


Symphonies of inclusion for meaningful learning in non-conventional Latin American contexts*

Sinfonías de inclusión para los aprendizajes significativos en espacios no convencionales latinoamericanos

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Abstract

This article aims to highlight inclusive teaching practices that transform teaching-learning processes in unconventional Latin American contexts, based on experiences developed at the Pasos de Inclusion Foundation in the Dominican Republic and at La Esperanza Departmental Educational Institution in Colombia. The relevance of this study lies in its contribution to the construction of alternative educational scenarios that promote participation and meaningful learning for children and young people in situations of social, cultural, or educational vulnerability. Methodologically, a qualitative approach with a multiple case study design was adopted, based on participant observation, semi-structured interviews, and documentary analysis. Playful, artistic, and sensory strategies were implemented, enabling the creation of enriched learning environments focused on respect for diversity, inclusion, and educational equity. The results show that the implementation

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of active methodologies in unconventional spaces—such as parks, cafes, gardens, and open classrooms—fosters the development of socio-emotional, communicative, and cognitive skills, while enhancing self-esteem, a sense of belonging, and the construction of citizenship among participants. It is concluded that educational inclusion in these settings requires an ethical, creative, and innovative commitment from teachers, as well as the articulation of community networks that support sustainability and social transformation through education. This proposal invites us to rethink the traditional school model and to open new horizons to guarantee the right to meaningful, inclusive, and high-quality education.

Keywords:

inclusion, education in unconventional contexts, special educational needs, meaningful learning, rurality.

Resumen

Este artículo tiene como objetivo visibilizar prácticas pedagógicas inclusivas que transforman los procesos de enseñanza-aprendizaje en contextos no convencionales en Latinoamérica, a partir de experiencias desarrolladas en la Fundación Pasos de Inclusión, en República Dominicana, y en la Institución Educativa Departamental La Esperanza, en Colombia. La relevancia de este estudio radica en su aporte a la construcción de escenarios educativos alternativos que favorecen la participación y el aprendizaje significativo de niños, niñas y jóvenes en situación de vulnerabilidad social, cultural o educativa. Metodológicamente, se adoptó un enfoque cualitativo con diseño de estudio de caso múltiple, basado en la observación de los participantes, entrevistas semiestructuradas y análisis documental. Se aplicaron estrategias lúdicas, artísticas y sensoriales que permitieron la creación de espacios de aprendizaje enriquecidos, centrados en el respeto por la diversidad, la inclusión y la equidad educativa. Los resultados evidencian que la implementación de metodologías activas en espacios no convencionales —como parques, cafeterías, jardines y aulas abiertas— benefician el desarrollo de competencias socioemocionales, comunicativas y cognitivas, potenciando la autoestima, el sentido de pertenencia y la construcción de ciudadanía en los participantes. Se concluye que la inclusión educativa en estos escenarios requiere un compromiso ético, creativo e innovador de los docentes, así como la articulación de redes comunitarias que posibiliten la sostenibilidad y la transformación social a través de la educación. Esta propuesta invita a repensar la escuela tradicional y a abrir nuevos horizontes para garantizar el derecho a una educación significativa, inclusiva y de calidad.

Palabras clave:

inclusión, educación en contextos no convencionales, necesidades educativas especiales, aprendizaje significativo, ruralidad.

Introduction

Symphonies, with their harmonious chords and distinctive musicality, have a profound impact on children’s cognitive and emotional development, strengthening motor coordination and a wide range of social skills. Their structure, organized into several movements with different characters and tempos—some fast and energetic, others slow and melodic—offers contrasts that maintain attention and promote a comprehensive experience.

A similar dynamic occurs in education. The educational process can be understood as a composition structured into different “pedagogical movements,” each with its own intentions, rhythms, and dynamics. In this sense, particular emphasis is placed on learning as the core element that shapes education as an intentional construction—one that transcends the mere transmission of content and is projected as a meaningful and comprehensive experience.

Through the inclusive educational experiences developed at the Pasos de Inclusion Foundation in Samana (Dominican Republic) and at La Esperanza Departmental Educational Institution in Villavicencio (Colombia), pedagogical practices emerge that articulate active participation, recognition of diversity, and the use of unconventional spaces as legitimate learning environments. In these contexts, diversity becomes a pedagogical

resource; students assume a leading role in the construction of knowledge; and the educational process is transformed into a collaborative dynamic that strengthens cognitive, social, and emotional skills.

Inclusion thus ceases to be a merely normative statement and takes shape in practices that reorganize educational dynamics, allowing education to be understood as a collective endeavor in which each individual contributes their uniqueness, shaping it into a truly aesthetic and human experience.

Thus, the structure of education can be compared to a well-composed symphony, in which movements and tempo represent children with special educational needs, disabilities, and diverse vulnerabilities. Each of these children, with their own pace and learning style, has the right to an education that allows them to progress in their own way. Inclusive education adapts to their individual needs by providing the tools and support necessary for their development. In this sense, just as each instrument in a symphony is essential to achieving harmony, each child—with or without a disability—contributes to the richness of the classroom. The following experiences illustrate how the music of inclusion is expressed in real learning scenarios.

Figure 1

Symphonies of inclusion: “Learning is not only in the classroom, but in everything that surrounds it.”



Source: own elaboration. Pasos de Inclusion Foundation, Samana, Dominican Republic (2024).

In Latin America, interest in inclusive education has grown in recent years, leading to both advances and ongoing challenges that are relevant not only for the present, but also for the future of children. Countries such as Brazil, Argentina, and Mexico have made significant progress in implementing educational policies aimed at including students with disabilities in regular schools. In Brazil, regulatory frameworks such as the *National Policy on Special Education from the Perspective of Inclusive Education* (Brazil, 2008) establish guidelines to ensure the participation of these students in the general education system. Argentina, through the *National Education Law* (Argentine Republic, 2006), and Mexico, through the *General Law for the Inclusion of Persons with Disabilities* (Mexico, 2024), also promote access to and retention of students with disabilities in mainstream educational settings.

Likewise, the United Nations Educational, Scientific and Cultural Organization (UNESCO) reports that, at the regional level, most students with disabilities attend regular schools, reflecting significant progress in the consolidation of more inclusive education systems, although gaps between countries and educational institutions persist (UNESCO, 2024). These initiatives aim to improve access and participation for all students within the education system. In addition, Latin American countries are aligning with international frameworks, such as those established by UNESCO and the United Nations Convention on the Rights of Persons with Disabilities (CRPD), to ensure inclusive and equitable education.

However, despite these advances, significant challenges remain. The effective implementation of inclusive policies continues to face obstacles related to school infrastructure, teacher training, and persistent negative attitudes toward inclusion. The lack of adequate resources and specialized training for educators, together with enduring stigma and cultural barriers, continues to hinder the full integration of students with disabilities into the educational environment. As the region moves forward, addressing these challenges will be essential to ensure that educational inclusion becomes a reality for all students.

In Latin America, particularly in countries such as Chile, Colombia, and Peru, UNESCO's United Nations Educational, Scientific and Cultural Organization (2024) indicates that a significant proportion of students with disabilities attend regular schools, reflecting a shift toward greater educational inclusion. However, these improvements are uneven across countries and educational institutions, and less than half of regular schools actually enroll students with disabilities. Although this increase represents a positive step toward equal opportunities in education, inclusion in the region continues to face major challenges, which vary significantly across different contexts and regions.

Figure 2

"Respect me in my differences. For a break without barriers."



Source: own elaboration. La Esperanza Departmental Educational Institution, Villavicencio, Colombia (2024).

Educational inclusion in Latin America presents notable regional disparities, particularly in the implementation and effectiveness of inclusive policies between urban and rural areas, which can result in unequal access to

quality education for all students. While large cities often offer better resources and opportunities for inclusion, rural areas tend to face greater difficulties due to limited infrastructure and services.

As mentioned, despite progress, considerable challenges remain in the region. Many schools still lack the infrastructure and resources necessary to effectively support students with disabilities. In addition, insufficient teacher training in inclusive strategies continues to be a significant barrier. Negative attitudes and persistent stigmas toward the inclusion of students with disabilities can also undermine the effectiveness of inclusive policies, underscoring the need for ongoing efforts to strengthen teacher training and promote a broader culture of inclusion.

Across Latin America, various initiatives and noteworthy projects have been implemented to improve educational inclusion. Many countries have established training programs for teachers and educational staff, aimed at equipping them with strategies and tools to foster inclusive classroom environments. Furthermore, international organizations such as the United Nations Children's Fund (UNICEF) and UNESCO have supported numerous projects in the region, providing resources and technical assistance to strengthen inclusive education and ensure that more students with disabilities have access to quality education.

Statistically, data from United Nations Educational, Scientific and Cultural Organization (2024) indicate that in Latin America, inclusion at higher levels of education—such as secondary and tertiary education—remains a significant challenge. Studies show that, in inclusive environments and with adequate support, students with disabilities can achieve academic outcomes comparable to those of their peers without disabilities.

For up-to-date data on educational inclusion, it is recommended to consult official reports such as UNESCO's *Regional Report on Inclusive Education* (SIRIED) and the *Global Education Monitoring Report*, which analyze enrollment trends, barriers, and progress in the region. Similarly, the World Bank publishes documents such as *Disability Inclusion in Latin America and the Caribbean*, which present comparative indicators on education and disability. At the national level, ministries of education—such as the Chilean Ministry of Education (MINEDUC), the Colombian Ministry of National Education (MEN), and the Peruvian Ministry of Education (MINEDU)—provide official enrollment statistics and policy reports on students with disabilities. These sources offer a more detailed and up-to-date picture on inclusive progress in each country.

In recent decades, educational inclusion has become a fundamental component of Colombia's national policy, with a primary focus on ensuring access to education, retention within institutions, participation, and learning for all students, including those with disabilities, special educational needs, and those in vulnerable situations. To achieve these objectives, various strategies and programs have been implemented to improve educational coverage and increase the enrollment of students with special needs. These efforts reflect the commitment of Colombia's Ministry of Education to provide equitable, high-quality education for all, in line with the National Education Development Plan 2024-2028.

Similarly, educational institutions in Colombia have sought to adapt their diversity programs to ensure not only coverage, but also that all students have access to an adequate education. These initiatives include curricular adaptations, specialized pedagogical support, the incorporation of technological resources, and psychosocial support. In addition, Comprehensive Care Centers (CAI) play a key role in providing assessment, guidance, and training services for teachers and families, thereby improving support for students with disabilities and special educational needs.

Despite these advances, Colombia continues to face significant challenges in the implementation of inclusive education in public institutions. These include insufficient infrastructure, a shortage of trained personnel, and persistent socioeconomic and geographic barriers, particularly in rural and marginalized areas. To address these obstacles, it is essential to strengthen teacher training programs in inclusion and ensure equitable access to educational resources for all students, moving toward a truly inclusive and equitable system.

That said, in the department of Meta, as of 2024, access to education presents significant gaps, particularly in rural and marginalized areas, where limitations in infrastructure, connectivity, teacher availability, and relevant educational provision are concentrated. Although the primary school enrollment rate in Colombia is

high at the national level, various studies show that these figures are not reflected with the same strength in rural areas.

According to the Laboratorio de Economía de la Educación (Economics of Education Laboratory - LEE) of the Pontificia Universidad Javeriana (2024), less than half of the students who enter first grade in rural areas complete basic education due to structural gaps in access, quality, and school retention. These inequalities, also identified in departments such as Meta, demonstrate that national coverage does not guarantee equitable educational conditions across territories and highlight the need to strengthen differentiated policies to ensure the right to inclusive, high-quality education in rural areas (Pontificia Universidad Javeriana, 2024). These disparities particularly affect Indigenous populations, Afro-descendant communities, and other ethnic minorities, who often face additional barriers to accessing the educational resources available in urban settings.

In the department of Meta, these resources remain insufficient, which directly affects the quality of education provided. For example, the lack of adequate infrastructure limits access to classrooms for children who use wheelchairs, crutches, or have other physical limitations, hindering their mobility through hallways or corridors. In addition, many institutions lack safe and properly equipped classrooms for students, with or without disabilities. The shortage of up-to-date educational materials further restricts learning opportunities.

Similarly, access to educational technology has been uneven, creating a significant digital divide between urban and rural areas. This lack of technological resources prevents students and teachers in the department from benefiting from digital tools that could enhance teaching and learning processes, as well as support classroom practices with resources adapted to diverse learning needs.

At the same time, there is a notable lack of teacher training in inclusive inclusion. Although most teachers in Colombia have university-level training, the quality and accessibility of continuing professional development may vary considerably. In the department of Meta, it is necessary to implement more robust and accessible training programs that equip teachers with inclusive pedagogical strategies and the skills required to effectively manage inclusion in the classroom. Such training is essential to address the evolving needs of students and to improve educational equity in the region.

Authors and researchers have extensively examined inclusion in the classroom and its various effects on student populations and their contexts. This is the case of Skliar (2015), who, although not Colombian, has had a significant influence in the region through his work on inclusive education and the pedagogy of diversity. Rosa María Torres, a researcher and educational consultant, has also contributed to the study of basic education, equity, and inclusion in Latin America, including Colombia. Likewise, Daniel Sánchez Terán has contributed to various studies and publications on inclusive education in Colombia, addressing issues related to educational policy and inclusive practices in schools.

For their part, Colombian authors have conducted research on inclusive education and the development of policies aimed at guaranteeing the rights of persons with disabilities. Among them, Carrillo-Sierra et al. (2025) have analyzed inclusive practices, teacher attitudes, and institutional conditions that affect the full participation of students with diverse needs in higher education in Colombia. Similarly, Martelo Gómez, Martelo Gómez, and Franco Borré (2024) provide a bibliometric analysis of national scientific production on inclusive education, addressing both attention to diversity and the role of the state and public policies aimed at guaranteeing the right to education for all. Their contributions provide valuable insights into the progress and challenges of the Colombian education system in terms of inclusion, as well as proposing strategies to improve equity and participation for all students (Carrillo-Sierra et al., 2025; Martelo Gómez et al., 2024).

Therefore, it is necessary to promote a more equitable distribution of resources for investment in education at the national level, including teacher training programs and substantial improvements in school infrastructure. These actions are essential to close existing gaps and should be prioritized within the education system to guarantee quality education for all students, regardless of their geographical location, social status, disability, special educational needs, or situations of vulnerability.

Figure 3

Vocation: "Accompaniment in training processes."



Source: own elaboration. Pasos de Inclusion Foundation, Samaná, Dominican Republic (2024).

From the perspective of an education researcher, it is essential to highlight the importance of educational equality and the opportunities that emerge from a solid knowledge base. One of the projects guiding this teaching work focuses not only on teaching English as a foreign language, but also on supporting the processes through which students understand and interpret their environment on a daily basis. This approach allows students to develop scientific and rational explanations, while promoting a comprehensive and equitable understanding of knowledge.

One of our missions as educators involves working collaboratively with volunteers in the field of education to support disadvantaged communities through diverse programs and pedagogical training initiatives aimed at fostering the comprehensive development of children and young people in Latin America. The essence of this work is to bring happiness, fill hearts, and nourish the soul, encouraging society to open their doors to individuals with disabilities, special educational needs, or in vulnerable situations, ensuring that no one is excluded due to physical or social conditions. Within this process, teaching and transforming become pillars for strengthening students' academic and personal skills, while promoting values such as solidarity, respect, and responsibility.

The work of volunteers, in collaboration with local schools, foundations, and other organizations, is crucial for improving educational environments, particularly those that aim to be inclusive. These initiatives enable students to reach their full potential by providing comprehensive support, contributing to more equitable and enriching educational experiences for all participants.

Over a two-week period, volunteer work was carried out at the Pasos de Inclusion Foundation (Samaná, Dominican Republic), involving activities focused on accompaniment, educational support, and the promotion of well-being among children and their families. This experience provided a direct understanding of institutional dynamics, community needs, and the strategies implemented to promote inclusive and comprehensive

development processes. The work included interaction with children through occupational workshops, academic reinforcement, and multisensory stimulation activities—elements that align with the reflections proposed by López Ortiz (2025), who highlights the importance of the pedagogical bond and the formative role in real intervention scenarios.

Although most of the children in this setting did not present special educational needs, a significant portion of the population included children with Autism Spectrum Disorder (ASD). This experience enabled a deeper understanding of the diverse needs and support mechanisms required by these children, as well as how inclusion and individualized attention can make a meaningful difference in their development and well-being.

Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD), and Autism Spectrum Disorder (ASD) are neurobiological conditions that affect children and adults worldwide. These conditions are characterized by challenges related to attention, impulse control, hyperactivity, communication, social interaction, and behavior. In educational settings, people with these conditions face multiple challenges that require specific attention and strategies to ensure their inclusion and academic success.

Data and current situation

In the Dominican Republic, attention to neurodevelopmental disorders and the educational inclusion of children with disabilities has received increasing attention in recent years, driven by the growing recognition of their rights and needs. Organizations such as UNICEF have highlighted significant gaps... (UNICEF, 2019). Likewise, the General Disability Law (Ley 5-13, 2013)... The World Health Organization recognizes... (World Health Organization & World Bank, 2011). The government has implemented programs aimed at training teachers and educational staff in the identification and management of these conditions; however, important challenges remain in terms of resources and continuous support.

In the case of the Pasos de Inclusion Foundation, early intervention programs are offered, including educational support and training for parents and teachers. Its comprehensive approach has shown positive results, particularly in improving the academic performance and emotional well-being of the children served. However, the foundation receives limited support from state institutions and government agencies, and there is low community awareness regarding the educational processes of children with disabilities, special educational needs, or those in vulnerable situations.

A similar situation can be observed in Colombia, where many foundations provide valuable support, but parental engagement remains limited. In addition, inclusion initiatives implemented in public are often affected by insufficient teacher training related to special educational needs, learning disorders, and diverse forms of vulnerability.

Figure 4
Cafetería. Non-conventional spaces within the institution.



Source: own elaboration. La Esperanza Departmental Educational Institution, Villavicencio, Meta (2024).

For its part, La Esperanza Departmental Educational Institution—a public, co-educational school located in Villavicencio (Meta, Colombia), serving both deaf and hearing students at the preschool, primary, and secondary levels—provides a comprehensive education that integrates human, scientific, cultural, and technological dimensions. This is achieved through an educational practice grounded in active pedagogy, which promotes the construction of knowledge. This institution actively involves its community in processes of transformation while addressing contextual challenges such as rurality and precarious living conditions within its educational practices. The project addresses the teaching of children beyond the traditional classroom, becoming an example of how inclusive strategies can be successfully implemented. This community has developed an empowerment-oriented approach through several lines of action, including the teaching of a second language to the children at the institution. Inclusion, in this context, involves social adaptations aligned with student’s social and individual life projects, the use of assistive technologies, and ongoing training for the members of the educational community.

Improvements implemented

In recent years, schools have implemented various strategies to support students with special educational needs, although these efforts remain uneven. Among these strategies are teacher training programs, which enable them to better understand the specific challenges faced by these students and to adapt teaching methods toward meaningful learning. In addition, curricular adaptations and the segmentation of tasks into more manageable components have been progressively introduced, along with the use of assistive technologies that facilitate learning processes.

At the same time, often with limited resources, teachers independently work and support inclusion processes within their areas of expertise. Among the most widely used tools in the classroom are games and playful

activities, which frame learning processes in alignment with training. Based on this experience, games constitute a valuable resource in inclusive education contexts. Activities such as *stop*, *twister*, and *la golosa*, among others, not only motivate student participation but also provide natural opportunities to reinforce vocabulary, expressions, and linguistic structures in a playful and meaningful environment. Through play, students engage in real communicative situations in which language use becomes functional and dynamic.

Incorporating these activities beyond the classroom, in non-conventional spaces within the institution or in rural settings, promotes peer interaction, fosters cooperation, and reduces the anxiety often associated with children's learning processes. In addition, games allow students with diverse learning styles and abilities to find spaces for authentic expression, thereby facilitating inclusion and the natural development of linguistic and social skills.

Future projects

Despite technological, social, political, and economic advances, much remains to be done to improve the educational inclusion of students with special educational needs, learning disorders, and/or those in situations of vulnerability. Future research projects should originate in the classroom, involving children as active participants in collaboration with teachers. At the same time, directives should prioritize improvements in school infrastructure to create more inclusive learning environments, such as the development of sensory classrooms and the provision of adapted teaching materials. In addition, it is essential to strengthen collaboration among families, teachers, and educational institutions in order to design personalized intervention plans that address the specific needs of each student.

In this context, one of the projects currently under development is "*De la U a la V: de la universidad a la vereda*" ("*From U to V: from university to village*"). This initiative, led by Santo Tomás University (USTA), seeks to strengthen the relationship between higher education and communities that signed the Peace Agreement. This project aims to provide pedagogical and emotional support to children and young people through unconventional educational activities, creative workshops, and spaces for cultural expression. It involves the active participation of university students, who act as mediators between academic knowledge and local realities, contributing to the formation of citizens committed to social transformation.

At the same time, the SIDILT (Seeds in Diversity and Inclusive Language Teaching) research group focuses on generating innovative strategies—such as traditional games—to promote inclusive education in multilingual and multicultural contexts. This group develops projects centered on recreational resources to enhance learning among students with diverse needs. At the same time, it promotes research training of future teachers by providing spaces for critical reflection and the development of proposals that respond to the current challenges of inclusive education in Latin America.

Finally, there are plans for collaborative work with students pursuing degrees in second language teaching, aimed at integrating language learning with the principles of inclusive education. This project involves the design of pedagogical activities that incorporate games, visual narratives, and adapted technologies to facilitate second language acquisition in environments where students with and without disabilities learn together.

Institutions and infrastructure

There are numerous barriers to participation in the classroom, including those related to work, assessment, skills development, and broader cognitive processes. Students with special educational needs face many of these barriers, not only within the classroom but also in non-conventional spaces within the institution, which hinders their full participation. These barriers include a lack of understanding and support from some teachers, insufficient adapted educational resources, and inadequate infrastructure. In addition, parents often feel uninformed and may not know how to effectively support their children in the school environment.

As for teachers, the main barriers are associated with the lack of specific training to address particular educational needs. In addition, teachers must cope with heavy workloads that limit the time and attention they can devote to the individual needs of each student. Educational institutions, in turn, face significant challenges such as limited funding and the need to improve infrastructure to become more inclusive.

Institutions that support inclusion processes

Although inclusion in the classroom is formally recognized within legal frameworks, various foundations and organizations support individual learning processes. The Pasos de Inclusion Foundation, along with other similar organizations, play a vital role in promoting educational inclusion. These institutions offer teacher training programs, psychological support, and adapted educational resources. In addition, they work closely with families to ensure that students receive the necessary support both at home and at school. Projects such as those developed by the Pasos de Inclusion Foundation demonstrate that a comprehensive and collaborative approach can make a big difference in the lives of students with ASD, ADD, and ADHD. These projects not only improve students' academic performance but also foster their emotional and social well-being, contributing to the development of a more inclusive and equitable future.

Conclusions

The use of appropriate teaching strategies, together with consistent state support for education, would make it possible to overcome many of the barriers that affect children's learning, ensuring that all students can develop their full potential. Educational inclusion not only benefits those with ASD, ADD, ADHD, or other special educational needs, but also enriches the entire school community by promoting environments of respect, understanding, and collaboration.

Educational inclusion in Colombia has made notable progress in terms of policies and regulations; however, significant challenges remain in its practical implementation. Regional disparities, particularly between rural and urban areas, limit the scope of truly equitable education. In addition, teacher training in this field remains insufficient to effectively address special educational needs and learning disorders. In the Dominican Republic, the growing visibility of neurodevelopmental disorders has led to modest advances in inclusive education policies. Despite these efforts, institutional support remains limited, and many initiatives depend on foundations such as Pasos de Inclusion and other civil society organizations. The Pasos de Inclusion Foundation has demonstrated that positive change is possible through comprehensive and personalized approaches. However, without stronger involvement from the state, these achievements are likely to remain isolated.

Although urban educational institutions in Colombia generally have better material and infrastructure conditions, they do not fully guarantee effective inclusion. High demand, pressure for results, and limited time hinder individualized attention. Inclusion requires not only physical adaptations, but also a change in mindset among teachers, administrators, and families. Cities can lead this change if they prioritize inclusion as both an educational and social priority, becoming models of pedagogical innovation and respect for diversity.

In rural areas, the challenges of inclusion are greater, due to conditions such as inadequate or scarce infrastructure, insufficient teacher training, and unequal access to technology. However, these contexts also offer unique opportunities to develop close-knit, community-based, and contextually relevant educational processes. Rural schools can become transformative spaces if they are provided with adequate resources and if collaboration among local actors is strengthened. It is also essential that public policies consider the particularities of the territory.

Finally, social organizations require stable partnerships with the formal education system in order to expand their impact. Their work should be recognized and strengthened through public policies that integrate

their experience. Inclusion should not rely solely on volunteer efforts, but rather be understood as a shared responsibility.

Therefore, teachers, families, institutions, and governments are called upon to work together to achieve truly inclusive education. It is essential to recognize special educational needs and learning disorders as part of human diversity, rather than as barriers. Just as education begins at home—with values and principles—inclusion must begin with respect and empathy and be reinforced with adequate training in the workplace. Each of us shares the responsibility of creating spaces where every student can learn, grow, and be happy. Educating with inclusion is educating for justice, equity, and peace; like a great symphony that gives rise to meaningful learning.

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