

## Situational Status of the National Policy of Inclusive Education in an Educational Institution of Montería, Colombia

*Leonardo Antonio Díaz Pertúz, Romel Ramón González Díaz*  
(Universidad del Sinú, Colombia)

**Abstract:** The present study was carried out to diagnose the current situation of the implementation of the National Policy on Inclusive Education by the Secretariat of Education of the Municipality of Montería, in an Educational Institution (IE) (Secretaría de Educación de Montería, 2013), until the year 2017.

This work is circumscribed in the territory of paradigmatic complementarity, with a component of greater domain in the qualitative, relying on a flexible, open and emerging methodological design, following the precepts of hermeneutics in its eagerness to interpret the content of texts or documents that deal with the subject under study. The design of this research is documentary, transeccional, contemporary and univariable.

This analysis reflects the perception of the Directive of the Educational Institution and the Secretariat of Education of Montería; the reality of Inclusive Education in the Educational Institution of Montería, object of study; and the analysis of the researchers. This made it possible to demonstrate the situational status of the National Policy on Inclusive Education by the Municipal Education Secretariat (SEM), in the Montería IE, subject of study, based on analysis of documents, interviews and analysis of information.

**Key words:** educational policy, diagnosis, inclusive education, inclusion index, educational institutions

### 1. Introduction

“Inclusion means welcoming all, all students, all citizens, with open arms in our schools and communities” (Stainback Susan & Stainback William, 2001). Educational Inclusion corresponds to global policies of justice and social equity, established by the United Nations Organization and ratified by the Colombian government, at the 33rd UNESCO Conference in Paris in 2005 (UNESCO, 2008). The index of inclusion and/or “Index” arises from the need to look for strategies that support movements towards Inclusive Schooling (Mel Ainscow, 2001).

In the Municipality of Montería, there are currently 49 targeted Educational Institutions, within which is the Educational Institution under study, and are served by a contractor of the Municipality of Montería. Although the Ministry of National Education (MEN) has issued guidelines and norms in this regard, we intend with this study to make an analysis through the Inclusion Index applied to the E.I. of Montería object of study, to determine how the National Policy of Inclusive Education is being implemented through Decree 366 of 2009 (Díaz R. R. G., Baldovino F. H. P. & Pertúz L. D. Niveles, 2009), compiled in the Sole Regulatory Decree 1075 of 2015 of the

---

Romel Ramón González Díaz, Doctor en Educación, Universidad del Sinú, Colombia; research areas: educación, finanzas and organizaciones; E-mail: [romelgonzalez@unisinu.edu.co](mailto:romelgonzalez@unisinu.edu.co).

Leonardo Antonio Díaz Pertúz, Doctor en Ciencias de la Educación, Universidad del Sinú, Colombia; research areas: educación and organizaciones; E-mail: [leonadodiazp@unisinu.edu.co](mailto:leonadodiazp@unisinu.edu.co).

MEN, by the Municipal Secretary of Education (SEM) (Díaz & Franco, 2008).

In Colombia, the works of Díaz Orietta and Franco Fabio (2008), *Perceptions and Attitudes towards Educational Inclusion of the Teachers of Soledad, Atlántico*, and Mejía Habib and Molina Ana (2010), with an experience of action-research: *Inclusive Pedagogical Strategies for the Stimulation of the Development of Affective Competencies of Students*. And, in 2008, the MEN introduced an annex to the 34th Letter of Institutional Self-Assessment (Díaz R. R. G., Baldovino F. H. P. & Pertúz L. D., 2009), as a complement to the process of diagnosis and articulation to the process of improvement of institutional quality.

The present work is structured in an argumentative way, starting with an introductory outline, where the study objectives are formulated and established. Subsequently, a theoretical approach, that gives the proposal a scientific floor, is carried out. Then, we make an explanation of the methodological design indicating the techniques, instruments and procedures used. We continue with a presentation of data, interpretation and analysis of the results achieved in the study, and, finally, we arrive at a series of conclusions, where we express the scope obtained in the fulfillment of the proposed objectives.

## **2. Formulation of the Problem**

What is the current status of the implementation of the national policy on Inclusive Education by the Secretariat of Education of Montería in an Educational Institution?

## **3. Solution of the Problem**

The present investigation is confined to the territory of paradigmatic complementarity, with a component of greater domain in the qualitative and a complement of quantitative character. Its fundamental domain in the qualitative, is based on a flexible, open and emerging methodological design. Following the precepts of hermeneutics, the design of this research is documentary, transeccional, contemporary and univariable. This is because the research relies on documentary sources (Arboleda M. L. O. & Díaz R. R. G., 2017).

In this work, the results of the Inclusion Index of the E.I. of Montería (Secretaría de Educación de Montería, 2016), object of study, and the National Policy of Inclusive Education, detailed in the Pedagogical Guidelines for the educational attention of students with cognitive disability of the MEN (Ministerio de Educación Nacional, 2006), in order to know if they are in accordance with the Guidelines for Inclusion and in what state of relevance they are. To do this, the review and the documentary analysis will be applied as a technique, which will allow to issue an argumentative judgment of the state, identify strengths and weakness. Next, the results of the index of inclusion of each of the management areas of the educational institution of Monteria subject of study provided by the Secretariat of Education are reflected.

With respect to General Management, the processes of greatest strength are Strategic Direction, School Climate and School Governance, which indicates inclusive actions for attention to diversity that are frequently known by all members of the community. Those of priority to include in the improvement plans are related to the Strategic Management, the Institutional Culture and the Relations with the Environment.

In the area of Academic Management, the processes of greatest strength are: Academic Monitoring and Classroom Management. The priority to include in the Improvement Plans is found in Pedagogical Design and Pedagogical Practices.

In Administrative Management, the processes of greatest strength are: Support for Academic Management, Human Talent, Administration of the Physical Plant, Services and Administration of Complementary Services, which indicates inclusive actions for attention to diversity, which sometimes are known by the majority of the members of the community. The priority is related to financial support.

In Community Management, Participation and Coexistence, and Projection to the Community, are to be found with great strength; but the aspects related to the Prevention of Risks shall be found with great weakness.

The analysis of the information collected was made through a contrast between the referents of the research: Index of Inclusion of the Educational Institution of Montería, the nine (9) responsibilities of the certified territorial entities that appear in Article 3 of Decree 366 of 2009, compiled in Decree 1075 of 2015 and the Secretariat of Education of Montería (SEM), by means of the grid technique. In this analysis, the perception of the reality of Inclusive Education in the Educational Institution of Montería is reflected by the Board of Directors of the Educational Institution and the Montería Secretary of Education. object of study, and the analysis of the researchers.

#### **4. Conclusions**

The territorial entities, through their Secretariats of Education, must guarantee that in the Educational Institutions the harmonic coexistence and the participation is fostered, valuing the difference and the diversity, for which it is necessary the implementation of the policies of inclusion on the part of the territorial entities, as a guide for the EIs to achieve the ends.

In the analysis of the current situation of the Educational Institution of Montería (2013), object of study, until the year 2017, the implementation of the National Policy of Inclusive Education by the Secretariat of Education of Montería, concludes the following:

- The perception of the teaching director of the I. E. de Montería, object of study, is that Decree 366/2009 is not fulfilled in approximately 66%.
- The actions of the SEM in the I.E., object of study, are concentrated from the Coverage Area and actions from the Educational Quality Area are not reflected.
- There is no defined route on how to incorporate the improvement actions from the SEM in the I.E., in light of the National Policy on Inclusive Education.
- The Improvement Actions do not show the efficient support of the SEM in Human Resources, Teacher Training and Teaching Resources.
- Inclusive Education in the I.E. of Montería, object of study, is focused on SEN and it is unknown that there are other populations that are included in inclusion policies.
- The weakness in the pedagogical actions developed by the SEM has generated a lack in the conceptual criteria unit of the National Policies of Inclusive Education, within its Teaching Directors and its Teachers.

#### **References**

- Arboleda M. L. O. and Díaz R. R. G. (2017). "El carácter axiológico del proceso educativo en Colombia", *Centros: Revista Científica Universitaria*, Vol. 6, No. 2, pp. 1–17.
- Díaz and Franco (2008). *Percepción y Actitud de los Docentes Hacia la Inclusión Educativa en Soledad*, SUE Caribe Universidad de Cartagena.

- Díaz R. R. G., Baldovino F. H. P. and Pertúz L. D. Niveles experienciales en el desarrollo de competencias lógicas. Una perspectiva de evaluación del aprendizaje y del desempeño en la educación para adultos.
- UNESCO (2008). “La Educación Inclusiva: El Camino Hacia El Futuro”, available online at: [http://www.ibe.unesco.org/fileadmin/user\\_upload/policy\\_dialogue/48<sup>th</sup>\\_ICE/confinted\\_48\\_3spanish.pdf](http://www.ibe.unesco.org/fileadmin/user_upload/policy_dialogue/48<sup>th</sup>_ICE/confinted_48_3spanish.pdf).
- Mejía and Molina (2010). *Estrategias pedagógicas inclusivas para la estimulación del desarrollo de las competencias afectivas de los estudiantes “una experiencia de investigación acción”*, SUE Caribe Universidad de Córdoba.
- Mel Ainscow (2001). *Desarrollo de Escuelas Inclusivas: Ideas, propuestas y experiencias para mejorar las instituciones escolares*, Editorial Narcea S.A. Capítulo 7, pp. 201–202.
- Ministerio de Educación Nacional (2006). *Orientaciones pedagógicas para la atención educativa de estudiantes con discapacidad cognitiva*, Santa Fé de Bogotá.
- Díaz R. R. G., Baldovino F. H. P. and Pertúz L. D. Niveles (2009). *Decreto 366*, Santa Fe de Bogotá.
- Secretaría de Educación de Montería (2013). *Resultados de la Fundación Saldarriaga Concha con respecto al índice de inclusión de la institución educativa de Montería objeto de estudio*, Montería.
- Secretaría de Educación de Montería (2016). *Informe de ejecución del convenio para la atención de la Educación Inclusiva del Municipio de Montería*, Montería.
- Stainback Susan and Stainback William (2001). *Aulas Inclusivas: Un Nuevo Modo de Enfocar y Vivir el Currículo* (2nd ed.), pp. 84–91.