Inclusive Education from Cultural Diversity and ICT

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Abstract

Students, in its different dimensions, aspects and contexts. Therefore, the objective of this present is to analyze the impact of inclusive education, from cultural diversity, the use of ICT in the students of the study of the "Teaching Professionalization" program of the National University of Education UNAE, in the context of Morona Santiago The methodology used was based on a mixed approach, which combined the quantitative with the qualitative, supported a descriptive study that contributed to the precision of the application of inclusion in the training processes; the method that was reduced was that of research - action that helped the researchers to take a greater role; The techniques that were implemented were: survey, interview, which were addressed to teachers and students. As results, it is evident that educational actors are an active part of the training processes, they feel included with the application of didactic strategies, digital tools, since these take into account their needs and cultural diversity. The conclusions show that social networks: WhatsApp, Facebook, YouTube, Messenger and the EVEA platform are spaces to promote inclusion.

Keywords: *Cultural diversity; Inclusive education; Educational strategies; Social networks; ICT.*

Introduction

Inclusive education is one that focuses on meeting the needs, capacities, and abilities of students within the framework of respect, equity, and attending to the human rights enjoyed by people, therefore, educational technology must be the pioneer in generating inclusive spaces (Diaz Quichimbo & Alulima Alulima, 2021). In this sense, this assessment has an impact on the implications of the educational needs reflected in the linguistic diversity, ethnicity, gender, age, religion, ideology, and social conditions presented by students in training.

Today, forms of exclusion still persist in educational contexts because they have different characteristics, which affect the student and promote low self-esteem and, on the other hand, negative empowerment of the learners. Therefore, the role that societies, schools and families must assume must be active in the generation and facilitation of inclusive spaces that promote quality and humanistic education.

Ensuring equal educational opportunities for all remains a global challenge, which requires concrete and precise actions. In relation to education, "Sustainable Development

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Goal 4" and the "Education 2030 Framework for Action" state that inclusion and equality are the foundations of quality education. In this context, UNESCO Action (2019) addresses different needs, capacities and idiosyncrasies and leaves behind all forms of exclusion and discrimination in educational contexts and aims to promote an inclusive education system.

Against this background, it is important to highlight the importance of the challenges that UNESCO assumes to generate equal opportunities and rights for all children in the world. In this sense, with regard to diversity, there are different ethnic groups whose traditions are maintained in all regions of Ecuador, which means that they have different cultural models and languages (Calvo, 2009). Therefore, it is important that the principles shared by the ancestors are preserved and maintained in a social context as intangible and cultural wealth.

This, translated into the educational field, implies that ancestral knowledge is promoted and fostered as a rescue of cultural identity not only by the teacher, but also by the family; In this sense, it is essential that teachers take on challenges that meet the needs of each learner; In addition, it represents an element from history for the valuation, conservation and strengthening of culture (Rosillo Solano et al. 2021). This makes it possible to promote quality and diverse education, through the implementation of values.

1.1 Inclusive education at the service of all

Echeita Sarrionandia (2017) considers that inclusive education implies articulating three dimensions for students: the first emphasizes that everyone has access to the common spaces where they are trained, the second is to live together according to the integrity of the human being, the third to obtain essential skills for the individual to achieve a full adult life. without excluding anyone, whether due to personal, group, or social situations; For this reason, it is important to emphasize the word inclusion since processes of discrimination, exclusion, and segregation are still encouraged in students throughout their academic training.

Applying inclusive principles implies respecting what is different and promoting spaces of coexistence marked by values, this understood between the sharing of diverse cultures, both national and foreign, that are nourished by the joy of exchanging ideas, knowledge, worldviews, promoting the construction of a sociocultural ecosystem, this implies promoting inclusive education. According to Clavijo Castillo and Bautista-Cerro (2020), higher education should be a benchmark for valuing, approving and recognizing differences with equity and equal opportunities, because this is the true meaning of quality education.

Mancebo and Goyeneche (2010) are critical and argue that human beings must be supportive, share cultural richness, open vulnerable families to work environments and educational systems, and ensure that children are raised in the same way, without discrimination, with all the benefits that are needed. In addition to this, the inclusion of children of other nationalities in the classroom allows social and cultural coexistence, so the curriculum must be flexible, adaptable and although it is true that it is written on paper, this means that it is not a straitjacket that a single person must protect, but all educational actors are called to take on this challenge.

Inclusive education implies that schools must be open and ready to welcome diverse students, including not only children with special educational needs, but also the diversity of cultures and traditions that students present. Teachers must promote inclusive learning, apply appropriate methods, techniques and tools to address the diversity of the classroom, which will contribute significantly to academic development. Studies by Herrera et al. (2018) state that inclusive education is presented as an opportunity to offer the same learning opportunities to learners, considering the principles of equality and equity, which contributes to the strengthening of the education system.

1.2 Cultural diversity as a challenge for inclusive education

Cultural diversity is another of the challenges present in the classroom that must be assumed by teachers and taken advantage of in the best way to achieve the exchange of experiences, debates, knowledge within the framework of respect and tolerance of diversity. According to Llevot Calvet and Bernad Cavero (2019), through their studies, they defend the need for continuous training on issues of cultural diversity, intercultural education, the effective participation of families, where theoretical and practical elements are merged in order to propose consensual proposals, relevant to the needs of educational institutions.

On the other hand, intercultural education supports the scenarios to promote inclusive education, which, according to Peinado Díaz (2021), addressing cultural diversity implies addressing it from intercultural education since it strengthens the interactive processes between the cultural groups that play a leading role in the classrooms, leaving behind exclusion and discrimination at school; This education makes it possible to respond to the conflicts generated between cultures, which in an educational environment is called multicultural education, to didactic actions that focus on attending to the cultural diversity present in contemporary society. Therefore, its challenge is to generate sensitization processes in the students of the majority group to coexist and exchange experiences with minority groups.

Taking a leading role in the classroom implies that the educational institution adequately attends to the needs of the studies, in such a way as to guarantee the achievement of the objectives and access to quality education for all. In this sense, educational demands demand investment in an education that is concerned with cultural diversity with all the opportunities, regardless of cultural, social, political and personal contexts, in such a way as to guarantee a dignified life for people. This is understood from a global perspective in which each subject has rights for their formation and integral development; therefore, this implies taking an inclusive look at education in primary and secondary classrooms (García Rodríguez, 2019).

On the other hand, in today's society it is known that children and young people imitate or identify with other cultures that do not belong to their environment, such as fashion and language, and all this causes a cultural loss in schools. Therefore, it is important to recognize that society is diverse, complex and deserves to be evaluated and encompassed by different spaces such as: school, home, society.

Therefore, everyone must understand that for an educational space to be inclusive, individuals must inherently interact and relate to their environment. Therefore, inclusive schools must be built under this line of vision: integration, interaction between peers, attending to the needs of each student, that is, enhancing the strengths of all, without labeling or excluding; On the contrary, to help children to progress, to look at them in an empathetic, understanding way, that is, at each individual as a real possibility.

1.3 ICTs as pathways to promote inclusive education

Information and Communication Technologies (ICTs) are presented as great opportunities to meet students' educational needs, as they make learning dynamic, interactive, collaborative and diverse. According to Arrieta-Casasola (2019), she considers that ICTs in an educational environment favor the progress of learning in subjects, since they contain a diversity of tools that allow them to adapt to the particularities of each student, for the development of skills, competencies, critical thinking, which leave behind the barriers of participation, accessibility and learning and promote interactive and dynamic spaces.

ICTs show great possibilities when it comes to collaborating and promoting learning in the face of educational diversity, in addition to the motivating and attractive potential of hosting content as a didactic environment, giving rise to countless opportunities for

intervention for students. In the case of students with disabilities, these are provided as a means to carry out activities according to their needs and interests and in the case of higher education, it gives the opportunity to students with disabilities to enter the world of work and generate autonomy and independence. Therefore, the challenge that the university must take on is to provide education to society with equal opportunities, eliminating discrimination, exclusion and embracing diversity with respect (Fernández Batanero, et al. 2021).

ICTs are a fundamental tool to promote inclusive education, where aspects of equality, democracy, accessibility, quality between different contexts and diversity are fostered. For this reason, it is essential that teachers develop the competencies and skills in their use, since applying techno-didactics and techno-pedagogy generates the democratization of learning and equity. These are ideal means to democratize education for subjects who present situations of vulnerability. In this sense, it is pertinent to design and evaluate policies that guarantee education for all, this requires taking on four essential challenges: adequate management, accessibility to technology, continuous preparation of teachers, and the evaluation of inclusive policies (Reyes Chávez & Prado Rodríguez, 2020).

1.4 The UNAE as a benchmark for teacher training in the territory

The National University of Education UNAE, as a public institution of Ecuador, trains teachers with a research profile, with the principle of learning by doing and through the project of "Teacher Professionalization", marks a milestone in the history of the country, by directing the training of teachers in practice in the Amazonian provinces of Ecuador with a minimum of five years of experience. who do not yet have their bachelor's degree, so they combine their study with their work and this makes them be called: teacher-students because of their particularities. Those teachers-students come from different places, situations, have different levels of competencies in the management of ICTs, their ages are between 25 and 55 years old, male and female gender and most importantly belong to different cultures among which stand out: Shuar, Achuar, Kichwa, mestizo in the context of the province of Morona Santiago.

The UNAE is an essential element for the transformation of educational processes in the Ecuadorian context since it allows the training of professionals in the educational field with excellence from the personal, cognitive, social, and affective aspects. Knowledge becomes the best mechanism to act and understand as a theoretical component of the curriculum. For this reason, it is essential in all subjects that students are confronted with situations, cases to be used and the most pertinent and appropriate models, concepts, and schemes. On the other hand, theory is conceived as an essential aspect for the understanding of the complex processes involved in the practices of which learners are part (Universidad Nacional de Educación, 2017).

This research was carried out at the UNAE of the Macas - Morona Santiago Support Center, where two bachelor's degrees are offered: Intercultural Bilingual Education and Basic Distance Education, has a total of three hundred and fourteen student teachers, eighteen teachers organized into nine authors and nine tutors. On the other hand, students in training have competencies, knowledge and qualities that make up a diversity that should be valued and taken advantage of to promote inclusive and intercultural spaces with the implementation of collaborative and dynamic processes.

The "Teaching Professionalization" program of the UNAE has a modality of distance studies, which combines face-to-face and virtual meetings, the face-to-face meetings are on weekends and between the other days of the week their training is supported in virtual environments; This marks a benchmark in the Amazonian territory, as it provides flexibility for people who for many times have been excluded from obtaining a degree in their context, either due to geographical location, internet access and communication. Academic training is supported by institutional platforms such as the Virtual Teaching-Learning Environment EVEA, SGA Academic Management System, institutional mail;

however, teachers also rely on other non-formal means to promote inclusion, communication, collaboration, accessibility and support for all students, such as Messenger, YouTube, WhatsApp, Facebook are those social networks used by the majority of teacher-students and that show ease and dynamism in their use.

These media were essential for developing students' digital skills; However, with regard to the lack of electricity and the bad weather, they were limitations at times for their academic training. Therefore, it is evident to argue that social networks and means of interaction have become a reference to include all teachers and students in the innovation and transformation of educational processes with the support of educational technology, i.e. ICTs are essential in the academic training of teacher-students since they shortened distances and allowed training in any place and space.

Methodology

The present study focuses on a mixed approach, i.e. from a quantitative and qualitative nature; In this sense, Rodríguez (2017) emphasizes that the qualitative approach focuses on measurable phenomena, puts into practice statistics and mathematics for data collection and processing. From the perspective of Schenke and Pérez (2018), they estimate that qualitative research is conceived as a way of thinking, of focusing on an object of study, in which it tries to verify the new, rather than the known, that is, it provides guidelines to understand the complex, rescue the characteristics, innovate and generate knowledge.

The type of research corresponds to descriptive since it was based on observation, the execution of techniques such as surveys, interviews with teachers, teachers-students in which the application of inclusion in educational processes was precisely identified. For Quezada Abad et al. (2018), they estimate that this type of research focuses on describing the realities of the subjects under study and involves going beyond recognizing characteristics, in other words, it encompasses a series of coordinated activities, which are aimed at specifying the problem.

Action research was used as a method since it focuses on the analysis of educational realities, through research processes and in this way improve the processes involved in education and its relationship with society. In this sense, Latorre (2005) states that this method contributes to collaborative, participatory processes for the transformation of social processes.

2.1 Sample

In this research, 280 students and 16 teachers from the National University of Education UNAE participated in its Macas - Morona Santiago Support Center, which is detailed below:

Table I. Sociodemographic characteristics of teachers

Sociodemographic variables		Frequency n=4	Percentage
Gender	Male	12	75%
	Female	4	25%
Age Range	20-30	4	25%
	40 or more	12	75%
Culture	Kichwa	4	25%
	White	4	25%
	Mixed-race	4	25%

	Shuar	4	25%

Source: Authors' own creation

A total of 16 teachers were analyzed, the most frequent gender was male (75% (n=4), and the ages ranged from 40 years or older (75% (Table I). In addition, their cultural identification makes it possible to make visible an equality between Kichwa, white, mestizo and Shuar with 25% respectively.

Table II. Sociodemographic characteristics of students

Sociodemographic variables		Frequency n=4	Percentage
Gender	Male	210	75%
	Female	70	25%
Age Range	30-40	140	50%
	40 or more	140	50%
Culture	Mixed-race	70	25%
	Shuar	140	50%
	Achuar	70	25%

Source: Authors' own creation

A total of 280 students were analyzed, the most frequent gender was male (75% (n=4), ages ranged from 30 to 40 years (50%) and the other 50% were 40 or older (Table 2). Regarding the culture to which they belong, Shuar stands out with 50%.

2.2 Instruments

A survey structured in 16 questions based on the Likert scale was applied, which was addressed to teachers and teacher-students of the Shuar, Achuar, Kichwa, and mestizo cultures; This contributed with significant results in the determination of inclusive processes. In this sense, Hernández Sampieri (2018) estimates that the survey carries out an orderly search for information, which allows an analysis to be carried out to determine a particular topic.

To complement this research and find relevant aspects, interviews were conducted with four teachers and three teacher-students, which helped in the identification and precision of the level of application of inclusion. For Conejero (2020) conceives that the interview is an interaction that takes place face-to-face, immediately, which aims to know the particularities of a specific topic, for which it can be supported by a script of the most relevant topics, the free expression of the interviewee must be guaranteed.

2.3 Procedure

We proceeded with the authorization permit to carry out this research in the Support Center, then we identified more representative categories and the design and elaboration of the research instruments. Next, the surveys were applied to the teachers-students and teachers in virtual scenarios for the month of December 2022, this information was processed through statistical programs that helped in the identification, analysis and interpretation of the results. On the other hand, surveys were applied to teachers-students and teachers for the month of January 2023, which contributed with fundamental elements to contrast and consolidate the information obtained.

Results

After applying the survey, the results show from the perspective of teachers and teacher-students that inclusive education is promoted in the "Teacher Professionalization" Project of the UNAE; While social networks are tools to support training, they are considered as those means that promote inclusive education; On the other hand, the EVEA virtual environment is also conceived as a space that facilitates inclusive spaces for educational subjects.

Figure I. Perception of educational actors
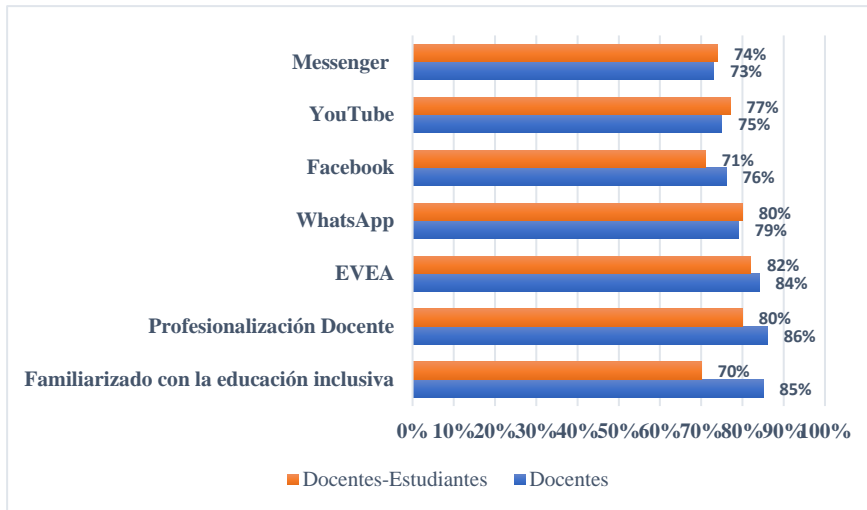
Source: Authors' own creation

These data allow us to reflect that the aforementioned project contributes to the training of in-service teachers by providing training based on inclusion, interculturality, the revaluation of knowledge, beliefs, worldview, cultural identity from the different spaces where they are located; However, it is important that spaces continue to be strengthened in order to guarantee quality and excellence in education. The EVEA is structured by autonomous learning, i.e. the student can carry out the activities in any space and at any time; Assisted learning that is carried out together with the teacher and praxis learning implies applying them in their educational environments, in the face of that it is important to take a look at both these spaces are generators of inclusive education and there are differences from the perspective of the educational actors:

Figure II. Organization of EVEA
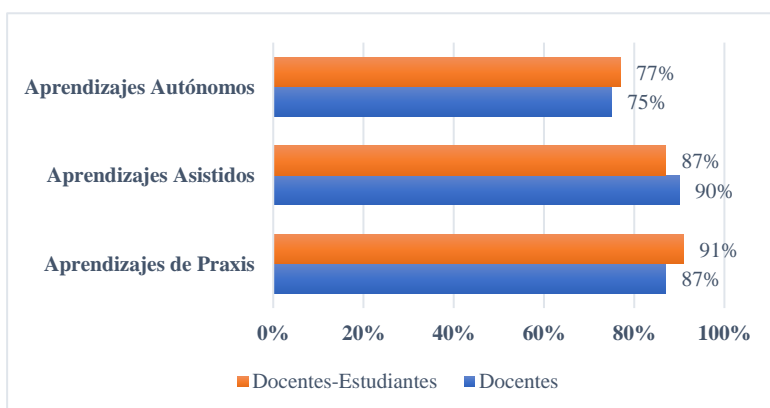
Source: Authors' own creation

The space that contains assisted learning stands out from the perspective of the teachers, on the other hand, from the appreciation of the teachers-students, the learning of praxis

stands out, this undoubtedly allows us to reflect that strategies must be diversified and innovated to promote inclusion and while autonomous learning must be potentiated with activities that allow students to contribute collaboratively, without excluding anyone. With regard to the strategies used in training to promote inclusion, the following stand out: role plays, debates, virtual forums, exhibitions, group work. Virtual forums occupy a lesser place compared to the other strategies, while role-playing, group work, and exhibitions stand out, since the actors play active roles within the work groups and in a certain way the exchange of expressions, opinions and points of view is favored.

Figure III. Strategies that promote inclusive education
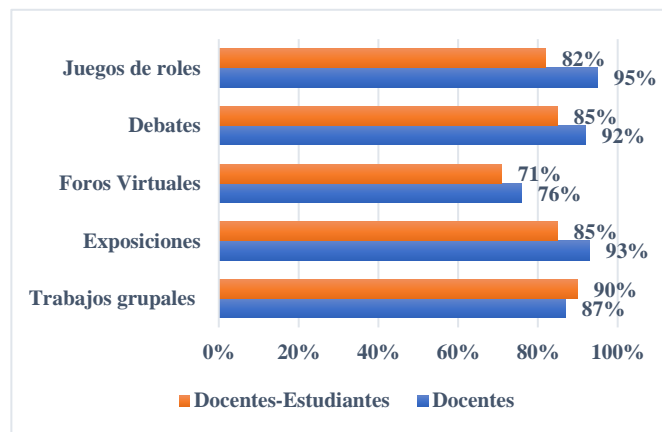
Source: Authors' own creation

With regard to the ideal scenarios to promote inclusive education, the following are contemplated: coexistence in their community, inside and outside the classroom, virtual and those that stand out correspond to those who interact with the community, in the classroom and virtual spaces; This allows us to reflect that spaces outside the classroom are not ideal for talking about intercultural, inclusive principles, since in a certain way processes of segregation, exclusion, discrimination are promoted, that is, the reflection of contemporary society with values and anti-values is evidenced.

Figure IV. Scenarios to promote inclusive education
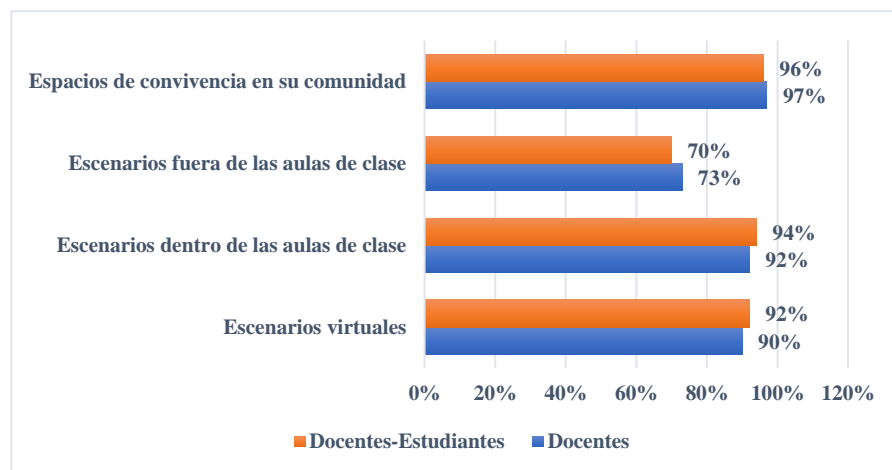
Source: Authors' own creation

ICTs through digital resources allow the participation and coexistence of the different subjects and in that way inclusion, so within teacher training, the resources that are most used are WebQuest, Wikis, Podcasts, social networks, digital narratives, which allow to attend to educational diversity, the valuation of knowledge, the dialogue of knowledge, from the rescue of customs, traditions present in each student. In this area, the use of

WebQuests stands out, which allows students to follow a didactic sequence of content with the collaboration of students in spaces of respect and tolerance.

Figure V. Digital Resources to Promote Inclusive Education
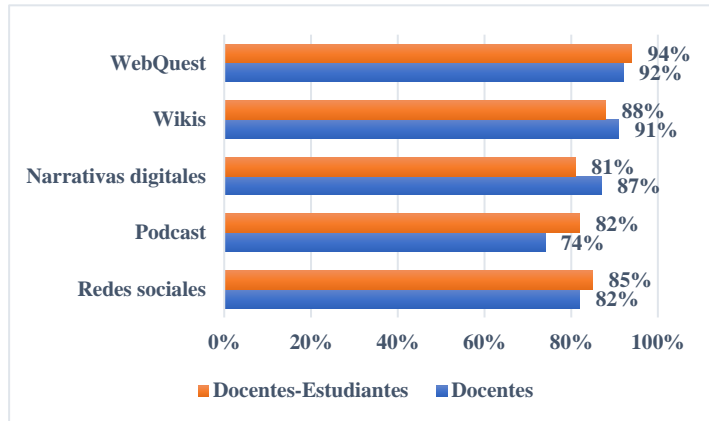
Source: Authors' own creation

With regard to the processes that are promoted and that make it possible to consolidate the cultural identity of the learners, the following stand out: recreating customs and traditions specific to each culture; counting prayers, rhythms in the mother tongue; encourage the use of culturally appropriate clothing; telling myths, stories of the community; These processes, in a certain way, contribute to the exchange of experiences, learning, and the generation of processes of respect, appreciation of each culture, that is, the promotion of interculturality and with it educational inclusion. In this sense, dialogue through the mother tongue must be more addressed, strengthened and promoted from the different cultures present in the context of Morona Santiago.

Figure VI. Processes that allow the consolidation of cultural identity
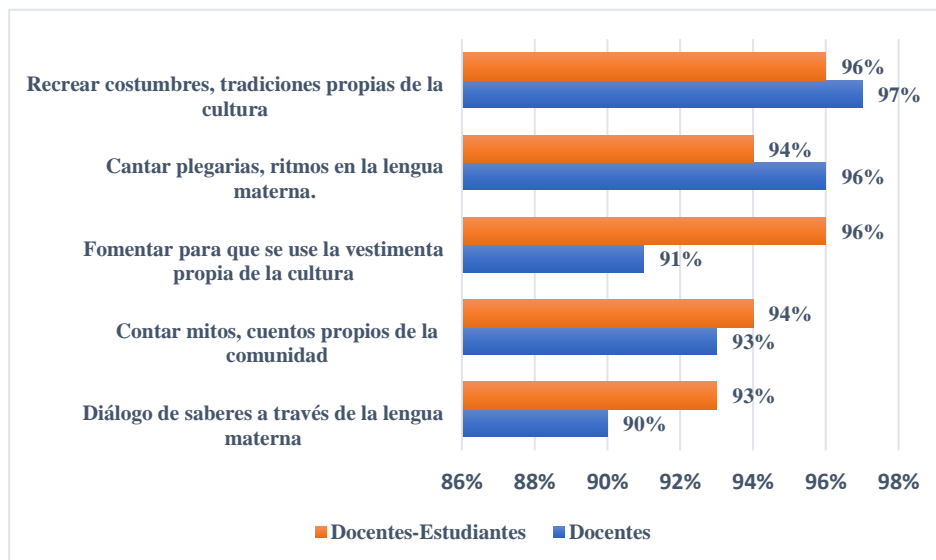
Source: Authors' own creation

The results of the interview applied to the teachers are significant, with regard to the promotion of educational inclusion, for example, it is the case of the teacher of the Kichwa nationality who believes that in the teacher professionalization program educational inclusion is promoted, from different spaces and the teacher assumes different challenges:

It has been evidenced in the classrooms to work on the inclusion of students with different abilities, this has motivated the teaching practice from another perspective. Work is being done for inclusive education, although there is still a lack of understanding at the level of the teacher-student community to understand that inclusion is not synonymous with acceptance, it is to propose differentiated activities and tasks for the diversity of the student universe. Inclusion is promoted by giving the opportunity to become a professional for free and in their own environment. (G. Aguinda, personal communication, January 14, 2023)

This allows us to maintain that the inclusion of all people is promoted within the classroom, through the various strategies, which is why within the didactic strategies that are promoted from the "Teacher Professionalization" to generate inclusive processes, the following are mentioned:

One of the strategies is to generate subjects to encourage collaborative work, supported by teachers, authors and tutors. Another strategy that is discussed is project-based learning, through the development of the Integrative Knowledge Project (Think) at the end of the cycle, which meets the needs of all children and adolescents. Without leaving aside, the constant accompaniment in a virtual and face-to-face way. (L. Quispe, personal communication, January 14, 2023)

Digital resources are not far behind to promote educational inclusion from the point of view of teachers, which is why the teacher of the Shuar culture emphasizes:

WhatsApp, technological games and Google Drive are applications that allow you to work with students in an active way, they are also the tools that allow you to plan activities and tasks of different levels of knowledge. The EVEA platform is a good tool that is friendly to inclusion, the limitation is in the access to the internet and the failure of the platform that occurs on certain occasions. (J. Guasco, personal communication, January 14, 2023)

Therefore, the challenge of the teacher is to enhance these digital resources and diversify with others to attend to the diversities of the students, in this sense, with regard to the aspects of the worldview that he considers to be worked on a lot from the "Teaching Professionalization" are:

The knowledge of our grandparents. Respect for the diversity of beliefs and principles of each person. Respect and care for the environment within each of the territories in intervention. Own techniques associated with ethnomathematics and mythology. (S. Tsentsak, personal communication, January 11, 2023)

From the point of view of the teacher-students, it is estimated that the "Teacher Professionalization" program promotes educational inclusion in its different dimensions and aspects:

Inclusive education is understanding the person who has special abilities: physical, mental, auditory, visual, among others. With the application of curricular adaptations, people with different abilities deserve the same treatment in teaching-learning. (J. Salazar, personal communication, January 11, 2023)

This allows us to reflect that students give meaning and enhancement to what inclusive education implies, supported by didactic strategies implemented by teachers, which promote the active participation of all, within the framework of values:

Establish educational strengthenings with playful materials and methodological strategies so that students can achieve their learning. To this end, it is necessary to determine how to carry out a didactic process, where curricular orientations are taken into account, developing a shared language in practice. (S. Shimpiu, personal communication, January 11, 2023)

From another perspective, it can be seen that the training provided in the aforementioned project revalues knowledge, beliefs, worldview, and cultural identity:

The UNAE has provided relevant topics on ancestral knowledge. Which were pertinent to achieve knowledge, this motivates to learn and to generate a change in training to continue encouraging the people around us. I am very convinced of my professional preparation, in addition to mentioning that a teacher must have a vocation to teach and share knowledge with students. (J. Chapaiquia, personal communication, January 11, 2023)

In this sense, the "Teacher Professionalization" Project carried out by the UNAE is a space for teacher training based on inclusive and intercultural principles, which transcends borders through the different methodologies, strategies, processes and guided through its pedagogical model that allows the student to learn by doing, work collaboratively and contribute through the benefits offered by ICTs.

Conclusions

Education today as such presents great challenges that require the participation of different social actors, which implies attending to the diversity of students that exist in the classrooms, with quality and relevance. Therefore, through the "Teacher Professionalization" program offered by the UNAE, it is evident that an education focused on meeting the needs and potentialities of students is provided, that is, inclusive education is promoted; As Clavijo Castillo and Bautista-Cerro (2020) have said, educational institutions are responsible for promoting and making the right to an education that enhances the abilities of each student a reality.

Social networks such as WhatsApp, Facebook, YouTube, Messenger and the EVEA platform of the UNAE are spaces to promote inclusion from the appreciation of teachers, teachers-students and have also played fundamental roles in the context of the pandemic. For this reason, it is essential to promote activities and strategies aimed at valuing the diversity of students in any space and at any time. Along these lines, López-Belmonte et al. (2020) estimate that social networks complement the relationships that occur between people, this because they interact under a system that contains elements for communication to be generated, so in the educational field they assume a great positive impact on the generation of significant learning. that allow them to be adapted to different resources; They feature ease of use and time savings.

ICTs play important roles in educational processes, in such a way that they contribute to the achievement of learning objectives, but above all they lend themselves to promoting the revaluation of ancestral knowledge, cultural identity, interculturality, that is, they allow inclusive processes. In this sense, it is identified that social networks, podcasts, digital narratives are conceived as means to promote inclusion from the point of view of teachers and the dialogue of knowledge through the mother tongue, the telling of myths, stories of culture are strategies that are promoted in training to consolidate cultural identity; Undoubtedly, it contributes to promoting spaces of respect for cultural diversity, which is why its importance must be valued.

From the perspective of Vértiz-Osores et al. (2019), it is estimated that ICTs have been shown to have a significant impact on education and are no exception for the training of people with special needs such as intellectual, motor, sensory difficulties; as they transform processes to be student-centered, adjusting to their needs.

The organization of learning in the EVEA: autonomous, assisted and praxis are conceived as scenarios that contain inclusive activities, that is, that tolerate and generate spaces of respect for cultures; With this comes the challenge for the teacher to make those contents transcend virtual spaces to face-to-face spaces with touches of cultural identity;

According to Vega Gea et al. (2021), ICTs foster relationships, make us inroads into society and in the educational field can improve processes or deepen them. For this reason, the teacher must assume a favorable attitude towards its use.

The spaces to promote inclusion must be with the predisposition of educational actors, with favorable attitudes, that do not discriminate, that do not exclude, in other words, these scenarios must be played out in the classrooms, in spaces of coexistence with the community; For this reason, it is understood that inclusion must be in the family, in society, in the school, that is, inside and outside the classroom. In the words of Castro Rojas et al. (2020), they argue that schools must assume the social responsibility of generating environments of coexistence, peace, tolerance, respect for what is different, that is, that injustice and discrimination between the various actors are left behind.

As strategies that help strengthen these inclusive spaces, group work and role-playing should be promoted, in which values are transversal and each member plays an active role, attached to respectful participation. From the perspective of Bonilla Serrato et al. (2019), it conceives that working as a team means that each subject fulfills an activity that has been entrusted to them due to their particularities and that will guarantee their success; However, fostering this collaborative work strategy is not an easy task.

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