

AWARENESS STRATEGIES FOR EDUCATIONAL INCLUSION IN OFFICIAL EDUCATIONAL INSTITUTIONS, A COMMITMENT FROM THE POPULAR UNIVERSITY OF CESAR.

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SUMMARY

This article focuses on the development and analysis of awareness-raising strategies for educational inclusion in the third grades of the Official Educational Institutions of Colombia. Through a qualitative approach, the attitudes and perceptions of teachers, students and families were evaluated, designing workshops and activities, aimed at promoting values such as respect, empathy and collaboration. The results reflected significant advances in school dynamics, highlighting an increase in inclusive interaction and greater participation of families in educational processes. However, challenges were also identified, such as the initial resistance of some actors and the need to strengthen teacher training. The methodology included semi-structured interviews, participatory observations, and analysis of qualitative indicators, which made it possible to capture the complexity of the phenomenon studied and propose recommendations to ensure the sustainability of the progress achieved. The conclusions underscore the importance of a comprehensive approach that involves the entire educational community and that contemplates contextual and continuous adjustments. This study seeks to contribute to the strengthening of the inclusive culture in educational institutions, providing a replicable model for other similar contexts.

Keywords: Educational inclusion, awareness, inclusive culture, diversity, teacher training, pedagogical strategies.

INTRODUCTION

Educational inclusion is a challenge and an opportunity for the transformation of educational institutions into spaces of equitable learning that respects diversity. In this framework, this work focuses on the development of awareness strategies in the third grades, with the purpose of promoting an inclusive culture that guarantees the participation of students with special needs. This approach not only seeks to overcome structural and attitudinal barriers, but also to consolidate an environment where each student, without exception, can reach their full potential.

Interest in this topic arises from the observation of school dynamics that reveal attitudes of resistance and ignorance towards inclusion. According to initial records, both teachers and students show limited perceptions of diversity, which creates obstacles to the integration of students with disabilities. These attitudes highlight the need to design pedagogical strategies based on values such as respect, empathy and collaboration, thus promoting a cultural transformation in the educational community.

The methodology applied in this research combines qualitative techniques, such as semi-structured interviews, participatory observations and interactive workshops, which allows capturing the experiences and perceptions of the actors involved. This approach seeks not only to analyze existing barriers, but also to generate innovative proposals that respond to the particular needs of the school context. In this sense, it is based on the recognition that

educational inclusion is not an end in itself, but a continuous process of learning and adaptation.

Throughout the work, significant findings will be presented that show changes in school dynamics and in the attitudes of teachers, students and families after the implementation of awareness strategies. These results underscore the importance of involving the entire educational community in the inclusion process, promoting a collaborative approach that transcends the classroom and is reflected in all spaces of social interaction within the institution.

In addition, the challenges and limitations encountered during the process will be analyzed, such as the need to strengthen teacher training in inclusive methodologies and to guarantee adequate resources for the implementation of adaptive pedagogical strategies. These challenges highlight the relevance of considering educational inclusion as a shared responsibility between institutions, families and society as a whole.

In summary, this work seeks to contribute to the debate and practice of educational inclusion, offering a comprehensive perspective that combines critical analysis, pedagogical proposals and an ethical reflection on the right of all students to receive a quality education. Through this research, it is hoped to contribute to the construction of fairer, more equitable and enriching school environments for all actors in the educational community.

1. STATEMENT OF THE PROBLEM.

Educational inclusion in Colombia faces profound challenges, especially in school contexts where children with special needs are often relegated in terms of attention, support, and understanding. Colombian law establishes the right to inclusive education under Decree 1421 of 2017, which provides that children with disabilities must be integrated into the ordinary education system with curricular adaptations and necessary pedagogical support (Ministry of National Education, 2017). However, in the Official Educational Institution, the inclusion process reveals important limitations, which is reflected in the attitude of some teachers and students, who express resistance towards the inclusion of their classmates with special needs. According to Soler and Fernández (2019), "effective inclusion in education systems requires a restructuring of institutional values and pedagogical processes" (p. 82), highlighting the need to generate an inclusive culture that embraces diversity and fosters respect.

The presence of attitudinal barriers, such as apathy and rejection, has shown a relevant obstacle for students with disabilities in this institution. The rejection by some students and teachers of children with disorders such as autism or cerebral palsy indicates the lack of education in inclusive values and constant awareness. According to García and López (2020), "awareness of inclusion must be based on the formation of values that promote empathy and respect, considering the context and particularities of each educational institution" (p. 36). In this sense, the implementation of awareness-raising strategies aimed at teachers and students is crucial to overcome these barriers and facilitate real inclusion.

The institution's pedagogical model, although focused on participation and freedom, lacks specific programs and sufficient training in inclusion. The implementation of awareness workshops and recreational activities aimed at strengthening empathy and understanding towards students with special needs are practices that have not yet been systematized in the institution, limiting the impact on the educational community. In addition, according to Pérez and Moreno (2021), "inclusive strategies should not be limited to the classroom, but should be integrated into all institutional practices and policies to foster sustained inclusion" (p. 45), suggesting the need for a more holistic approach to inclusion.

On the other hand, the regulations establish that teachers must receive training in attention to diversity and adaptation of teaching methodologies, an aspect that also faces deficiencies in the institution (MEN, 2018). Insufficient teacher training in educational inclusion issues limits the scope and effectiveness of awareness-raising strategies. According to Hernández and Rodríguez (2019), "the role of the teacher in educational inclusion is fundamental, since their direct intervention can determine the success of integration programs" (p. 67). This indicates that, in order to achieve an effective environment of inclusion, it is imperative to strengthen the training and commitment of teachers in this area.

In addition, the socioeconomic conditions of many students with special needs represent an additional obstacle, given that they come from resource-limited backgrounds and lack constant family support. This reality contributes to some students with disabilities being marginalized both in the school context and in their daily lives. In this sense, the relationship between educational inclusion and social context is evident, since, as Restrepo (2022) mentions, "families in situations of economic vulnerability face additional difficulties in supporting the educational process of their children with disabilities" (p. 12). This situation aggravates exclusion and limits the possibilities of effective integration of these students in the school environment.

In this context, it is proposed that awareness-raising strategies based on respect and affection can play a transformative role, promoting an environment in which students with and without disabilities learn to live together and value each other. Inclusion, according to Vargas and Martínez (2020), must "generate a profound change in school culture, where diversity is valued as an opportunity for mutual learning" (p. 104). It is necessary, therefore, to promote activities that promote these values among third grade students, as part of a strategy that integrates the entire educational community.

Teacher Martha Lucía Novoa's experience in the third-grade classroom shows that affection and respect can transform students' perception of their peers with special needs. These practices have shown positive results in raising students' awareness, promoting an environment of inclusion that challenges traditional prejudices and barriers. According to Muñoz and Pacheco (2021), "affection in education plays a crucial role in the inclusion process, as it allows students to develop a more open and respectful perception of diversity" (p. 88). This experience highlights the need for a systematic intervention that strengthens inclusion.

Likewise, it is essential that the institution implements inclusion strategies not only within the classroom, but also in common spaces, such as the library and the school cafeteria, so that inclusive interaction occurs naturally in different contexts. Extracurricular activities also offer a meaningful opportunity for students with special needs to feel valued and accepted. According to Álvarez (2023), "extracurricular spaces provide an ideal context for the development of inclusive relationships, by allowing a freer and more spontaneous coexistence among students" (p. 56).

Finally, the project raises the importance of collaborative work with the families of students with special needs, who play an essential role in the inclusion process. Family support and active participation in school activities are determining factors for the success of any inclusive strategy. As Santos and Gómez (2019) state, "educational inclusion will only be effective if it involves all actors, including parents, who must be committed to the process and actively collaborate" (p. 23). In this sense, it is essential to strengthen communication and collaboration between the institution and families, promoting a comprehensive inclusion approach.

2. THEORETICAL FRAMEWORKS

2.1 The Biopsychosocial Approach to Inclusion

The biopsychosocial approach approaches disability as a complex interaction between biological, psychological, and social factors, rather than considering it solely as a medical condition. This model, promoted by the World Health Organization (WHO) through the International Classification of Functioning, Disability and Health (ICF), allows educational institutions to recognize and eliminate the social barriers that hinder the participation of students with disabilities in the classroom. Thus, the ICF becomes a key tool for identifying needs and designing an adaptive environment that promotes inclusion (Hollenweger, 2014).

This model implies that inclusive education is not limited to physical adaptations, but also considers the emotional and social factors that affect learning. Inclusion from this perspective seeks to address the mental health and integral well-being of students, promoting an environment where everyone can actively participate. Dollinger et al. (2024) highlight that the biopsychosocial approach makes it possible to create classrooms in which diversity is valued and a sense of belonging is fostered among students, regardless of their abilities or limitations.

The application of this approach requires adequate training of teachers, who must understand the importance of social and emotional factors in learning. Training in the biopsychosocial model allows educators to adopt practices that favor the inclusion and integral development of students. According to Burkhardt (2014), teachers need skills that allow them to adapt their teaching to the diverse needs of their students, thus achieving an inclusive environment that respects individual differences and strengthens educational equity.

In addition, the biopsychosocial approach promotes a paradigm shift in curriculum design, where teaching methodologies are adapted to the diversity of the student body. This perspective suggests that educational programs should be flexible and student-centered, allowing each student to progress at their own pace. This not only benefits students with disabilities, but enriches the learning environment for all, as collaboration and mutual respect are promoted in the classroom (Dollinger et al., 2024).

The biopsychosocial model also encourages the active participation of families in the educational process, recognizing that the family context plays an essential role in the well-being of students. Families can be important allies in the inclusion process, and their participation in school activities and learning at home can strengthen students' social and emotional skills. Hollenweger (2014) emphasizes that the biopsychosocial approach not only transforms the school environment, but also involves the community in the educational process.

This model proposes a culture of inclusion in which educational institutions and society in general are committed to reducing the stigma associated with disabilities. Recognizing that disability does not reside only in the person, but also in the social context, the biopsychosocial approach seeks to promote a more equitable and accessible education. This cultural change is fundamental to building a society that values and respects diversity, ensuring that all students have the opportunity to fully develop (Hollenweger, 2014).

2.2 Vygotsky's theory and diversity-mediated learning

Vygotsky's sociocultural theory focuses on the importance of social interaction in cognitive development and is central to inclusive education. Vygotsky argues that learning is a socially mediated process, in which the individual develops through interaction with others. This approach states that students, regardless of their abilities, can expand their potential through the support of peers and adults in their environment (Vygotsky, 1934; Daniels, 2016). This is essential in inclusive contexts, where diversity becomes a strength

by promoting collective development.

Vygotsky's concept of the "zone of proximal development" is a useful tool for understanding how students with diverse abilities can benefit from an inclusive environment. This concept suggests that learning is optimized when the student is supported to perform tasks that they would not be able to complete on their own. According to Smagorinsky (2012), students with disabilities benefit from interactions that expand their development, fostering shared and collaborative learning. Thus, the inclusive classroom becomes a space in which each student contributes to the learning of their classmates.

The implementation of Vygotsky's theory in inclusive education underscores the importance of the teacher as a mediator. In an inclusive classroom, the role of the teacher goes beyond imparting knowledge; It involves facilitating interactions that promote social and collaborative learning between students with and without disabilities. Daniels (2016) emphasizes that teachers must create an environment in which differences are seen as opportunities to enrich joint learning. This involves designing activities that foster cooperation and empathy.

In addition, Vygotsky's theory suggests that inclusive teaching should be tailored to the individual needs of each student, promoting learning that values differences. This perspective recognizes that learning occurs in a social context and that the educational environment must adapt to respond to the diversity of students. As Daniels et al. (2016) point out, teacher mediation should focus on facilitating experiences that respect and value individual and group skills, thus strengthening inclusion.

Another important aspect of Vygotsky's theory of inclusion is the creation of learning communities. According to Smagorinsky (2012), students can develop critical and social skills when working collaboratively, which is especially relevant in inclusive contexts. This learning community is based on the premise that all students contribute to the development of the group, which reinforces equality and mutual respect in the classroom. Thus, learning in diversity allows each student to benefit from the experiences and knowledge of others.

Vygotsky's theory is a valuable tool for inclusive education, as it promotes an environment in which all students can learn and develop together. This approach fosters collaboration and empathy, turning classrooms into inclusive spaces where diversity is valued and respected. As Daniels (2016) and Smagorinsky (2012) point out, Vygotsky's theory provides a solid foundation for building an educational system in which every student, no matter their abilities, has the opportunity to reach their full potential.

2.3 Universal Design for Learning (UDL)

Universal Design for Learning (UDL) is an approach that promotes an inclusive methodology in education, adapting to the needs and abilities of each student. This approach focuses on removing barriers to learning by implementing flexible pedagogical strategies, which allow all students to actively participate in the classroom (CAST, 2018). Flexibility in UDL means that content and teaching methods are adapted to diverse learning styles and rhythms, ensuring that all students have equal access to education.

One of the key principles of UDL is multiple representation, which refers to the availability of various ways of presenting information to meet individual needs. According to Abt Associates (2020), this principle is essential in inclusive classrooms, as it allows teachers to use a variety of materials such as visual, auditory, or manipulative resources. Multiple representation not only facilitates access to content for students with disabilities, but also benefits those who possess different learning styles, increasing equity in the classroom.

Another relevant aspect of UDL is multiple expression, which allows students to demonstrate their knowledge through different means. Research by Flynn et al. (2022) shows that UDL encourages students to express their ideas in a variety of ways, such as through written, oral, or visual projects. This methodology encourages creativity and autonomy, as students choose how to demonstrate their learning. Thus, the UDL makes it easier for teachers to evaluate each student in a fair and equitable way.

The principle of multiple participation is also an essential component of UDL, which seeks to involve students in the learning process in an active and motivating way. According to CAST (2018), multiple participation encourages student interaction and engagement by allowing them to choose activities that fit their interests and abilities. This feature is particularly beneficial in inclusive contexts, as it promotes an environment in which all students, regardless of their abilities, can contribute and feel valued.

UDL also involves advance planning, where teachers design their lessons considering the diversity in the classroom from the beginning of the educational process. Abt Associates (2020) points out that planning in UDL allows teachers to anticipate the needs and possible adaptations necessary for students, avoiding barriers to learning. This strategy is key to creating inclusive classrooms, as it ensures that every student, with or without disabilities, has the opportunity to fully participate in the educational process.

Finally, UDL represents an approach that transforms the classroom into an inclusive and diverse space, where all students can learn together. By applying the principles of multiple representation, expression, and participation, UDL creates an environment where diversity is valued and equity is promoted. Flynn et al. (2022) highlight that UDL not only benefits students with disabilities, but also enriches learning for all, creating a more inclusive and equitable educational community.

2.4 Amartya Sen's Capabilities Approach

The capabilities approach, proposed by Amartya Sen, states that people should have the freedom to develop their capacities to achieve a full and fulfilling life. This approach goes beyond access to resources, emphasizing the importance of creating conditions that enable individuals to realize their potential. In the educational context, this implies that inclusion must be an active process that fosters meaningful learning and the full participation of all students, regardless of their abilities or limitations (Terzi, 2005). Inclusion, under this approach, is aimed at creating environments that not only ensure access, but also promote opportunities for development and autonomy.

This capabilities approach values the diversity of students, affirming that everyone, with or without disabilities, has the potential to contribute to the educational environment. Hinchcliffe and Terzi (2009) highlight that this model of equity not only recognizes diversity, but also makes it a valuable resource to enrich the educational experience. This means that inclusive policies and practices should be geared towards creating an environment that allows each student to develop at their own pace and according to their own needs. Thus, Sen's approach redefines equity in education, moving from a model of homogeneity to one that respects and encourages individual differences.

In practice, the capabilities approach suggests that educational institutions should adopt a flexible curriculum that is responsive to the diversity of students. Terzi (2005) argues that Sen's approach provides a solid basis for designing educational programs that consider the specific needs of each student, thus promoting a more inclusive education. This approach allows institutions to not only focus on the provision of resources, but also on the creation of environments that foster active participation and a sense of belonging in all students, facilitating their full development.

Sen's model in inclusive education also underlines the importance of involving the entire educational community, including teachers, family members and other students, in

the inclusion process. According to Hinchcliffe and Terzi (2009), the success of an inclusive education system depends on the community's ability to value and support diversity. This requires schools and education policies to promote a culture of respect and acceptance, ensuring that all students, regardless of ability, feel valued and supported in their academic and personal development.

Another important aspect of this approach is the ongoing training of teachers to manage diversity in the classroom. Terzi (2005) emphasizes that teachers should be trained in inclusive methods that allow them to respond to the needs of each student effectively. This training not only improves teaching practice, but also reinforces the educational community's commitment to equity and inclusion, creating an environment that recognizes and supports each individual's unique abilities.

Sen's capabilities approach proposes a vision of inclusive education where equity is not achieved simply through access policies, but by creating a system that enables each student to reach their full potential. As Hinchcliffe and Terzi (2009) point out, this approach redefines inclusion by considering education as a right and an opportunity for personal and social development for all, establishing a solid foundation for a truly inclusive and just education system.

2.5 The Social Model of Disability

The social model of disability redefines disability as a social construct, considering that the barriers faced by people with disabilities are, to a large extent, the result of a lack of adaptations in their environment. This model challenges the traditional view, which understands disability only from a medical approach, and emphasizes the need to adjust the environment and attitudes to facilitate participation by all. In the educational context, Ljungblad (2018) argues that inclusion is achieved by eliminating the physical, social, and attitudinal barriers that limit the learning of students with disabilities.

This model has been widely promoted by UNESCO and other international bodies, which advocate for inclusive education based on respect and equality. Reindal (2009) points out that the social model of disability implies a change in educational policies, orienting them towards the creation of learning environments that adapt to diversity. This approach not only focuses on students with disabilities, but promotes a culture of respect for all individual differences, making inclusion an essential principle of education.

The social model also raises the need to change the attitudes and practices of teachers, who play a fundamental role in the implementation of inclusion. Ljungblad (2018) argues that, in order to achieve a truly inclusive education, teachers must be aware of their own biases and be trained to manage diversity in the classroom. This involves continuous training that allows educators to adapt their teaching methods and develop effective inclusive strategies.

In addition, the social model promotes the active participation of the entire educational community, including students, teachers, families and administrative staff. Reindal (2009) highlights that inclusion is a collective process, in which each member of the school community has the responsibility to contribute to the elimination of barriers and the promotion of an inclusive environment. This reinforces the idea that inclusive education is not only the responsibility of teachers, but of all actors involved in the educational process.

The social model also emphasizes the importance of adapting the curriculum to respond to the needs of each student. This means that educational programs must be flexible enough to allow students with disabilities to actively participate and develop their skills. According to Ljungblad (2018), an inclusive curriculum must be adaptable and student-centered, thus promoting an education that values and respects individual differences.

Finally, the social model of disability is a powerful tool for building inclusive and equitable education. This approach promotes the creation of educational environments that are not only tailored to the needs of students, but also value diversity as a resource that enriches the educational experience. Reindal (2009) concludes that, in order to achieve effective inclusion, it is essential to transform structures and attitudes in schools, promoting a cultural change that benefits the entire educational community.

3. METHODOLOGICAL FRAMEWORK

This project on awareness strategies for educational inclusion in the third grade of the Official Educational Institution of Colombia, is framed within a qualitative approach, since it seeks to understand the experiences, perceptions and attitudes of the educational community towards students with special needs. This approach allows us to capture the complexity of inclusion processes, considering the subjectivity of the participants and the interactions that emerge in the school context (Hernández et al., 2014). The qualitative methodology allows for an in-depth analysis of the experiences of the actors involved, facilitating the design of awareness-raising strategies that respond to the specific needs of this educational community.

3.1 Research paradigm.

This study is framed in the interpretative paradigm, since it focuses on the understanding of the meanings that teachers, students and parents give to educational inclusion. The interpretive paradigm seeks to explore how individuals perceive and construct their reality, and is especially useful in the educational field, where practices and beliefs play a fundamental role in inclusion processes (Lincoln & Guba, 1985). In this context, it is intended to interpret the attitudes and values of the educational community towards students with special needs, in order to identify barriers and opportunities to promote an inclusive environment. The interpretive approach facilitates the adaptation of pedagogical strategies, allowing them to respond to the social and cultural reality of the school environment (Creswell, 2013).

3.2 Type of research.

The research is descriptive-exploratory, since it seeks to describe the attitudes, perceptions and experiences of the actors of the educational community in relation to inclusion, as well as to explore awareness strategies that can be implemented in the school context. Descriptive research allows detailing the characteristics of the behaviors and attitudes of students and teachers, while the exploratory component is aimed at identifying new dynamics and practices that can contribute to improving educational inclusion in the third grade (Sampieri, Collado & Lucio, 2014). This type of research is suitable for addressing problems that have not been sufficiently studied in the specific context of Official Educational Institutions, providing a solid basis for future interventions.

3.3 Research design.

The selected research design is that of action-research, since this project not only aims to understand the context and attitudes towards inclusion, but also to promote a change in the educational community through the implementation of awareness-raising strategies. Action research allows participants (teachers, students, and parents) to be not mere observers, but active agents in the transformation of their environment, which is fundamental in a process of educational inclusion (Kemmis & McTaggart, 1988). Throughout the study, interventions will be designed and implemented that, in addition to being evaluated, will be adjusted according to the results and observations made in the process, thus promoting continuous improvement in the inclusive field.

4. ANALYSIS AND DISCUSSION OF THE RESULTS

4.1 Analysis of Results according to the General Objective

The implementation of awareness-raising strategies in the third grade of the Official Educational Institutions of Colombia generated significant changes in school

dynamics and in the perceptions of the educational community towards students with special needs. These strategies focused on values such as respect, empathy and collaboration, key elements to promote an inclusive environment. According to López and Álvarez (2018), awareness raising is an essential component in inclusive education, as it allows traditional attitudes and practices to be transformed towards a perspective of mutual acceptance and support. In this context, the results indicate that students began to recognize and value the capabilities of their peers, strengthening mutual respect in the classroom.

In relation to teachers, the strategies implemented led to a change in their perception of students with special needs. Initially, some teachers showed resistance, arguing a lack of preparation or resources to serve this population. However, the workshops and activities carried out contributed to generate a positive change in their attitudes. As Rodríguez (2020) points out, "teachers play a fundamental role in educational inclusion, since their beliefs and practices directly influence the integration of students" (p. 45). In this case, teachers began to adopt more inclusive methodologies, demonstrating a greater willingness to work with this population.

Students also experienced significant changes in their attitudes toward their peers with special needs. Before the interventions, attitudes of indifference or rejection towards these students were observed. However, activities designed to foster empathy and collaboration had a positive impact. According to Martínez et al. (2019), group activities that promote interaction between students with and without disabilities are essential to build an inclusive culture. In this case, there was greater interaction among the students, who began to actively participate in group dynamics that strengthened the cohesion of the group.

On the other hand, the participation of families was crucial to consolidate the changes observed in the school environment. The workshops aimed at parents and caregivers highlighted the importance of their role in educational inclusion, generating reflections on their own attitudes towards disability. In the words of Hernández (2021), "educational inclusion is not an isolated process; it requires the commitment of all actors, including families, who play a key role in the socio-emotional development of children" (p. 60). As a result, parents showed greater interest in participating in school activities and in supporting their children in the inclusion process.

Collaboration between teachers, students, and families was significantly strengthened after the implementation of the awareness strategies. A joint effort was evidenced to eliminate the barriers that hindered the integration of students with special needs. This phenomenon is aligned with what Echeita and Ainscow (2011) have argued, who state that "inclusion is a process that requires the active participation of the entire educational community to overcome barriers to learning and participation" (p. 38). In this context, the educational community of Official Institution 1 demonstrated a growing commitment to the principles of inclusion.

A highlight of the results was the improvement in group dynamics within the classroom. Activities designed to promote empathy and teamwork made students with special needs feel more accepted and valued by their peers. As García (2018) describes, "social interaction in the classroom is a crucial element for the emotional and cognitive development of students" (p. 52). In this sense, inclusive dynamics allowed students to develop social skills and establish positive relationships with their peers.

Awareness of inclusion also had an impact on the organization of the educational institution. Principals and teachers began to rethink their internal practices and policies, seeking to ensure a more accessible and equitable environment for all students. According to Castillo et al. (2020), educational institutions that adopt inclusive policies tend to improve not only the well-being of students with special needs, but also the overall school

climate. In this case, significant progress was observed in the implementation of reasonable accommodations and in the planning of inclusive school activities.

In addition, the strategies implemented highlighted the importance of the use of adapted teaching resources to address diversity in the classroom. This included visual materials, playful activities, and technological tools that facilitated the active participation of students with special needs. According to López (2019), "educational inclusion must be accompanied by resources that allow students to overcome barriers to learning and participate equitably in school activities" (p. 67). The incorporation of these resources not only benefited students with disabilities, but also the rest of the group, promoting more dynamic and enriching learning.

The results also reflected the positive impact of the activities on the development of socio-emotional skills in students. Through empathy-based dynamics, students learned to recognize and manage their emotions, as well as to understand the emotions of their peers. According to Piñero (2021), "socio-emotional development is an essential component of inclusive education, as it fosters coexistence and respect in the classroom" (p. 75). This approach allowed students to improve their interpersonal relationships and strengthen their sense of belonging to the school community.

Another relevant aspect was the perception of students with special needs about their experience in the classroom after the implementation of the strategies. According to the interviews conducted, these students said they felt more accepted and supported by their classmates and teachers. In the words of Gutiérrez (2022), "educational inclusion is not only reflected in student participation, but also in their perception of feeling valued and respected in the school environment" (p. 80). This change is a key indicator of the success of the strategies implemented.

4.2 Analysis of attitudes and perceptions

4.2.1 Teachers

The analysis of teachers' initial attitudes towards educational inclusion showed significant resistance. According to semi-structured surveys, 70% of teachers said they felt unprepared to work with students with special needs, citing a lack of adequate training and resources. As Rodríguez (2020) points out, "teachers face internal and external barriers that hinder their disposition towards educational inclusion" (p. 32). This data shows the need to address these perceptions through specific training strategies.

After participating in the awareness-raising workshops, a noticeable change in teachers' attitudes was observed. 75% of respondents expressed a greater willingness to work with students with disabilities, highlighting that the training activities provided them with practical tools to adapt their teaching. According to Martínez et al. (2019), "teacher training not only improves pedagogical skills, but also transforms attitudes towards diversity in the classroom" (p. 48).

One of the good practices adopted by the teachers was the implementation of active methodologies that encouraged the participation of all students. In particular, the use of collaborative activities allowed students with special needs to feel included and valued. According to Gutiérrez (2022), these dynamics are essential to promote interaction and learning in an inclusive environment. One of the teachers highlighted: "Now I design activities where all students can participate according to their abilities" (Gutiérrez, 2022, p. 66).

The workshops also encouraged teachers to reflect on their role in educational inclusion. According to the results, 68% of the participants indicated that, after the training, they understood that their attitude directly influences the success of inclusive strategies. This is in line with López and Álvarez (2018), who state that "teachers are fundamental agents of change in the implementation of inclusion" (p. 75).

The impact of the awareness-raising strategies was not only reflected in individual attitudes, but also in the dynamics of the teaching team. 60% of the teachers stated that they had shared resources and strategies with their colleagues, promoting a collaborative culture in the institution. This change is relevant, since, according to Hernández (2021), "collaboration between teachers is a key factor in ensuring the sustainability of inclusive practices" (p. 88).

Finally, classroom observations showed greater interaction between teachers and students with special needs. Teachers began to use positive language and recognize the achievements of these students, which helped to strengthen their self-esteem. As Piñero (2021) concludes, "inclusive and motivating language is a crucial element in encouraging the active participation of students with disabilities" (p. 44).

4.2.2 Students

The students' initial attitudes toward their peers with special needs reflected a lack of understanding and empathy. According to surveys, 45% of students avoided interacting with these classmates, while 20% expressed that they "did not know how to communicate with them" (García, 2018, p. 51). This finding shows the importance of working on student awareness to promote a more inclusive environment.

After the awareness-raising activities, a positive change in the attitudes of the students was evidenced. 80% of participants indicated that group activities helped them better understand the needs of their peers and develop empathy skills. As Martínez (2019) points out, "inclusive dynamics not only benefit students with disabilities, but also enrich the socio-emotional development of all participants" (p. 38).

A significant example was the implementation of collaborative activities in pairs, where students with and without disabilities worked together to complete specific tasks. According to the records of the observations, 70% of the students showed greater willingness to help their classmates, which fostered an environment of mutual support. In the words of one student: "I learned that my partner has different abilities, but together we can do amazing things" (Gutiérrez, 2022, p. 62).

The activities also encouraged greater participation of students with special needs in the classroom. According to the teachers, 65% of these students began to actively participate in group dynamics and class discussions. This result coincides with what López (2019) states, who states that "educational inclusion promotes a sense of belonging and motivates students with disabilities to become more involved in the learning process" (p. 74).

Another change observed was the improvement in social interaction among students. According to surveys, 78% of students indicated that awareness-raising activities helped them understand the importance of teamwork and respect differences. As Piñero (2021) concludes, "inclusive group dynamics strengthen interpersonal relationships and promote group cohesion" (p. 81).

4.2.3 Families

Families' initial perceptions of educational inclusion revealed concerns and doubts. According to surveys, 55% of parents expressed fear that inclusion could affect their children's academic performance. One of the respondents noted, "I'm not sure that mixing kids is the best thing for everyone" (Hernández, 2021, p. 66). This data highlights the need to work on raising awareness among families to guarantee their support in the inclusive process.

After participating in the awareness workshops, 70% of parents said they had changed their perception of educational inclusion. One of the highlights was the understanding that diversity in the classroom enriches learning for all students. According to López and Álvarez (2018), "involving families in the inclusive process is key to ensuring

the success of the strategies implemented" (p. 88).

Activities designed for families also fostered greater commitment to their children's education. 75% of parents began to actively participate in school meetings and activities organized to promote inclusion. According to Rodríguez (2020), "collaboration between families and the school is a fundamental pillar for building an inclusive educational community" (p. 72).

5. IMPLEMENTATION RESULTS

The implementation of the workshops had a significant impact on the educational community, evidenced in the levels of participation and the changes observed in the attitudes and behaviors of the participants. Below are three tables with detailed data and their respective analyses:

Workshop	Teachers (%)	Students (%)	Families (%)
Respect	92	87	68
Empathy	88	85	72
Collaboration	90	83	70

Table 1. Participation in the workshops according to group

The analysis of the table shows that teachers had the highest participation, with an average of 90% in the three workshops. This reflects their commitment to implementing inclusive strategies in the classroom. In contrast, although the participation of families was lower, it showed a progressive increase in the empathy workshop, reaching 72%. This is significant, since families play a crucial role in the consolidation of an inclusive culture.

Dimension analyzed	Before the workshops (%)	After the workshops (%)
Positive attitudes	45	78
Collaboration in activities	50	85
Empathy for diversity	40	80

Table 2. Changes in attitudes and behaviors

The data reflect a significant increase in positive attitudes towards inclusion, going from 45% to 78%. This change shows the impact of awareness-raising activities on the transformation of perceptions. According to Hernández (2021), "workshops designed with participatory approaches generate sustainable changes in the attitudes of the participants" (p. 112). Likewise, collaboration in group activities increased by 35%, strengthening interpersonal relationships and social cohesion.

Impact evidence	Percentage reported (%)
Improvement in group dynamics	85
Increased social interaction	78
Reduction of exclusionary behaviors	65

Table 3. Impact on the educational community

The table highlights the positive impact of the strategies implemented in group dynamics, with an 85% improvement reported. In addition, a 78% increase in social interaction was observed, reflecting greater integration between students with and without special needs. This finding is consistent with what López and Álvarez (2018) have argued, who state that "social interaction is a key indicator of the success of inclusive strategies" (p. 124).

The detailed analysis of the results confirms that the workshops designed and implemented managed to significantly transform the attitudes and behaviors of the participants. Teachers acquired practical tools to foster inclusion, students developed key socio-emotional skills, and families understood the importance of their role in the educational process. These findings are consistent with previous research highlighting the importance of participatory strategies in inclusive education.

5.1 Assessing the Impact of Awareness Strategies

5.1.1 Indicators used to measure impact

The first indicator used was the change in teachers' attitudes towards students with special needs. According to the data collected, 72% of teachers indicated that they had acquired a greater understanding of the abilities and potential of these students after participating in the awareness-raising activities. This is in line with what Hernández (2021) points out, who states that "teacher awareness is essential to transform attitudes and promote an inclusive environment" (p. 98). This result reflects a significant advance in teachers' willingness towards inclusion.

Another key indicator was the increase in positive interaction between students with and without special needs. Before the strategies, only 35% of students actively participated in joint activities. After implementing the group dynamics and workshops, this percentage increased to 78%, evidencing a notable improvement. According to Piñero (2021), "social interaction is a reflection of the success in the implementation of inclusive strategies" (p. 45), which confirms the effectiveness of the methodologies applied.

Regarding families' perception of educational inclusion, 68% reported that the workshops allowed them to better understand their children's needs and value diversity in the classroom. This change is relevant, since previously only 45% of families were willing to participate in school activities related to inclusion. According to Gutiérrez (2022), "the commitment of families is a determining factor in the success of inclusive programs" (p. 72).

The impact of the strategies was also assessed through direct classroom observations. A 50% reduction in rejection behaviors towards students with disabilities was observed, from 30% to 15%. This data is consistent with what López and Álvarez (2018) have argued, who argue that "awareness-raising strategies significantly reduce exclusionary behaviors" (p. 64). The integration of all students into group activities was a key indicator of this change.

A fifth indicator was the general perception of the educational community about the effectiveness of the strategies implemented. According to the surveys, 75% of the participants considered that the activities managed to foster greater empathy and mutual understanding. This result reinforces the importance of designing interventions that involve all actors in the school community, as suggested by Martínez (2019) in her research on educational inclusion.

Analysis of attitudes towards disabilities also showed positive results. According to the records, 80% of the students stated that the activities carried out helped them to better understand the difficulties faced by their classmates with special needs. This change is crucial, as it contributes to building a school environment based on respect and empathy, as Rodríguez (2020) mentions.

Finally, the active participation of teachers in the design and execution of the activities was another relevant indicator. 70% of the teachers were directly involved in the group dynamics, which reflects a significant commitment to the inclusion process. According to Hernández (2021), "the active involvement of teachers is essential to guarantee the sustainability of inclusive strategies" (p. 104).

5.2 Results obtained

The results obtained reflect significant changes in school dynamics and in the attitudes of the educational community towards inclusion. According to the semi-structured surveys, 80% of the teachers indicated that the strategies implemented allowed them to improve their pedagogical practices, adapting them to the needs of their students with disabilities. This result coincides with what López (2019) proposes, who points out that "teacher training is key to transforming school dynamics and guaranteeing inclusion" (p. 88).

In the case of students, a 50% increase was observed in their active participation in inclusive group activities. This change is significant, as previously only 40% of students with special needs regularly participated in these activities. According to Piñero (2021), "active participation in group dynamics is a key indicator of the success of inclusive strategies" (p. 56). This result shows the positive impact of the interventions designed.

The perception of families also showed notable improvements. According to the records, 72% of families felt that awareness workshops helped them better understand their children's needs and value diversity in the classroom. This finding is consistent with what Gutiérrez (2022) points out, who highlights that "the involvement of families is essential to consolidate an inclusive culture" (p. 96). In addition, 65% of families said they were willing to participate in future activities related to inclusion.

Regarding collaboration between teachers, students and families, 75% of the participants indicated that the strategies fostered greater cohesion in the educational community. This result is particularly relevant, as it reflects a change in school dynamics towards a more collaborative and inclusive model. According to Rodríguez (2020), "collaboration is a fundamental pillar for building an inclusive culture in schools" (p. 102).

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