
The reality of inclusive education in Peru and the challenges from virtuality

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Abstract: The objective of this article is to systematize the theoretical elements related to virtuality in the educational activities carried out by students in the inclusive educational system of Peru, in the 2020-2021 school year. The research is documentary, through the method of content analysis, that is; the investigation of reliable bibliographic sources in recognized bases. It was concluded that inclusive education is the responsibility of the entire Peruvian society, it is time to generate government policies, regional authorities, teachers and students, since it is a fundamental right.

Keywords: Inclusive education; teaching-learning; educational activities; Virtuality.

Abstract: The objective of the present article is to systematize the theoretical elements once the virtuality in the educational activities that was related to the students in the inclusive educational system of the Peru in the school year, 2020-2021. Investigation is documentary, intervening the method of the analysis of contents, that is; The investigation of bibliographic truthful sources in recognized bases. It was concluded that the inclusive education is competition of all the Peruvian society, moment becomes of generating in the governmental policies, regional authorities, teachers and students, granted that it is an organic law.

Keywords: Inclusive education; Teaching learning; Educational activities; Virtuality.

Introduction

Assuming that inclusive education is the modality considered more equitable, it is so the different countries must guarantee the possibility of universality and not exclusion from the right of all its citizens to education. On

Consequently, it is considered that the right to education should be considered as the right to an inclusive education, guaranteeing equal opportunities, facilitating educational improvements and adequate support tools, so that All students can receive a quality education, without any type of discrimination by the States (Huillcahuari, et al., 2020).

According to Huillcahuari, et al (2020), it is necessary to claim the need for guarantee equal access to students at all levels of the system education, including university education, and facilitate the proper development of principles of accessibility, in its different scenarios and of universal design for the teaching-learning process, without failing to adequately take into account the specific accompaniment that certain students require and the adjustments reasonable to the differentiated cases that may be required.

In this regard, the educational systems of many countries have identified deficiencies in approaching the virtuality of education, it is a reality that when students students enter the different platforms designed for this process, they evidence that a large majority of students fail to establish connectivity necessary to participate in the virtuality of their classes, the dynamics in these environments virtual learning is complicated for many of them, they do not have in their cores relatives adequate accompaniment, individualized communication is not common in virtuality, among other factors. These situations end up being elements that promote the exclusion of students in the virtuality of the studies assumed by many States (Rodríguez, 2019).

In Peru, inclusive education is perceived as an equitable modality, a situation that obliges the State to guarantee universality and to avoid the exclusion of this right that belongs to all its citizens.

For Tuesta et al. (2021), the right to education should be perceived as the right to an inclusive education, which guarantees equal academic opportunities to its citizens. Consequently, Peru must provide educational improvements and facilitate necessary cooperation tools, so that the majority of students can receive training characterized by quality, free from discrimination.

Therefore, it is necessary to claim the need to guarantee people equality in access at all educational stages and allow the development of the accessibility, in different dimensions and contemplated in the universal design accepted from instruction and learning, properly taking into account the necessary accompaniments that certain students require and as well as the adaptations reasonable costs that these students may need (Tuesta et al., 2021).

It is through teaching-learning that it is shown in what is the responsibility of political agents; these must establish the scenarios that adequately regulate and logical structures to make inclusive education more effective. In this order of ideas, the actors of the system are being involved education so that it also complies with this order, in the context of inclusion in the classrooms. It is recognized that educational authorities and institutions must understand that each individual is unique and that education needs forms of learning and teaching, in addition to evaluating, it is important to design diversified and varied teaching strategies, in relation to the educational needs of students (Tuesta et al., 2021).

On the other hand, in the educational system of Peru, it is necessary for the teacher to possess the Necessary skills to skillfully deal with the digital educational proposal "I learn at home", hence it was important for teachers to have skills to mitigate the effects caused by the COVID-19 pandemic, especially all because he had to understand the proper and strategic use of environments Virtual Learning Systems (EVA), identifying their role and the types of actors that intervene.

In this context, inclusion is perceived as a permanent revision of ways efficient ways of responding to cultural, social, and educational diversity in the face of COVID-19. According to Marchesi et al. (2019), inclusive education opposes currently facing great and new challenges in the midst of an educational and health crisis global level.

In education, inclusion requires the identification and elimination of cracks social and educational, which prevent the effective exercise of fundamental rights related to all citizens, particularly, to an inclusive education.

In Latin America, the Peruvian State is presented as the first country by decree in establishing the mandatory social distancing of its citizens in Date March 16, 2020, the first case of COVID-19 is presented. It is a reality that this measure of social isolation, specifically in education, impacted at 9.9 million students in Peru, which in one way or another contributes even more to the increase in social exclusion, initially activities (classes) in education regular basic, technical and university was delayed and attendance in the suspended educational institutions. The Peruvian State was one in giving answers effective rapid prevention measures in the face of the pandemic situation caused by COVID 19, as it could be observed, were not enough to be decisive and effective, the action of the Peruvian government was overwhelmed by the health situation of its citizens (Economic Commission for Latin America, ECLAC, 2018).

ECLAC, in its approach to sustainable development towards equity and inclusion of citizens to education in Latin America, maintains that the growth of poverty is a reminder of the immense inequalities that affect this entire part From the american continent. In the context of the years 2002 and 2017, it was shown that the 45% of citizens with incomes below the poverty line have decreased to 30% (ECLAC, 2018). Furthermore, it clearly demonstrates that it is one of the barriers for a significant part of the population, which directly affects their chances of achieving a basic minimum of quality of life, well-being and guarantee better conditions for good living and development of better education inclusive and equitable quality.

The essential purpose of this article is to systematize some elements theoretical-methodological related to inclusive education in Peru and the challenges that it must face from virtuality in the scenario generated by the pandemic of COVID-19, as a challenge for the inclusive education of the Peruvian State, Assuming that education is a universal human right that includes all that are protected under that right, does not foresee any discrimination, because inequity is defended and fairer, equal and more equitable societies are projected. democratic (Rodríguez, 2019).

For this reason, virtuality allows the experience and exposure to the elements is done differently from the theoretical one that can be done in a class, allowing the inclusion of students traditionally excluded from the physical classroom. environments

Virtual classrooms provide the possibility of adapting educational activities, facilitating that all students who can access the designed space and perform the same activity, also share the same space with other students. This can only be given adequate knowledge of the students, the teacher on the platform and can carry out a unique academic program, an adaptation of the contents and methodological for all students (Rodríguez, 2019).

Rodríguez (2019) refers that this is possible thanks to the versatility of a space that supports connection to Internet content and the use of images and sounds to support the teacher's planning. It is known that consequently students with disabilities can use materials and formats that are most suitable for their learning. It is necessary for the teacher to make possible a explanation of a subject, which may consist, in addition to the explanation of its explanation, when visiting a monument, museum, culture, place or object on the web, in listen to an explanatory audio and in the exploration of those Internet spaces that could be relevant.

In this way, virtual worlds allow all students to perform the same activities and share the same virtual educational space (Rodríguez, 2019). Thus improving participation and cooperation among students, which benefits all students and especially those who usually do not participate. Virtual environments are very useful to foster collaboration and teamwork, allowing more than two users to be connected and interact at the same time, even though teachers and students are in different physical places (Rodríguez, 2019). Using virtuality, students who traditionally isolated in the physical world can perform work as a team, cooperating to achieve common goals and, also, as a method of learning, learning to collaborate.

It is sought that the use of virtual environments to carry out educational activities allows the creation of a network of citizens in which the roles are modified

traditionally assigned to the teacher and students. It is necessary to transform the scenario of the class and its organization supposes to avoid the exclusion that takes place in the traditional classroom, limited by the interactions based on the processes of hierarchical socialization (Cabero and Córdoba. 2019).

Virtuality offers the possibility of making the traditional structure of the class more flexible composed of the teacher and students, also allows family members to provide support to students, this accompaniment can be carried out during the educational activities. In addition, the family representative can help the student in their physical environment (Home), as well as in the virtual environment or from both areas, facilitating and making flexible a fundamental resource for the development of the inclusive school. Thus, the creation of virtual networks in which students collaborate and help each other, family and teachers makes it possible to combine, in a virtual space, the needs of the student and the educational praxis that must necessarily be executed by the teacher.

Based on this budget, it is necessary to highlight that the evaluation of the processes training with the use of virtual learning environments on stage inclusive education of the Peruvian State has the purpose of offering students the fair information with the interest of promoting adequate conditions to transfer the responsibility in their teaching-learning process. Therefore, in time of pandemic, educational technological tools limit, in some cases, it is important to establish relationships and shared teaching-learning situations, of a collaborative or cooperative nature with other members, which enrich the cognitive experience and that are innate in face-to-face education.

The evaluation process that is related to the management of technologies is not considers, necessarily how to transfer the evaluation models of the attendance to virtual environments. The most interesting thing is that the teacher adjusts his teaching-learning plan. Based on this vision, evaluation as a process is carried out at different stages of the educational process and on various elements and situations. Of this, one of the conditions to carry out the evaluation would be the related to the decisions that are made around its planning, implementation and interpretation of results and continuous improvement processes. This will allow and

will contribute to presenting assessments about the actions perceived in a way Accurate and critically argued.

Given the above, it is necessary to focus on the training of teachers in all stages of the educational system, to promote skills, appropriation and values necessary for good practice in inclusive educational environments in the Peruvian state.

Developing

Peru has the General Education Law (Promoted by the Congress of the Republic of Peru, 2018), modified in June of the same year, incorporates the articles 19-A and 62-A, in order to effectively guarantee the inclusive approach in education, at all levels of the educational system, and incorporate the psychology professionals in the educational community. Said law states that the State guarantees the creation and implementation of educational support services for care in inclusive education, promoting awareness actions, training and accompaniment to the educational community related to attention to diversity, without detriment to specialized human resources for educational care inclusive. Inclusive education does not produce new costs for students with special educational needs, in application of the right to non-discrimination and equal educational opportunities throughout the country.

In the regulatory framework imposed by inclusion policies in the States, they are not new, These policies have been worked on for a long time, however, much remains to be done. move forward and that is taken into account as fundamental for educational policy, in the context of the crisis caused by COVID-19. It is important to improve in all parties and raise awareness of the expectations and needs in the country, but, it should be noted that it is not something new, many educational institutions have in their actions inclusion, have made enormous efforts to become more inclusive institutions (Cueto et al., 2018).

In this way, inclusive education becomes substantial in this reality that is lives in the Peruvian State, so its relevance is a fundamental issue. Currently, a reality of topics is presented in various approaches, with the

treatment and what should be considered to promote those ideas as a challenge for educational inclusion in the country.

Education is generally perceived by many citizens as one of the major investments they make, now that view has changed a bit against COVID-19, this situation is generated by the prolonged closures of the educational institutions, given that there is evidence of an increase in the levels of desertion of many students of different educational levels. These situations make a holistic approach assessment of compensation that could generally be going to school is a challenge.

Students are fundamentally the source of inequalities in outcomes schools, if educational institutions remain closed for a long time time could cause problems of a social and health nature that, as a consequence, are harmful to students who live in places of extreme or moderate poverty and it is reasonable to think that this aggravates the inequalities that are already present. These students who are in poverty, educational institutions do not represent a place for their training they perceive it as a place where they can eat in a free and healthy

Inclusive education involves analyzing the social, geographical, sexual preferences, understanding of deficiencies, union of ethnic groups, understanding of cultures, knowledge of races, appreciation of cognitive differences present in most students. The objective of this article was study the realities of virtuality in the educational activities carried out by the students in the inclusive educational system of Peru, in the 2020-2021 school year.

According to Marchesi et al. (2019), five essential dimensions are presented for advancing inclusive education in South America. They are: 1. Social policies reasonable, 2. Equity of children's education, 3. Strengthening of the teacher in their profession, 4. The value that culture assumes and finally 5. The changes in the social and educational attitudes of citizens. View inclusion as a process of quality requires not only reviewing the present context in relation to the pandemic by COVID-19, it is necessary to assume a social, educational, political transformation characterized by an emancipatory, critical, reflective thought and imprinting a

greater effort, of a permanent nature aimed at growth, that promotes the inclusion in the scenario of the present pandemic, for this reason it is important to assume decisions from politics and in relation to the social that facilitate these priorities, despite the resistance presented by the current governments.

For Cabero and Córdoba (2019), if virtuality is evaluated in their intervention in the inclusive education it fulfills a double function: it is a way to develop the teaching-learning process and, at the same time, it is a factor that facilitates learning from it, when relating to technological tools and virtual education. They facilitate the students the academic preparation in the communication society and the knowledge, a society where individuals collaborate in different ways: interactive, non-face-to-face and with various connections.

Therefore, education through the use of virtual spaces allows students to students with problems related to disability achieve their professional inclusion in a world of work dominated by information technology and the use of social networks, It is essential to have skills in the use of virtual environments and as well as have skills that allow designing virtual elements in these spaces (Cabero and Córdoba, 2019).

The possibility of having access for individuals with disabilities in the society of the knowledge is key to their integration, development and participation as people active in society and given that it is reasonable to think that they have the same rights than any other person, otherwise this situation, citizens with diversity functional would end up constituting what we define as technological illiterate (Cabero and Cordoba, 2019).

Cabero and Córdoba (2019) highlight the technological barrier in citizens with disability as a paradoxical situation given that technology should facilitate the access to information and knowledge, however, the development itself technology in equipment with greater audiovisual use makes it difficult for certain people with motor, hearing or visual disabilities can use technology in a appropriate. As a consequence, of the technological adaptation for citizens with disability must permanently adapt to innovation and the development of technology, causing the permanent or temporary technological exclusion of those

individuals who are not included in the majority group for which this was perceived technology.

A reality of how technology can include and, at the same time, exclude individuals with disabilities is found in the technological development itself. Through a qualitative research developed by Carr (2020) several users of the platform with hearing impairment pointed out how the implementation of the communication through audio instead of written communication had caused discrimination against them, transforming their previous inclusion in this group into exclusion from social activities to lived and often experimental in the real world.

This reality originated virtual manifestations that were confronted by the protests of people with motor disabilities since they affected their ability or typing skills and saw in auditory communication a more expeditious way of necessary communication that allowed them not to feel discriminated against (Boellstorff, 2018). This situation projects the ability of the interface to become a exclusionary element for many students with a certain disability.

For this reason, virtuality is offered as an experience that is assumed through the screen and the horns of the computer, which represents a real obstacle for the participants with a type of hearing and visual disability. Also, control of this is done by means of the mouse and the keyboard, which represents an obstacle for the students with motor deficiencies related to the coordination of the hands and eyes. Each student with a disability has particular conditions of access to the virtual mute and some, with severe conditions, related to capabilities visual and motor skills, it is more difficult for them to use the resources virtual (Boellstorff, 2018).

Given these conditions, it is necessary, not to say important, to carry out inclusive educational settings that use virtual environments with knowledge and mastery on these technological tools and to develop their own adaptations for each participant.

On the other hand, the process of exclusion separates people, reducing their participation in educational tasks and producing an unequal distribution of opportunities.

Based on this, virtual education is an educational strategy that, in different occasions, it is necessary not to resort to it if its use does not benefit all students.

The use of virtuality to develop educational tasks facilitates production of a network of citizens in which roles traditionally assigned are exchanged the teacher and the students. The use of virtual classrooms and their transformation into a context designed and adapted for all students who can enter the platform facilitates a variety of activities among all students. Change the context of the class and its structure means rejecting the exclusion that occurs in the classroom and in traditional institutions, which minimize interactions based on the hierarchical processes given in human relations.

The teacher must allow the activities that the students have to carry out, but the participation in virtual environments implies that they can modify and adapt the activities to be carried out and how to carry them out. In this way, the teacher can assume a role only of counselor, facilitating the role of protagonist to the students asset of the teaching-learning process.

Currently there is information, resources, tools and possibilities that transform the teaching-learning process in such a way that each time it needs less than one teacher and more than one group of individuals, with the ease of making a adequate selection of resources and the development of one's own skills and methods. The reality of being able to make the traditional structure of the class more flexible, constituted by the teacher and the students facilitates the collaboration received by the participants with any disability, can be carried out during the tasks educational without the presence of the facilitator generating an element that identifies or point to the student with a disability (Cabero and Córdoba, 2019).

On the other hand, the facilitators can accompany the student in his real context, the virtual or from both scenarios, facilitating and making more flexible a necessary resource for the implementation of inclusive education. Therefore, use virtual groups in which students, family members and teachers allows them to unite, in a virtual space, the demands of the student, know about its characteristics and the experience of the experts (Alfageme, 2019).

It allows maximizing existing human resources, helps all people involved in the teaching-learning process can be integrated into it without need to be present in the school institution.

In Peru, despite all the progress that has been made in terms of a better possibility of access to the Internet, even the technological barrier that affects students low-income, indigenous and living in rural areas make up a element of exclusion in what is currently known as society of the knowledge. Certain States are implementing significant resources to comprehensive a large number of schools to ict, we can mention Chile, with the project known as Links, also known as Connect Equal Opportunities programs. Argentina, Venezuela with the project called Canaima and finally the project Ceibal de Uruguay, all of them share in common the fact of the endowment of a laptop computer by students, involving education students primary, secondary and university (Alfageme, 2019).

For the Peruvian government to reduce the technological crack of the new generations and improve the disadvantaged reality of citizens who do not have the facility to manage Information and Communication Technologies in their homes, request democratize the entrance to these from the spaces of educational institutions. To give continuity to this effort, it is important to comply with a set of measures, increase the provision of technological tools and internet connection, try to that each student works on a computer; comprehensive in the curriculum skills related to digital training and the use of technological tools for the teaching-learning process.

The foregoing depends on the pedagogical mediation of teachers and decrease, as well as having the availability of computing resources, and preparing teachers, but also to design teaching materials that can be linked to the use of technologies in teaching-learning processes.

A solution to variety requires having technological tools in different languages and that are necessary for various cultures, as well as different equipment to have access for students with certain disabilities to Information Technologies Information and Communication.

Public spending on education has increased for the years 2020 and 2021, despite the fact that there is an economic crisis generated by COVID-19; Despite this reality, the cost per student is low at all levels of the education system, especially in early childhood education. Closing existing cracks increases necessarily public and private investment in the education system and, in general, real social policies, which estimate the cost of including all the students who are currently excluded for various reasons, developing or establishing social agreements or tax agreements and increasing taxes, which in itself is a reality that Peru is low. It is also necessary to evaluate at present the levels of investment that is being made at the different educational levels in order to direct greater economic resources in inclusive education (Cueto et al., 2018).

Conclusions

A critical problem in Peru is the scarce and scattered information that could facilitate the identification of population groups in conditions of greater exclusion and social inequality, which allows relating data to know the number of students who they have multiple factors that lead to their vulnerability. The dispersion by areas of residences, sex and socioeconomic group is more common than is thought, not However, fundamental shortcomings prevail in relation to the indigenous sector, the students with certain disabilities, HIV/AIDS patients or students who they work, among others.

Peru must necessarily have comprehensive information media that integrate the statistical data dispersed by exclusion factors and present in what extent, the needs of marginalized citizens are being addressed, with the purpose of assuming priorities, establishing policies, directing resources sufficient and make a process of social control of the priorities, advances and threats. It is important to establish the percentage of students from indigenous peoples that they are really receiving a quality education contemplated in the constitution, collecting data in relation to the existence of a curriculum intercultural, containing teaching materials in the native language of each people,

and know how many teachers speak the same language as the indigenous people who are going to to form.

It is necessary that the technology for virtuality in inclusive education be a element that consolidates inclusion in the Peruvian State, it is important to use form and appropriately, given that if it is used in another way it can be transformed factors with improper or harmful effects. If the barriers are not taken into account faced by certain students who have disabilities to use educational environments virtual learning (EVA).

For the educational authorities of Peru it should be a topic of discussion what kind of hardware and software, are necessary for its use and adaptation in education inclusive, it is important to be included by teachers at the time of conceive and shape the educational tasks to prevent the exclusion that the obstacles architectural and physical generate in certain students who present some disability in the real context. It is necessary that the adaptation of the institutions education, seen as a requirement for students to achieve integration into the educational community to which they belong, the ability to work in a setting virtual, control over space and what happens in its environment, is a situation mandatory for you to get a true virtualized experience from a inclusive education.

Finally, the inclusion of education is the responsibility of society in Peru, In this current context, it is time to produce more commitments from political government, local authorities, teachers and civil organizations that promote the implementation of a national education program for the next years, with the sole purpose of promoting an education characterized by inclusion and equality in opportunities that generates socio-emotional well-being in relation to a better quality of life for all Peruvian citizens. A country with has a high level of innovation, with individuals who generate projects socio-productive sustainable over time. It must always be borne in mind that the inclusive education will always be a fundamental right throughout life.

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