of inclusive education systems and later presents other studies with the same thematic characteristics and a real social need. That is why in the institution where the research will be carried out, it was initially authorized as the "Stella Maris" Cradle in 1978. It has an interrupted school training service, aimed at children and young people with Different Abilities. The priority of the research is to propose an inclusive education model for all children with different abilities, since these institutions are not accessible due to their costs and income. Therein lies the problem and need for research, because at present we do not demonstrate to be inclusive in this social problem, since the lack of specialized teachers, greater infrastructures, more educational instruments and tools, are a problematic reality that does not allow greater accessibility for children with special abilities.

Next, the following question is posed: What is the influence between educational inclusion and integral development on children with different abilities? and as a specific problem one: What is the influence between inclusive culture and the integral development of children with different abilities? Specific problem two: What is the influence between inclusive policy and the integral development of children with different abilities? Specific problem three: What is the influence between inclusive practice and the integral development of children with different abilities?

The theoretical justification, the present study has delved into theoretical aspects linked to inclusive education policies and the integral development of children with special abilities. These elements represent essential knowledge in academic training, which until now has not been fully addressed, especially with regard to crucial aspects that have not yet been dealt with in a meaningful way. Therefore, the need for detailed research is argued. In relation to the practical justification, the main beneficiaries of this study will be the professors and students of the I.E.P. The results will contribute to establishing clear objectives and proposing an inclusive education model for children with special abilities, collaborating in the achievement of their integral development. It will also benefit academic and administrative management by facilitating the implementation of a robust training project for teachers in performance and inclusive education.

Regarding the methodological justification, the results of this study are supported by the fact that the procedures of the methodology used can be used by other researchers interested in deepening the line of research that characterizes them. In addition, the conceptualization of the problem facilitates the diagnosis, serving as an organized basis for research in the formulation of the problem, the objectives, the hypotheses, and the measurement method that will be used to respond to the objectives of the study.

In relation to the general objective, it is intended to determine the influence between educational inclusion and the comprehensive development of children with different abilities (DINH). The specific objectives are as follows: first, to determine the influence between inclusive culture and DINH; second, to determine the influence between inclusive policy and DINH; and third, to determine the influence between inclusive practice and DINH.

Finally, in terms of hypothesis, the general hypothesis postulates that there is a significant influence between educational inclusion and DINH. The specific hypotheses are as follows: first, there is a significant influence between inclusive culture and DINH; second, there is a significant influence between inclusive policy and DINH; third, there is a significant influence between inclusive practice and DINH.

## II. THEORETICAL FRAMEWORK

According to their need for theoretical support in search of the different proposals that respond to the general objective. According to Carro and Lima (2015), in the research topic presented by the authors, they intend to analyze and describe how the government seeks to counteract the lack of school inclusion and the low level of opportunity that children and adolescents have, since no interest is reflected in the effort of students and that wears out their interests in getting ahead. The research presents a basic methodology, quantitative approach, experimental design, a battery of questionnaires was developed that were shared with the 36 participants between teachers and administrators of the educational institution. From them, it was sought to know the inclusive benefits in education that occur in educational centers. The results achieved showed a high proportional impact, from which it can be deduced that students will be able to have opportunities for educational and professional inclusion, since educational inclusion was taken into account from the beginning. This strongly optimized ties with citizens.

Castro (2019), regarding the objective presented, was to evaluate human development through educational inclusion through a training approach for children with hearing disabilities. Children in this situation of physical disability seek to be part of the public-private education system. The exclusion of students with disabilities is a failure, ignorance and fair application of the system of inclusion laws, where families, officials and the student community are not considered. That they have not been able to generate inclusive strategies in children. The methodology is basic, non-experimental design, quantitative approach, it was applied to people in a sample composed of 60 participants. The results allowed us to conclude that the method focused on the model of the specialist Martha Nussbaun in the educational institution. It concludes that the model favors in an inclusive and mediating way in the integration and communication processes that prevented showing their capacity, skill, their expressive and affective capacity that each student must show.

Pihuave (2018), the present research aimed to establish a proposal for educational inclusion where the appropriate conditions are promoted to improve the correct academic performance of its students with different abilities and can satisfactorily conclude the university, in terms of methodology, it is a non-experimental design, developing a questionnaire aimed at 15 participants from the administrative area of the Guayaquil institute of the department of University welfare. The results showed that the level of inclusive work with students is of medium level, considering that there is no adequate inclusive social management, due to the fact that there are shortcomings in the development of strategies to improve the education system for students with hearing or visual disabilities, as well as the lack of technological aspect, to improve the performance of their students. therefore, it seeks to strengthen the relationship of education, and improve the plan of objectives to develop a better system of communication channel between students.

Romero, Alcántara, & Miñan (2018), the study of the aims to develop a comprehensive preparation in teachers, where such preparation is a function of inclusive education. And to analyze the profile of the inclusive professional-teacher. There is currently an inclusive education model developed by the European Agency for the comprehensive training of students with special abilities. This model groups skill – competence into four approaches: constant professional development, teamwork, support for 100% of students (getting the best out of them), valuing students according to their need (their different needs with respect to their value and resources). The research presents an applied methodology, with a quantitative approach, not experimental, the population to be investigated were students in both Mexico and Spain. The comparative work extracted from the results has allowed us to know more about the teachers and commit them to fair education for all in a dignified and social way for both countries (Mexico – Spain). It is concluded that social and inclusive justice must be correctly focused on education because it allows for an improvement in the knowledge of those who need it most and have not been taken into consideration by their own laws.

Mantilla (2019), within the study achieved by the author, it is observed that the objective of the research was to highlight the essential and systematic work of the student from his initial stage that will allow him a correct educational inclusion that strengthens his integral development. Likewise, the study reflects the inclusion of the child, as well as recognizing their special educational needs and that allows them to achieve a better quality and condition of life and that of their family environment. The methodology used was the analysis and literature review of cases, as well as providing a measurement instrument. Regarding the results, an innovative and methodological proposal is proposed where processes and policies of educational inclusion in children with special abilities – different are proposed, thus achieving incorporation into a fairer and fuller society.

Cruz (2021), the main objective presented by the author is to know the educational policies of inclusion and how they are related to students with disabilities. The author's study highlights the strength, weakness and omission, but also the level of rationality that play a very drastic role towards policies that for many have been forgotten and have only been created to justify their need in children and young people. According to its methodological development, it is of a basic type, with a quantitative approach,

not experimental. On the results achieved in inclusive education, a method or model of work was proposed, which responds to a more rational – individual – liberal – economic level. Part of its conclusion is that it is necessary to frame the importance of social and inclusive educational change, which is exposed and projected to respond to authentic and realistic limitations. In the model, not only propose to talk about inclusion but also about social and educational inclusion. Finally, it is a priority not only of the state, but of educational institutions committed to achieving a change and social balance that allows students to develop more their own skills - behaviors and behavior.

Sánchez (2020) set out to integrate the experiences of inclusive education of students with intellectual disabilities into basic education, using a sample of five students: Estrella, María Joaquina, Luna, Migue, and Nacho. This study adopted a qualitative approach, employing semi-structured in-depth interviews, guided observation, and photographic capture of everyday school life. The purpose was to understand the experience of students with intellectual disabilities who attend regular primary school, and who receive support from the Special Training service. The conclusion reached is that, in terms of the experiences of these students in the context of inclusive education, the educational process is emotionally negative. The five students expressed their lack of interest in attending school, as they face situations of exclusion in both regular classrooms and Special Education classrooms. Contrary to current perspectives, schools that admit students with intellectual disabilities find it difficult to improve conditions, in accordance with current approaches and the vision of training, especially in terms of knowledge related to the inclusion of students with diverse disabilities

Valencia (2017) the objective was to analyze the knowledge that teachers have about educational inclusion in the fiscal institutions of the urban parish of Atacames", 75 teachers from 5 II EE of the Diocese of Atacames were taken as a sample. This research adopts a quantitative method, and its purpose is to study the degree of knowledge about formative patience in the institutions of the economist of the state of Atacames; It is concluded: Teachers' understanding of formative patience is low, which makes the process of pedagogical tolerance difficult. Several impediments to the authenticity and quality of this process; Most teachers do not understand the strategies and skills of educational inclusion, so this brings difficulties for work in the classroom. It starts from the law, but few teachers have the specific knowledge to provide services to students with needs, and few understand the legislative framework of inclusive education; Training in educational inclusion does not have a necessary impact on teachers and should not be given up.

On the national side, previous studies are presented that contributed to the research topic Mayo, Cueto and Arregui (2015), the authors present their report on the progress that has been achieved over the years towards the educational inclusion policy. That since 2003 they have been in force through DS 026 – 003 – ED. Where they are evaluated and measured the great changes in inclusion and where an educational start is marked that benefits all children with physical and mental disabilities in terms of their sustainable development and their recognition as citizens. In addition, in the newsletter they review the progress made between 2003 and 2012, there are development plans that help all our students, policies that better adapt to their human conditions as children. To conclude, the results of the report have highlighted the progress made in inclusion, but the report is also sincere – aware that there are still questions about the inclusive political needs in education focused on students with different abilities.

Aguinaga, Velázquez, & Rimari (2018), the research epistemologically carries out a systematic review of the knowledge of the theoretical works, as well as the methodology itself regarding the existence of inclusive educational policies that will allow influencing the integral development of children at the initial level. From the scientific study, it is requested that the Ministry of Education is obliged to direct and review the different proposals that seek to transform teachers through teaching programs. Regarding the methodology used for the study, a mixed study was carried out, practical – applied, not experimental. Regarding the data that allowed us to achieve the results that resulted in an inclusive and comprehensive educational model. In this proposed model, it focuses on the leadership and shared management of teachers, seeking that their students are oriented to a specific job or profession. Concluding that different skills must be strengthened from the classrooms that facilitate activities that stimulate the creativity of the student.

Mautino (2019) set out to examine the connection between educational inclusion and teacher performance in public educational institutions in Network 08, UGEL 02, Rímac. The sample for this study included 130 teachers from initial, primary, and secondary schools. The conclusion obtained indicates a direct and significant correlation between Inclusive Education and Teacher Performance. It was highlighted that as the level of Inclusive Education and Teacher Performance increases, greater conformity with the culture of integration and teacher performance is observed. Likewise, it was highlighted that a higher degree of inclusive culture is related to higher teacher performance. In addition, a connection was established between inclusive policy and teacher performance, indicating that this link is direct and relevant.

In the case of Jacinto and Ysabel (2019), the purpose was to investigate how school culture in inclusive education affects inclusive practices in Secondary Level Educational Institutions in the District of Pariñas. the sample included 100 teachers from

three II. EE in Ugel Talara; The study is quantitative and its purpose is to establish the school of inclusive education and its predominance in the procedure of the institutions; the following conclusions are drawn: the inclusive school culture of secondary education institutions in the district of Parinhas is mainly high (89%), it is also the case with insertive procedures, and most teachers (87%) grade it in this grade; both aspects show a revealing conformity (Sig. <0.05), he points out that the growth of an inclusive culture is essential to promote inclusion; it also found that extensions of inclusive school culture, namely the value of participation, community, diversity, rights, and the value of sustainability, are significantly linked (Sig. <0.05) with inclusive customs; the value of freedom of participation and the commitment to cooperation among the members of the educational community.

Chirinos (2018), aimed to measure the influence of knowledge of inclusive education on the performance of teachers at the Liceo Naval cap. De Navío Juan Fanning García - Chorrillos, 2017", with 50 professors as evidence, the study was carried out under a quantitative approach; the following purposes are determined: the intellect in inclusive education can improve the teaching performance of the Juan Fanning García Naval Baccalaureate; and the following conclusions are drawn: the understanding of inclusive education to improves teacher performance; the intellect improves the self-behavior of teachers; Intellect in inclusive education improves the actions that teachers take in classrooms and other learning environments.

Regarding the variable Educational Inclusion, the following theories are presented: This variable is based on the assumption of multiple intelligence, Howard Gardner. Picardo (2005) Gardner believes that intelligence is the ability to solve problems or produce valuable products in one or more cultures. And in the history of knowledge, "intelligence" has always been valued, but when it is defined, it is limited to the ability to reason, excluding the various abilities and behaviors of intelligent organisms. On the other hand, Gardner proposed different concepts in this In China, intelligence is not one, but multiple: language, music, logic and mathematics, space, body, etc. As we have seen, this theory has a certain transcendence in the field of education, and can design education plans for talents with cognitive difficulties; In addition, it is not only in education, but also reaffirms and restates old issues related to the subject. human society Actualization, where everyone is treated valuable and intelligent. Gardner broke the traditional intelligent scheme and gave a new meaning to this concept by referring to various human abilities. Therefore, the principle of equality based on the recognition and acceptance of diversity was established.

For Gardner (2000; cited by Macías, 2002) "You can teach each child according to their IQ, respect their learning style and give them the opportunity to demonstrate what they understand". From here, we can say that students have different interests and abilities, which is why teachers must pay attention. To do this, good teaching performance is needed to understand and address all these characteristics to achieve their objective, using creative and innovative methodological strategies that generate significant learning. This theory makes the teacher see each student as having a unique capacity to learn.

Regarding the definition of inclusion; for Pande (2019), inclusion has to do with the incorporation of students with disabilities in regular training classrooms, so that the child adapts and acquires the same level as their peers of the same age. Inclusion is both a process and a result of understanding, approving, and estimating the discrepancies between today's schoolchildren and young people. Inclusion is the approval of people, regardless of their disagreements. It's about appreciating people for who they are, rather than how they walk, talk, or even behave. Inclusion therefore refers to the education of all children with various disabilities and/or diversities, for which the entire education system has to adapt in terms of its structure, infrastructure, methodology and curriculum.

According to Pérez (2019), inclusion means looking at the student so that he or she can develop with his or her peers, so that he or she has the same learning opportunities and participates in the entire life of the school. To this end, teachers and other educational agents must look at and believe in children with functional diversity who are capable of learning, can participate and not just be there. For this, teacher training is needed in diversity, in active methodologies that can allow inclusion: presence, participation and learning. You cannot meet the different needs if you do not have qualified professionals and in greater numbers. For this, the commitment of the management team, the team of teachers, the specialists, the tutor, the community, and the families is needed. (pp. 19 - 20).

According to Hehir et al. (2016) stated the following: Inclusion is linked to the reform of the system, which involves changing and modifying content, teaching methods, organization and planning to overcome difficulties. The aim is to provide all students with participatory teaching and an environment that best suits their needs and preferences. However, without these changes and reforms, the inclusion of students with disabilities in mainstream classes does not constitute tolerance, because tolerance is not magic (p. 3).

Regarding inclusive education; According to Booth and Ainscow (2002), inclusive education is a series of processes designed to increase the contribution of students to school culture, curriculum and community. From this perspective, inclusion is linked to the acquisition, participation and achievement of learning, especially those who are at risk of being excluded. To this end,



school culture, policy, and practice must be transformed to accommodate diversity, not just students with special educational needs.

According to Ocampo (2015), inclusive education is the main mode of transformation in several fields of education. As long as its epistemological and pragmatic obstacles are not resolved, exclusion will continue to exist, no matter how much it is written and reflected, it will only remain in theory. Inclusive education does not degenerate into a situation of disability and special educational needs, but rather more inclusive, concerns all citizens and changes the educational and social structure of many people deprived of this right. Inclusive education must also change and update pedagogy: didactics, curriculum and evaluation. On the other hand, inclusive education assumes the heterogeneity and diversity of all people, because diversity is its anthropological basis. Since all people are different, it's normal. (pp. 21-23).

According to Solla (2013), inclusive education is a model where children learn together, regardless of their social or cultural conditions; To achieve this, training agents must establish the necessary conditions for the participation and teaching of children and adolescents. This task is not easy, it requires institutional, curricular and didactic changes. Thanks to inclusive education, students at risk of exclusion will improve their education and living conditions.

The National Basic Education Curriculum (CNEB), according to MINEDU (2016), adopted an inclusive approach with the aim of achieving the comprehensive formation of people's identity, citizenship, employment and economy through the development of skills, attitudes and values. In the context of the CNEB, horizontal approaches linked to inclusive education were integrated, such as rights methods, inclusive methods, cross-cultural methods and gender parity methods. This inclusive approach involved the provision of equitable educational opportunities and learning outcomes, regardless of individuals' culture, society, race, religion, gender differences, disability or learning style.

Booth and Ainscow (2017) maintained that inclusive schools should ensure equal teaching opportunities and the full participation of the educational community. To consolidate an inclusive school, three essential aspects were taken into consideration:

**Inclusive cultures:** They were manifested through the commitment, participation, beliefs, values and school environment provided for the development of institutional educational programs. The presence of an inclusive culture was reflected in the policies and practices developed and implemented within the organization.

**Inclusive policies:** They related to direction, educational leadership, collaboration, and professional development, addressing student diversity. Inclusive policies drove educational change and improvement.

**Inclusive practices:** They referred to all diversity-focused strategies, assessment systems and learning methods, both inside and outside the classroom.

There is very little information regarding the definition of the variable Integral Development, and in a very limited way, however, there is a small group of authors who have investigated this variable, relating it to quality of life.

According to Burpee et al (2008), integral development is a process that seeks to improve the quality of life of the human being, which is achieved through political actions, social, economic, cultural and ecological factors.

The authors Burpee et al (2008) propose the following dimensions: cognitive development is that which is carried out through various contexts, where the person is able to develop, allowing to stimulate critical thinking. However, there are some exponents of status, who come to look with suspicion at some educational levels that a person comes to defend from others, so cognitive development also stimulates mental freedom, generating productive thinking that is part of people's personality.

Psychological, affective and social development; are those important nuclei of people's development, the first is related to the opportunity for interaction of their environment such as: home, school, their social and cultural environment, as for the affective level, it is that which is generated from the relationship of people with their environment, resulting in a warm emotional climate which is integrated by emotions, kindness, tenderness and trust between people, developing an appropriate role that seeks to maintain those feelings in harmony. Finally, social development is generated through harmony, two factors that comfort and generate a balance of healthy development in people.

Moral, ethical and value development: Within education, it seeks to prioritize in students a moral, ethical and value development, so there must be a natural predisposition towards their self-realization, for this it is possible to mix the cognitive field with the affective; these being the bases to develop an education that breaks the gaps between the profile of the student, where other groups of students with disabilities are not taken into account, so they are often rejected and are not part of the group of goals of the educators, considering them, as very laborious goals to achieve, in terms of raising their cognitive and social profile.

## 1. Materials and method

**Type of Research:** In relation to the methodology used, an applied research was carried out, as proposed by Sabino (2012). This type of study focuses on addressing research problems, relying on findings collected through data collection and relying on theories. The methodology adopted was quantitative, involving numerical verification and statistical analysis to develop accurate models related to the phenomenon under study. Data collection was carried out through a survey applied to the study sample, and the analysis was executed with the SPSS 27 software.

**Research Design:** Regarding the research design, a non-experimental approach was chosen, as defined by Baena (2017). This design involves the application of an unverified experimental variable in closely recorded situations to understand the shape and cause of a specific situation. The research focused on 32 teachers, who constitute all the teachers of the educational institution, selected due to deficiencies in its inclusion policies.

**Sample:** The sample was composed of 30 teachers from the educational institution. The management of the research was carried out through letters of introduction, acceptance and invitation to sign informed consents. Data analysis was carried out using a descriptive-explanatory approach, using descriptive and inferential statistics and SPSS 27 software. Mayorga et al. (2020) highlight the importance of statistics in research, highlighting its usefulness in collecting, analyzing, and describing data, facilitating comparisons that help to understand anomalous patterns. A descriptive-inferential statistical approach was applied to evaluate effects and verify hypotheses using SPSS software. Normality tests, such as the Shapiro-Wilk statistic, were used, and the Spearman rho statistic was calculated to confirm hypotheses.

**Ethical aspect:** The study was carried out in compliance with the guidelines and recommendations of the César Vallejo University, following the code of ethics of articles 18 and 19. Copyright was respected and APA standards were applied. The autonomy of the participants was considered, and the originality of the text was ensured. Detailed references were provided for each source used.

As for the research, it was conducted ethically and rigorously, complying with the standards established by the institution and respecting ethical principles in the collection, analysis and presentation of data.

## 2. Results

The statistical results of the variables are presented below, as well as.

Table 1. Normality Test

|                     | Kolmogorov-Smirnova |    |       |
|---------------------|---------------------|----|-------|
|                     | Statistical         | Gl | Gis.  |
| Inclusive Culture   | 0,198               | 32 | 0,000 |
| Inclusive policy    | 0,189               | 32 | 0,002 |
| Inclusive practices | 0,161               | 32 | 0,001 |
| Inclusive Education | 0,187               | 32 | 0,001 |

The conclusion was drawn from the results of the normality test using the Kolmogorov-Smirnov statistic. Noticing that the distribution of the data is non-parametric ( $GIS < 0.05$ ), it was decided to use Spearman's rho, since it is a non-parametric analysis.

General hypothesis

H1. V1 influences V2

H0. V1 does not influence V2

Table 2.

Testing General hypothesis

|            |              |                         | Comprehensive<br>development of<br>children with<br>different<br>abilities |
|------------|--------------|-------------------------|----------------------------------------------------------------------------|
| Spearman's | Education    | Correlation coefficient | 0,862                                                                      |
| Rho        | al inclusion | Sig. (bilateral)        | 0,000                                                                      |
|            |              | N                       | 32                                                                         |

As for the result of the main hypothesis, where the premise is to define whether there is an influence between educational inclusion and the integral development of children with different abilities. It is concluded that, if there is influence on both the Sig, it was 0.000 less than 0.05 and with a value of Spearman's rho equal to 0.862.

Specific Hypothesis 1

H1. D1 influences V2

H0. D2 does not influence V2

Table 3.

H1 Contrast

|            |           |                         | Comprehensive<br>development of<br>children with<br>different<br>abilities |
|------------|-----------|-------------------------|----------------------------------------------------------------------------|
| Spearman's | Inclusive | Correlation coefficient | 0,725                                                                      |
| Rho        | culture   | Sig. (bilateral)        | 0,000                                                                      |
|            |           | N                       | 32                                                                         |

The specific hypothesis demonstrated the existence of an influence between inclusive culture and the integral development of children with different abilities, the conclusion was positive, this result was based on the fact that the Sig value was 0.000, being less than 0.05, and with a Spearman's rho value equal to 0.725.

Specific Hypothesis 2

H1. D2 influences V2

H0. D2 does not influence V2

Table 4.

H2 Contrast

|            |           |                         | Comprehensive<br>development of<br>children with<br>different<br>abilities |
|------------|-----------|-------------------------|----------------------------------------------------------------------------|
| Spearman's | Inclusive | Correlation coefficient | 0,771                                                                      |
| Rho        | policy    | Sig. (bilateral)        | 0,000                                                                      |



|   |    |
|---|----|
| N | 32 |
|---|----|

Specific hypothesis 2 demonstrated the existence of an influence between inclusive policies and the integral development of children with different abilities, the conclusion was positive, this result was based on the fact that the Sig value was 0.000, being less than 0.05, and with a Spearman's rho value equal to 0.771.

Specific hypothesis 3

H1. D3 influences V2

H0. D3 does not influence V2

Table 5.  
H3 Contrast

|            |                    |                         | Comprehensive<br>development of<br>children with<br>different<br>abilities |
|------------|--------------------|-------------------------|----------------------------------------------------------------------------|
| Spearman's | Inclusive practice | Correlation coefficient | 0,802                                                                      |
| Rho        |                    | Sig. (bilateral)        | 0,000                                                                      |
|            |                    | N                       | 32                                                                         |

Specific hypothesis 3, the existence of an influence between inclusive practices and the integral development of children with different abilities was demonstrated, the conclusion was positive, this result was based on the fact that the Sig value was 0.000, being less than 0.05, and with a Spearman's rho value equal to 0.802

3. Conclusions and Discussion

4.1. Conclusions

The results focus on the general objective, concluding conclusively that the didactic strategies of awareness have an impact on the development of inclusive education among the teachers of the school. In relation to this objective, it is observed that D1 influences variable 2 (V2), and the results support this statement, since the Sig value is 0.000, less than 0.05, and Spearman's Rho is 0.725. This reinforces the conclusion that conscious teaching strategies affect the cultural development of inclusion among teachers.

Similarly, the results indicate that D2 influences variable 2 (V2), supporting the statement with a Sig value of 0.000, less than 0.05, and a Spearman value of 0.771. This leads to the conclusion that conscious teaching strategies influence the development of inclusion policies among the institution's teachers.

Additionally, the results reveal that D3 affects variable 2 (V2), with a Sig value of 0.000, less than 0.05, and a Spearman value of 0.802. This reinforces the conclusion that didactic strategies of awareness affect the development of integrative practices of institutional teachers.

The discussion focuses on the evidence of the general objectives and seeks to determine whether teaching awareness strategies affect the development of inclusive education among school teachers. In addition, the main objective is compared with similar studies by Krischler et al. (2019) and Leifer (2020), which support the importance of conscious strategies to improve inclusive education.

Regarding specific objective 1, which sought to determine whether the didactic strategy of awareness influences the development of inclusive culture in the teachers of an educational institution, the results obtained coincide with the research of Reina et al. (2020). The results highlighted that the implementation of awareness-raising strategies not only positively influenced teachers' attitudes towards inclusion, but also contributed to the establishment of more inclusive pedagogical practices. In addition, the research identified that the integration of inclusive culture into teaching strategies improved the relationship between teachers

and students, creating an environment conducive to collaborative learning and mutual respect. This comprehensive approach not only impacted the individual development of teachers, but also generated a positive effect on the construction of a more inclusive and equitable educational community.

In relation to specific objective two, it was possible to demonstrate that the didactic strategy of awareness does have an impact on equitable educational quality. In Saloviita's (2017) research, which focused on the implementation of inclusive educational practices to improve teaching techniques in Finnish teachers, it was observed that inclusion policies play a crucial role in shaping a more equitable educational environment. The results highlighted that the implementation of awareness-raising strategies not only positively affected teachers' attitudes towards inclusion policies, but also contributed to the adoption of specific measures to encourage participation and academic success for all students, regardless of their differences

For specific objective 3, they found that awareness through didactic strategies significantly influences the development of inclusion practices in an educational institution. The study by Štemberger & Kiswarday (2017) focused on the attitude of primary and preschool teachers towards inclusive education in Slovenia. The results indicated that the implementation of awareness strategies, as part of educational practices, had a positive impact on teachers' willingness to adopt inclusive practices in the classroom. It was observed that the most accommodating attitude of teachers towards the inclusion of children with diverse needs in the three aspects evaluated (academic, social and emotional) was related to their level of awareness and willingness to adapt their pedagogical practices. These findings underscore the importance of incorporating awareness-raising strategies into teacher training to promote inclusive practices and create more responsive and equitable educational environments.

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