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Editorial

This first issue of the magazine is published with great enthusiasm, with the disadvantages of any new publication, still unknown and without trajectory, but with an enormous projection of future towards all those components of education, culture and society that are changing in recent years.

Our vocation is to serve in a broad and unconditional way to researchers who wish to disseminate their work, whatever the methodologies used, but always within the scientific field.

MLS Pedagogy, Culture and Innovation (MLSPCI) has an international character and is open to all types of work, whether by established, new or student researchers who are carrying out innovative studies related to pedagogy and culture in educational centers or in the community.

Six papers are presented in this first issue:

- Impact of transversal projects to strengthen educational quality that contribute to the comprehensive formation of students. An experience of the Fontibón Integrated School.
- Social educational practices for the transmission of food culture from an intersectional approach in the Papaloápan Region, Oaxaca.
- Educational guidance and its contribution to university students with disabilities.
- Teaching strategies in the teaching-learning process.
- Teaching Spanish as a second language in educational immersion programs in the United States.
- Current state of the educational curriculum in Chile: A review of the academic literature from 2024.

As can be seen, these are diverse topics that highlight approaches based on educational practice and quality in varied contexts, in many cases with a specific Latin American regional component. This shows how MLSPCI is already reaching different countries, thus contributing to the dissemination of experiences and studies of international interest. This is our vocation and we will continue along this path.

Antonio Pantoja Vallejo
Editor in chief / Editor in chief / Editor Chefe

IMPACT OF TRANSVERSAL PROJECTS TO STRENGTHEN EDUCATIONAL QUALITY THAT CONTRIBUTE TO THE COMPREHENSIVE TRAINING OF STUDENTS. AN EXPERIENCE OF THE FONTIBÓN INTEGRATED SCHOOL
IMPACTO DE LOS PROYECTOS TRANSVERSALES PARA EL FORTALECIMIENTO DE LA CALIDAD EDUCATIVA QUE CONTRIBUYA EN LA FORMACIÓN INTEGRAL DE LOS ESTUDIANTES. UNA EXPERIENCIA DEL COLEGIO INTEGRADO DE FONTIBÓN

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ABSTRACT

Keywords:

social impact, educational quality, transversal projects, education, educational institution

This study had the objective of “Recognizing the impact of transversal projects in strengthening the educational quality of the students of the Fontibón Integrated School”. It was developed from the humanist-interpretive epistemic perspective, based on the ethnographic method in its educational variant; the type of research was descriptive, field and documentary, with a flexible, cyclical and reflective sequential methodological design, using techniques and instruments typical of this approach, applied to six (06) key informants in order to have an in-depth knowledge of the reality studied; likewise, the analysis of the information was carried out from two levels (textual and content), applying three moments of triangulation (technical, inter-method and theoretical) to give validity and scientific rigor to the study. Among the results obtained, it was possible to carry out a theoretical construction on the axial category “Social Impact”, highlighting that this allows examining the changes and transformations derived from the implementation of transformations derived from the implementation of these projects, promoting the well-being of the community or individual, from a comprehensive approach, three categories emerged from this process: evaluation, efficiency and scope. Finally, it is concluded that these strengthen the educational

quality and comprehensive training of the students of this educational establishment.

RESUMEN

Palabras clave:

impacto social, calidad educativa, proyectos transversales, educación, institución educativa

Este estudio tuvo como objetivo “Reconocer el impacto de los proyectos transversales en el fortalecimiento de la calidad educativa de los estudiantes del Colegio Integrado Fontibón”. Se desarrolló desde la perspectiva epistémica humanista-interpretativa, fundamentado en el método etnográfico en su variante educativa; el tipo de investigación fue descriptiva, de campo y documental, con un diseño metodológico secuencial flexible, cíclico y reflexivo, empleando técnicas e instrumentos propios de este enfoque, aplicados a seis (06) informantes claves integrantes a fin de tener un conocimiento a profundidad de la realidad estudiada; asimismo, el análisis de la información se efectuó a partir de dos niveles (textual y de contenido), aplicando tres momentos de triangulación (técnica, inter-método y teórica) para darle validez y rigurosidad científica al estudio. Entre los resultados obtenidos se logró efectuar una construcción teórica sobre la categoría axial “Impacto Social”, destacando que esta permite examinar los cambios y transformaciones derivados de la implementación de estos proyectos promoviendo el bienestar de la comunidad o individuo, a partir de un abordaje integral; de este proceso emergieron tres categorías: evaluación, eficiencia y alcance de los mismos. Finalmente se concluye que estos fortalecen la calidad educativa y la formación integral en los estudiantes de este establecimiento educativo.

Introduction

Today's society is characterized by continuous changes as a result of economic, social, political, educational, cultural and technological advances, among others, which over time have made it possible to respond to the needs of social contexts, generating transformations that allow the population to achieve a better quality of life and well-being. One of the areas that has the greatest impact on these processes is education, which occurs both "non-formally" through the family and society in general, and "formally" through educational institutions at all levels.

In this regard, (Tocora and García, 2018), emphasize that education is of great importance, in that it prepares human beings for life in society, requiring very diverse learning, knowledge, skills, norms and values, which characterize them as members of a cultural community, people or nation; it is present in all stages of their lives through "a process of socialization of a permanent, dynamic and contradictory nature, in which multiple actors called agents and agencies intervene" (p. 1).

Thus, education is one of the processes that human beings have developed through time, in order to transmit from generation to generation the knowledge obtained in each sociocultural period; it has evolved with the same society, from being an empirical fact based on the socialization of the family and consolidated in educational institutions at various levels, using a set of actions, according to the different sectors of economic, political, cultural, and social development of a country.

For their part, (Díaz, 2008; cited by Martí, Y., Montero B., & Sánchez, K.; 2018), emphasize that education has a social function, aimed at preserving, guaranteeing and controlling social facts, from the socialization process that allow "transmitting, preserving, promoting and consolidating behavior patterns, ideas and socially accepted values, creating in this process a superior quality, translated into new values for the interpretation of new realities that each generation builds" (p. 260).

Therefore, education is considered a fundamental right at all stages of the human evolutionary cycle, due to its relevance and transcendence in the life of human beings, having a special impact on children and adolescents; according to the (International Children's Emergency Fund, UNICEF; n/d), it emphasizes that it " provides them with skills and knowledge necessary to develop as adults and also gives them tools to know and exercise their other rights" (p. s/n). On the other hand, the violation of this right leads the population to remain in the circle of poverty, be more vulnerable to unemployment, involvement in criminal activities, teenage or unplanned pregnancies, among other problems that hinder the integral development of individuals and society in general.

As for "formal education", this has evolved over time, establishing new methods, techniques, as well as forms of management; all this in order to ensure comprehensive care and educational quality to the student population, within the framework of healthy school coexistence and the proper use of resources allocated by the Colombian State to different organizations, being the case under study those attached to the Secretariat of Education of the Districts (SED) of the Departments of Colombia, whose service, according to the Political Constitution of 1991, is "public".

In this way, "educational quality", constitutes one of the processes that guarantees achieving the objectives proposed within formal education, which is defined by the (Ministry of National Education, 2018), as an approach in which it seeks to "develop in students the

learning, personal and social competencies that allow them to act in a democratic, peaceful and inclusive manner in society" (p. s/n). Likewise, it is proposed that, in this context, it should promote innovation and entrepreneurship processes, as well as the development of skills that strengthen students, fostering the continuous improvement of the country's educational system.

One of the main challenges facing Colombia is "educational quality", which according to (Ávalos, Arbaiza Ajenlo, 2021), implies a rigorous process that requires the deployment of a set of actions, establishment of indicators and criteria that promote "excellence" in the achievement of a process or product; in the educational field, these authors emphasize that in addition to achieving the above, it is necessary to guarantee high-level training spaces and accessibility for the entire population.

In Colombia, the (Ministry of Education, 2018), highlights that educational quality, is "that which develops in students the learning, personal and social competencies that allow them to act in a democratic, peaceful and inclusive manner in society" (p. s/n). In this sense, it is based on training for the active exercise of citizenship and human rights, through a policy that promotes and strengthens school coexistence, specifying that each experience that students live in educational establishments is definitive for the development of their personality and will mark their ways of building their life project; therefore, the satisfaction that each child, adolescent and young person achieves and the meaning that, through learning, they give to their lives, depends not only on their well-being but also on the collective well-being.

In this way, the importance of educational quality based on the transformation of classrooms, on meaningful practices educational quality based on the transformation of classrooms, on meaningful practices, on the agreement of coexistence rules and the maturation of learning as a strategy to prepare students to acquire the necessary knowledge for their integral formation; likewise, through this approach, administrative management is also addressed, since the creation and execution of these projects requires a process that is well directed, organized and administered, in order to generate an articulation with all the educational pillars.

In this context, the Colombian State, intends to promote a "quality education ", defined by the Ministry of Education (2018), as the model "that forms better human beings, citizens with ethical values, respectful of the public, who exercise human rights, fulfill their duties and live together in peace. An education that generates legitimate opportunities for progress and prosperity for the country" (p. s/n). The same is established in Decree 1075 of 2015, which proposes pedagogical techniques that allow planning, developing and evaluating the curriculum in educational establishments, with the purpose of improving the quality of the teaching-learning process and the integral development of the student.

For this reason, the Ministry of Education has established a set of actions based on the transformation of classrooms, on meaningful practices, on the agreement of coexistence norms and learning maturity as preparation strategies for the "saber tests" of each cycle; likewise, administrative management is addressed, since the creation and execution of these projects requires a process that is well directed, organized and administered, in order to generate an articulation with all the educational pillars.

One of the strategies used to achieve these objectives is instituted by the "Transversal Pedagogical Projects (PPT)", which are framed in the Education Law established in Article 14 of Law 115 of 1994, ratified in Decree 1075 of 2015. According to the (Secretary of Education

of Medellín, n.d.), these "promote a pedagogical approach that enables learning, the appropriation of concepts and methodologies by the educational communities and their environments for the promotion, promotion and creation of relevant and effective strategies" (p.s/n). In this way, the Colombian State plans to promote the implementation of these initiatives, the educational and cultural transformation of the country.

According to the above, the transversal pedagogical projects constitute an activity within the curriculum with the purpose of accompanying the student to the solution of problems of their environment, selected through a previous diagnosis that meets the social, scientific, cultural and technological needs of the student. In this context, these strategies are adjusted to the needs of each socio-cultural context in which the different educational institutions are located, in order to contribute to the improvement of the academic performance and educational quality of the organization.

In this sense, the Colegio Integrado de Fontibón, located in Bogotá, Capital District of Colombia, has been deploying a set of Transversal Pedagogical Projects, which meets the lines established by the Ministry of National Education, managing to prevent and mitigate psychosocial risks present in the families and environments where students develop that affect their academic performance, among which are: consumption of alcohol, tobacco and psychoactive substances, school violence, low academic performance and school dropout, teenage pregnancy, as well as healthy coexistence. Given the importance of the implementation of educational quality in the different processes in public educational institutions, the present study was aimed at: "To recognize the impact of cross-cutting projects in strengthening the educational quality of the students of Colegio Integrado Fontibón".

Method

This study was developed from the humanist-interpretative epistemic perspective (Morales, 2015, Doubront, 2021), based on the ethnographic method in its educational variant (Martínez, 2009; Cotán, 2020), in order to deepen and build knowledge of the reality studied on the experiences and experiences of the subjects immersed in this reality, in this case the members of the educational community of Colegio Integrado Fontibón (management, teachers and students); likewise, the type of research was descriptive, field and documentary, the latter allowed contrasting the narratives of the interviewees with the analysis of different bibliographic sources, national and international legal instruments and the Institutional Educational Project (PEI).

For its implementation, a flexible, cyclical and reflective sequential methodological design was used, relying on the techniques and instruments of this approach (Morales, 2015), applied to six (06) key informants (four coordinators and teachers of Transversal Projects and two students of 7th and 11th grade), in order to have different perceptions about this fact. The analysis of the results was carried out at two levels: a) Textual (based on simple descriptive statistics of the categories and sub-categories that emerged from the stories) and b) Content: comparison of the results obtained with authors and documents, in order to carry out a conceptual analysis of the categories (theorization), generating new knowledge derived from the reality studied; this process was evaluated through three triangulation processes:

(technical, inter-method and theoretical), allowing to reach the criteria of validity and scientific rigor to the research.

Results

In order to respond to the objective of the research aimed at "Recognizing the impact of cross-cutting projects in strengthening educational quality in the comprehensive education of students at Colegio Integrado Fontibón", a set of categories and sub-categories derived from the narratives of the interviewed subjects was obtained. These include: a) Transversal Pedagogical Projects and Educational Quality, and b) Impact of transversal projects on the strengthening of educational quality in students, which are described below:

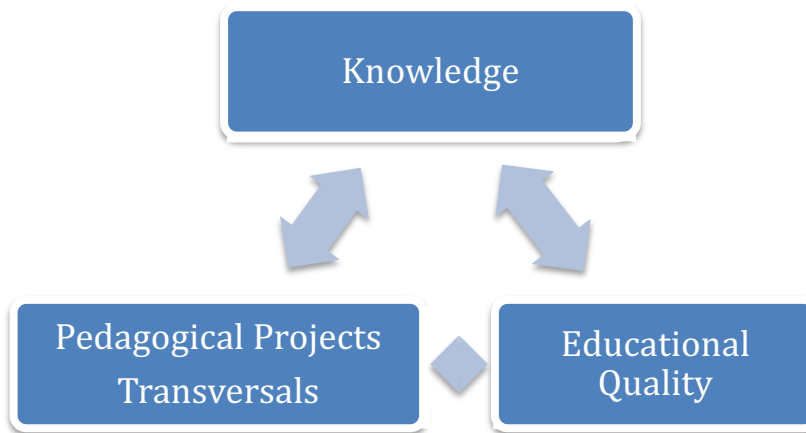
Category: Knowledge of Transversal Pedagogical Projects and Educational Quality

This category refers to the knowledge that the interviewed subjects have about the two categories of analysis of the studied reality; in this regard, (Ramírez, 2009; cited by Ospino, Fuentes and Gómez, 2020), it is "the conscious and intentional act to apprehend the qualities of the object and is primarily referred to the subject, the "Who knows", but it is also referred to the thing that is its object, the "What is known" (p. 217). According to this author, there are several forms of knowledge, the empirical - vulgar, obtained from everyday life and the socialization process, and the scientific, product of a rigorous process in order to understand and explain the situations that affect them.

In this sense, from the narratives expressed by the interviewed subjects, it was possible to obtain a set of meanings given on how they perceive, interpret and construct it, giving rise to two sub-categories of analysis (See Figure 1), which are described below:

Figure 1

Knowledge about Transversal Pedagogical Projects and Educational Quality in students



Note: Rojas Quevedo (2024).

Sub-category: Transversal Pedagogical Projects of Colegio Integrado Fontibón

As pointed out by (Agudelo and Flores; cited by Garzón, 2016), these are defined as an educational planning strategy with a global approach that takes into account the components of the curriculum and is based on the needs and interests of children and young people and the school, in order to provide them with an improved education in terms of quality and equity. For its part, the (Departmental Education Secretariat of the Government of Atlántico), the Transversal Pedagogical Projects created in Article 14 of Law 115 of 1994 are: Environmental education, sexual education and human rights (education for justice, peace, democracy, solidarity, fraternity, cooperativism and the formation of human values).

In accordance with Colombian regulations, for the elaboration of the Transversal Pedagogical Projects, it is recommended that the needs arise from the educational institutions, or projects that require support to ensure the development and consolidation of the activities planned by the working group; for this purpose, a set of activities are elaborated that allow the design, execution and evaluation based on the active participation of all members of the educational community (teachers, students, parents and representatives, administrative personnel and general services) in the same.

According to the narratives of the interviewed subjects, it was possible to recognize the knowledge they have about the theoretical-legal aspects, which make up the Transversal Pedagogical Projects implemented at Colegio Integrado Fontibón, evidencing a knowledge adjusted to the Colombian legal regulations, as pointed out by the Secretary of Education of Medellín (s/f), of the Atlantic Department (2023), Garzón (2016); as well as the institutional one, established in the Institutional Educational Project (PEI, 2020), characterizing them as follows:

- These are strategies created by the Ministry of National Education, through the General Education Law, as current regulations of the Colombian State.
- It constitutes a pedagogical tool or strategy, which allows for the integral formation of the integral formation of the students with curricular elements in a transversal and

interdisciplinary way in all interdisciplinary curricular elements in all areas of knowledge.

- Promotes the acquisition of knowledge and skills in areas such as literacy, use of free time, environment, sex education, sexuality literacy, use of free time, environment, sexual education, disaster prevention and institutional risks.
- The Transversal Pedagogical Projects develop themes established in Article 14 of Law 115 of 1994 (environmental education, sexual education and human rights, education for justice, peace, democracy, solidarity, fraternity, cooperativism and the formation of human values), which are related to the objectives and values of the educational institution, framed in the Institutional Educational Project (PEI, 2020).

Sub-category: Educational Quality and Transversal Projects

As pointed out by (Ávalos, Arbaiza, Ajenlo, 2021) and the Colombian Ministry of Education (2021), "educational quality" is the transformation of the teaching-learning process, based on meaningful experiences that promote the integral formation of the student; it also involves administrative management in the formulation and execution of transversal pedagogical projects, promoting an articulation with all the educational pillars. In this sense, it was possible to observe in the narratives of the interviewed subjects, a scientific knowledge about the studied reality, which has been complemented with the experience obtained in the exercise of teaching and formation of their professional praxis, highlighting the following aspects that characterize this conceptual definition:

- It is a category that involves many aspects as an evaluative process to be considered, mainly the positioning of our institution in local, national and international tests, as well as how these impact universities and the capacity of students to be competitive in the global world.
- Promotes integration and community and academic interests, based on the educational process (teaching/learning), which responds to the dynamics of the globalized world, in order to promote good performance and ensure the continuity of cultural processes in any country.
- It allows an integral formation in the students (socio-affective / academic / institutional / family), in order to achieve a common goal, guided and supervised by the directive of the educational institution.
- It is an amalgam of the teacher's vocation to serve the community; it is a commitment in which all sectors of the educational community must be involved.
- They respond to the demands of Colombian society and, in particular, the inhabitants of the surrounding communities that benefit from the provision of this public service for the comprehensive education of children, adolescents and young people.
- They respond to different areas, meeting the needs of the student population and the community, as well as those established by the Colombian State's regulations.
- The transversality not only responds to the level of training, but also by sites and days, carrying out a collective but also institutional construction, in order to validate all the elements that participate in its implementation.
- The subjects interviewed expressed their satisfaction with the teaching process provided by the teachers.

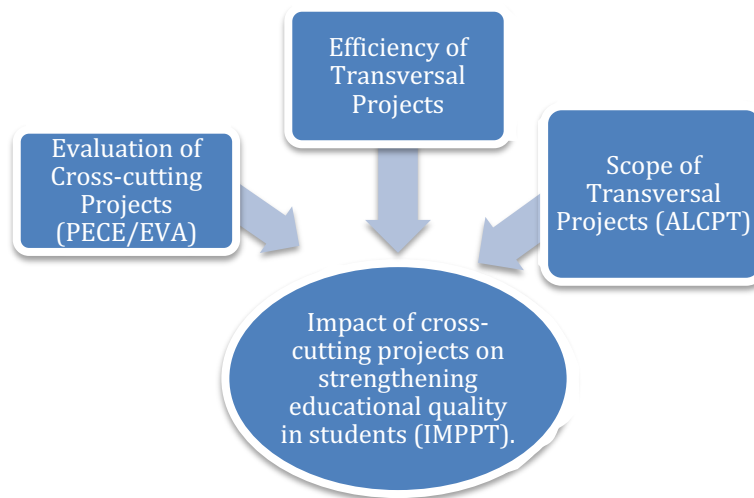
Impact of transversal projects on the strengthening of educational quality in the integral education of students

According to (Ruíz, Becerra and Pons, 2022), this category refers to exploring "the important and long-term changes introduced as a result of the project in the lives of the beneficiary population" (p. s/n). Similarly, (Vanga, Santamaría, Ruíz and Palomeque, 2019), emphasize that the impact is a mechanism that allows knowing the transformations derived from the projects that affect the welfare of the community or individual, whose purpose is to provide feedback and guidance for decision making and generate improvement alternatives if necessary. It is also important to note that even though the actions implemented are intended to promote a positive and intentional character, in some cases they could have a negative effect, which is why the development of this process is of great importance

In this sense, for this study, the evaluation of the impact of cross-cutting educational projects involves not only the direct beneficiary population, in our case the educational community, but also the adjacent communities as a population indirectly favored by these activities. In relation to this category, we were able to identify three sub-categories of analysis that emerged from the narratives of the interviewed subjects (see Figure 2), which are described below:

Figure 2

Impact of cross-cutting projects on strengthening the quality of education for students



Note: Rojas Quevedo (2024).

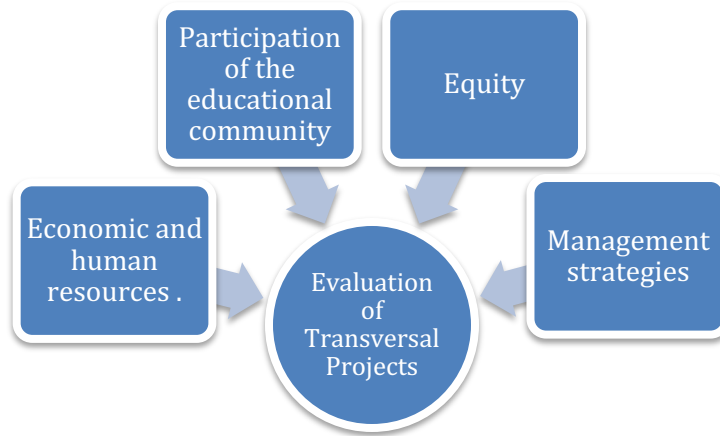
Sub-Category: Evaluation of Transversal Projects

This constitutes a phase within the implementation of any socio-educational project, having several aspects to consider; in this regard (Ander-Egg, 2017), defines it as a: "systematic, flexible and functional operation, which is carried out in every process of professional intervention" (p.s/n). For their part, (Libera, 2007; cited by Vanga, Santamaría, Ruíz and Palomeque, 2019), refer that evaluation "is a process that makes it possible to know the effects of a project or program in relation to the proposed goals and the resources mobilized" (p. 36).

In relation to the evaluation of the impact of social projects, (Ruíz, Becerra and Pons, 2022), point out that this constitutes "a suitable tool for determining the effects that development projects can produce, so the need for its multidimensional approach is increasingly recognized" (p. s/n). According to the authors, this vision allows for the development of a comprehensive process to determine the desired results for the people and institutions served. For its execution, a set of elements were identified, which are part of its implementation (See Figure 3), among which the following stand out:

Figure 3

Sub-Category: Evaluation of Transversal Projects



Note: Rojas Quevedo (2024).

Financial and human resources

According to (Ander - Egg, 2017; Vanga, *et al* 2019), they highlight that these constitute the "means available to perform an action, goods or means of subsistence. In planning, the human, financial, material, technical, institutional and social resources available to carry out the plan" (p. s/n). For the design and implementation of cross-cutting projects at Colegio Integrado Fontibón, the following resources were identified in the narratives of the interviewed subjects:

- Economic: which are led and managed by the rector of the institution (manager), in an appropriate manner and by the boards, through the budget allocation for each project at the end of the year; the same is based on planning and compliance with the requirements demanded by the Ministry of Education.
- Human: made up of teachers, who contribute their knowledge (intellectual), administrative personnel, who are guided by the values and principles of the institution, their commitment and vocation; students, who carry out collaborative teamwork in the implementation of the Projects. We also have the support of external human talent.
- Materials and Technology: obtained from the budget allocated for its execution.

Similarly, the importance of recognizing the management of resources allocated to the development of cross-cutting projects was highlighted; in this regard, (Vanga, *et al* 2019),

emphasize that this is one of the main aspects to be taken into account at the time of evaluation, which must be executed by those responsible for the project, constituting one of the criteria that will allow establishing the effectiveness and efficiency of these. In this sense, according to the opinions of the interviewed subjects, it was possible to recognize the following actions deployed in the implementation of cross-cutting projects at Colegio Integrado Fontibón:

- The management of the resources of the different projects is executed in a participatory and democratic manner by teachers and students, who in turn benefit from them.
- The execution of the management of resources (economic, human and material) assigned to the different Transversal Projects allows for several actions to be carried out, including: participation in bidding processes, presentation of accountability, and establishing improvements in the design and execution of these projects.
- The supervision of these processes is also carried out by external entities such as the Secretary of Education.
- To ensure transparency in the execution of activities, the project is socialized, taking into account what is established in the action plans, this process allows for clarifying aspects that are not considered clear.

Participation of the educational community

The development of transversal projects, according to (Heredia, 2020), implies the "participation and commitment of the community in educational management" (p. s/n); this fact recognizes the direct, personal and linked action of different actors among which the family, educational institutions, community organizations, local, regional and national entities, among others, contribute to the implementation of projects, programs and plans, based on strategies within the framework of citizen, community and social participation.

According to the above, both by the interviewees and in correspondence with the statements of (Heredia, 2020), the development of the transversal pedagogical projects promotes the participation of the educational community, allowing the integration of the members of the different sites and days of the Colegio Integrado Fontibón in the development of the same, favoring greater scope to the same. Likewise, from a managerial strategy, the participation of governmental entities such as the Ministry and the Secretary of Education is necessary.

Equity

In the framework of project evaluation, according to (Ander- Egg, 2017), this criterion is linked to the concept of equality, aimed at placing resources at the service of those who need them most. For his part, (Hernández, 2015), defines this aspect and relates it to the attention to people, in a differentiated manner recognizing their individual characteristics and their social environment, with the aim of generating maximum learning opportunities. Thus, it implies a compensatory approach in which more is provided to those who need it most.

Taking into account the opinions and stories of the interviewed subjects, in correspondence with the authors, equity is highlighted as a criterion of great relevance in the implementation of the transversal projects at Colegio Integrado Fontibón, for which the following actions are taken into account:

- Calls for proposals are made at the different sites of the educational institution, indicating the criteria for the allocation of resources for the projects.
- The participation of teachers in the planning and execution of the projects, led and managed by the institution's rector, is promoted.
- The projects are submitted to the board of directors, the academic council, to guarantee their suitability, as well as to the communities.

Management Strategies

Another aspect to consider within the evaluation of cross-cutting projects, is referred to the managerial strategies used in the execution of the same; in this regard, (García, Duran, Hernández and Moreno, 2018), point out that these constitute fundamental elements in the administrative processes of any organization, these guide the actions deployed to achieve the objectives of the organization. In this sense, it is considered that based on these tools, the scope of the projects, plans and programs of the educational establishments are established; in this regard, the subjects interviewed and the authors mentioned, the following results were obtained:

- Management strategies make it possible to establish improvement actions and the scope of cross-cutting projects.
- The evaluation of management strategies allows us to demonstrate the types of leadership present in the work teams, the participation of peer or interdisciplinary groups, promoting the generation of ideas and actions for improvement in cross-cutting projects.
- They make it possible to establish the economic and academic scope and the projection of the different projects.

Sub-Category: Efficiency of cross-cutting projects

According to (Ander-Egg, 2017), efficiency in socio-educational projects constitutes indicators that establish the impact of the objectives with the goals achieved, highlighting the adequate use that has been given to the resources (human, material, technical and financial), used in the development of the same; being one of the main components of educational quality. For its part, Unesco (Unesco, undated; cited by Morales, Zúñiga and García, undated), this "refers to the relationship between the expected educational objectives and the learning achieved, through the optimal use of the resources allocated for this purpose" (p. s/n).

Thus, the "Efficiency" of the transversal projects implemented at Colegio Integrado Fontibón refers to the achievement of the established objectives and the strengthening of the knowledge, skills and competencies acquired by the students and other members of these projects within the established period of time. In the present study, this category is made up of five sub-categories (Figure 4), which are described below:

Figure 4

Category: Efficiency of cross-cutting projects



Note: Rojas Quevedo (2024).

Comprehensive Training and Student Profile

This aspect refers to reflecting on the importance of integral education and the student profile as indicators of the efficiency of cross-cutting projects and educational quality in educational institutions. In this regard, (San Pedro, Vales, Molina and López, 2019), emphasize that education is a process that promotes a comprehensive training, which integrates the intellectual, moral, emotional dimension, as well as physical and mental health, among others, guided by educational institutions (school or university); in this way, this fact requires that the student is not a passive subject or recipient of knowledge, on the contrary, empowered, participatory and responsible for it.

As for the Student Profile of Colegio Integrado Fontibón, it is described in the Institutional Educational Project "Formation of citizens with values and dynamic performance within society (2020 -2025)", as follows: autonomous, enterprising, lucid and proactive people, knowledgeable of human rights, with moral and social values, promoting actions of solidarity, tolerance, critical, responsible, with social sense and managers of peace and healthy coexistence, formed with humanist principles and approaches of respect for inclusion and diversity, allowing them to be agents of change for the creation of a society that allows their welfare and quality of life; reaching their comprehensive cognitive (intellectual), physical, artistic, cultural training; as well as skills and competencies to meet the challenges of today.

In this framework, this aspect, emerged among the narratives of the interviewees, in correspondence of the authors previously exposed, it is evident that, through the implementation of the transversal projects, the integral formation and the profile of the

students is promoted and with it the educational quality of the Colegio Integrado Fontibón, highlighting the following aspects:

- The transversal projects are relevant not only in the process of integral formation of the student, by strengthening their competencies in the different fields of knowledge, but also skills and abilities in the implementation of the same, preparing them for the different challenges of life, according to the profile of the student of the educational institution.
- The implementation of these projects is considered relevant and effective, due to the learning processes it generates in students in the different environments in which it is carried out (educational, institutional, family and community),
- Generate learning and significant experiences in the different areas addressed, as established by national regulations, in all participants of the projects, which become a tool for life.

The above-described, allows us to evidence the positive impact that the implementation of the transversal pedagogical projects has on the integral formation of the different challenges of life, according to the profile of the student of the educational institution

Institutional projection and competitiveness

One of the main elements of the "Efficiency" of the transversal projects is the institutional projection that they promote and that strengthen the educational quality of the educational establishment. In this sense, (Aquino, 2023), this refers to the different plans, services and programs that affect not only the members of the educational community, but also adjacent families and communities to provide assistance and welfare.

With respect to "educational competitiveness", (Rodríguez, Navarrete, Valverde and Gayrey, 2019), state that this constitutes "the preconceived path to the search for new knowledge that generates innovation... One is competent by being more professional in the tasks and competitive by producing and innovating more knowledge in them" (p. s/n). In this way, it is proposed that educational institutions should generate a set of services that allow for a comprehensive education in accordance with the demands and needs of society.

According to the interviewed subjects, the transversal projects implemented at Colegio Integrado Fontibón have allowed to achieve "Institutional projection and competitiveness", actions that strengthen institutional quality, achieving this aspect through the following actions:

- The cross-cutting projects implemented are governed by the regulations of both the Colombian State and the educational institution.
- It is proposed to generate alternative educational processes to the curriculum, which allow improving the school's image, resulting in the educational quality of the institution.
- Project the experience and learning obtained from the transversal projects by students, in order to generate educational processes indirectly at institutional and community level.

Internal validity of cross-cutting projects

According to (Morales, 2015), validity is a criterion established in the field of social research, to generate the degree of confidence and scientific rigor that the results of the process carried out fit the reality studied; it involves various methods and instruments attending to the epistemic perspective on which the study is based. In the case of socio-educational projects, this is achieved when the objectives that guide them reach the goals obtained and are validated by the direct and indirect beneficiaries of the programs, who experience the achievements obtained and the changes made as a result of the intervention process.

In the present study, internal validity is reflected by the teachers coordinating the cross-cutting projects, directors and students, who in their narratives highlight the following aspects:

- The internal validity of the transversal projects implemented by the Colegio Integrado Fontibón, allows us to evidence the efficiency and its contribution to the educational quality of this institution.
- Efficiency or internal validity can be defined as the processes that allow to demonstrate the achievement of the objectives and goals set at the beginning of the year; its achievement is of great importance because it allows not only to link students within each of the areas of knowledge, but also the educational community (management, academic and administrative) and families, positively influencing the quality of education.
- Efficiency is evidenced by the internal validity of the transversal projects; it is obtained when the results have an impact not only on the students, but also on society in general. This is achieved when they can undergo self-evaluation by the members of each project (successes and failures), recognizing the complexity of each area addressed, favoring the adaptation and social function of the institution.
- The cross-cutting projects are based on a base document, from a strategic social management approach, which establishes the objectives, goals, actions to be taken, the way in which the follow-up, control and evaluation of the project will be carried out in a flexible manner, in order to make the necessary adjustments according to the social problems addressed.
- During its implementation, the interest and participation of the students and the learning process that they obtain from their practice are evident, obtaining a theoretical-experimental knowledge that allows them to obtain significant learning.
- The Efficiency of the transversal projects allows consolidating the educational quality of the educational institution, by promoting changes from an ecological perspective, involving all levels of the systems in which students interact: micro systems (family, school, community), causing new socio-cultural patterns in relation to the problems addressed.

External Validity

Continuing the analysis of the category, efficiency, the sub-category external validity was obtained, which (Morales, 2015), states that in socio-educational programs, they respond to the extent to which they promote changes in the communities and contexts addressed, according to the objectives proposed at the beginning of the intervention. In the

case study, in the external validity of cross-cutting projects, we consider the contributions made by the interviewed subjects, who highlighted the following aspects:

The above described, allows establishing some elements that contribute to give external validity to the socio-educational intervention generated from the transversal projects implemented allowing consolidating the effectiveness of the educational quality of the Colegio Integrado Fontibón; which are exposed below:

- Maintain the guidelines of the Colombian State's public policy on education, aligned with the provisions established by international organizations such as UNESCO and the United Nations (SDGs).
- They allow the establishment of networks with other educational organizations and public or private institutions, allowing the feedback of the projects and being models in other contexts at local, district / departmental, national and international levels.
- From an ecological perspective, its products extend to the family, community and other social systems.
- The cross-cutting approach on which it is based gives a multidimensional character to both the identification of problems and the proposals for action to address them.

Continuous Improvements

Finally, in the analysis of the elements present in the efficiency category, within the framework of the educational quality model, the sub-category of "continuous improvements" emerges; which is defined by (Campbell and Rozsnyai, cited by Torres Fernández, 2017), as a central aspiration linked to the academic task, established by the members of the educational community themselves, to the extent that this process is complex, this action allows achieving greater efficiency and performance in academic processes.

In view of the above, it should be noted that the "continuous improvements" arise from the annual evaluation processes of the transversal projects, allowing the identification of the strengths and weaknesses presented in their implementation; likewise, they allow the achievements and innovation obtained in the implementation of the transversal projects to be evidenced, which enrich the quality management and make the institution more competitive with other institutions, as well as more attractive to students.

Sub-Category: Scope of cross-cutting projects

Another of the concepts to be considered in the evaluation of cross-cutting projects, which emerged from the stories, was the criterion of "scope", which according to the (Real Academia Española, n.d.), expresses "significance, effect or transcendence of something" (p.s/n). For the purposes of this study, this sub-category is considered as the achievement of the objectives of the projects oriented by the guidelines set forth in the current regulations that govern their design and implementation, as well as those based on the Institutional Educational Project (PEI) of the educational establishment. In this regard, the following was obtained:

Values and commitment of teachers

This aspect is closely related to the mission and vision described in the Institutional Educational Project (PEI, 2020), of Colegio Integrado Fontibón, by guiding the actions of the board of directors, academic council, teachers and students in their integral formation, based

on a "pedagogical proposal that forms competent people within their context who actively collaborate in society, thanks to their formation in values, reflected in their human quality. The results obtained in the analysis of this sub-category show that the scope of these projects is obtained from the following situations:

- The values and commitments of the teachers are achieved through the strengthening of a high commitment of the teachers and the educational institution, since their participation in the transversal projects does not imply any type of academic discharge, highlighting a voluntary work, involving a mystical work, with vocation and community, strengthening the operation of the same.
- The implementation of the cross-cutting projects has made them known both in the context of the institution and in other District scenarios, especially in the case of the Environmental Project, achieving recognition and participation in activities organized by the central level of the Secretary of Education, as the institutional supervising entity of the same.
- Promotes the participation of all members of the educational community (management, teachers, administrative staff, students, family and community), thus strengthening the educational quality of the institution.
- Dialogue and interaction between the different actors of the cross-cutting projects is promoted, fostering assertive communication and community education, strengthening relationships with public and private entities, to generate the changes and transformations to which the cross-cutting projects are directed, generating a social impact.
- Promotes the participation of parents in the preparation of students to present the different challenges of training, including the "tests to know"; recognizing that it is an education for life.
- All the processes involved in the transversal project (diagnosis, planning, allocation of resources, execution and evaluation) involve the participation of the educational community (board of directors, academics, committees, students, administrative staff, parents and the community in general).
- Promote the recognition of interculturality: in order to achieve respect for the autochthonous and the construction of identity and sense of belonging, in a dynamic according to the particular needs within national and universal references.
- Promotes intra-school coordination: its purpose is to incorporate academic and administrative instances for the development of the educational institution, taking into account competencies, standards, the generation of spaces for transversality and institutional strengthening.
- It involves the participation of the entire educational community, which transcends the entire basic part, thought for the entire institution in general (board, teachers, administrative staff, students, parents and representatives); as well as, the surrounding communities, in the design, evaluation and execution of the project in order to guarantee a commitment in its implementation.
- The active performance of the institution's management (Rector) in the timely, efficient and transparent management of human, material and economic resources is noteworthy.

Discussion and conclusions

Once the process of analysis and interpretation of the results was completed, a set of meanings were identified, which respond to the objective of the research referred to "Recognizing the impact of cross-cutting projects in strengthening the educational quality of the students of the Colegio Integrado Fontibón". In this sense, two categories of analysis emerged:

Regarding the knowledge on Transversal Pedagogical Projects and Educational Quality, it was possible to evidence the theoretical, conceptual and legal management of the categories of analysis that the interviewed subjects have, based on their academic training, as well as on the national institutional and legal guidelines (Political Constitution of Colombia (1991), National Ministry of Education and other territorial entities) and international guidelines (Convention on Human Rights (UN), American Convention on Human Rights (OAS), Sustainable Development Goals (UN), among other authors.

In this regard, it was recognized that cross-cutting projects seek to generate educational processes that allow a comprehensive training of students (socio-affective / academic / institutional / family), from the design of plans and activities that transversely and interdisciplinary involves all areas of knowledge (intellectual cognitive area), but must also incorporate the axiological (institutional values), skills and competencies in the different components of the curriculum, to meet the different challenges imposed by their socio-cultural dynamics in their different evolutionary stages, taking as thematic axes: environmental education, sexual education and human rights (justice, peace, democracy, solidarity, fraternity, cooperativism and the formation of human values).

It was also noted that the elaboration of the Transversal Pedagogical Projects is based on the problems that emerge from the needs of the members of the educational institutions and surrounding communities. For this reason, it is necessary to use participatory methodologies or projects that allow the design, execution and evaluation of these projects, under the direction, work table, the institution's board of directors and academic council, as well as (teachers, students, parents and representatives, administrative and general services personnel) in the same.

Similarly, we were able to investigate the knowledge that the interviewed subjects have about "Educational Quality", highlighting that it is a process that has been present in the history of humanity, evolving according to each moment and socio-historical context, which has been called "quality of education", and is currently present in the international and national political agenda, for its impact on the development of society, creating instruments and guidelines to guide the policies that the States will implement to guarantee this right from the differential and integral approaches.

On the other hand, the subjects interviewed highlighted the category "educational quality", pointing out that it integrates many aspects as an evaluative process to be considered, mainly the positioning of the institution in local, national and international tests (Saber Test, Synthetic Index of Educational Quality -ISCE, PISA, among others); as well as the way it impacts university entrance and the capacity of students to be competitive in the global world.

Another factor that emerged from the results obtained, is how through the "educational quality" of the teaching/learning process deployed at Colegio Integrado

Fontibón, it promotes the integration of community and academic interests, responding to the needs of the student population, strengthening the different socio-cultural environments that surround it. In this sense, the pedagogical projects are pedagogical strategies used to strengthen the educational quality of this institution, through which the study plans are planned, developed and evaluated, aimed at solving different problems and needs of both the educational community and the socio-environmental environment, psycho-social risk factors that affect the good performance of the students of the institution.

Another category that emerged from the stories interviewed is the "Impact of cross-cutting projects on the strengthening of educational quality in the comprehensive education of students"; in this regard, it was possible to define how this fact allows examining the changes and transformations resulting from the implementation of projects that affect the welfare of the community or individual directly and indirectly, as well as to investigate that their implementation can generate positive or negative consequences.

Another conceptual element obtained was related to the socio-educational intervention process derived from these experiences, a fact that allows for feedback and guidance for decision making and the generation of improvement alternatives, if necessary; also, that these are based on an integral approach. In the case study, three categories that encompass this process were identified:

a. Evaluation of the Transversal Projects: which constitutes a process that is carried out in a transversal manner from its beginning to its culmination, in every socio-educational project, with particular characteristics taking into account the approach that underlies it; it implies research actions - reflection on each element of the executed project; in this regard, the following elements were highlighted:

- Transversal Project resources (economic, human, material and technological) are represented by the different means used for the design and implementation of transversal projects.
- Resource management: this aspect is aimed at evaluating the use of resources by those responsible for the project, which determines the effectiveness and efficiency of cross-cutting projects; to this end, several actions are developed to ensure the transparency of this process (participation in bids, presentation of accountability, establishing improvements in the design and implementation of these), also, for its implementation there is the supervision of external entities such as the Secretary of Education. Finally, the implementation of the program is socialized with the members of the educational community.
- Participation of the educational community in the design and implementation of the cross-cutting projects, in all the schools and days of the Colegio Integrado Fontibón, promoting greater reach to them; as well as governmental entities such as the Ministry and the Secretary of Education.
- Equity: this aspect refers to the criterion of equality in the management of resources allocated for the implementation of transversal projects, involving all members of the educational community of the different sites in the planning and execution of the projects, led and managed by the rector of the institution, with the knowledge and approval of the board of directors, the academic council, as well as the communities, in order to guarantee their suitability.

- Management Strategies: as a fundamental element of the administrative processes of any organization; in the case of the evaluation of the transversal projects at Colegio Integrado Fontibón, these allow: to establish the improvement actions and the scope of the transversal projects, to promote different types of leadership, as well as to establish the economic and academic projection of the different projects.

b. Efficiency of the transversal projects: this category is part of one of the dimensions of educational quality, which reflects the achievement of the objectives with the goals attained; in relation to the case under study, it refers to the achievement of the established objectives and the strengthening of the knowledge, skills and competencies acquired by the students and other members that integrate these projects implemented at the Colegio Integrado Fontibón, in the established period of time. Among the elements that emerged from this process, the following were identified:

- Consolidation of the integral formation and profile of the students and with it the educational quality of Colegio Integrado Fontibón, not only from the strengthening of their competencies in the different fields of knowledge, but also abilities and skills, in order to prepare them to face the different challenges of life in the different areas in which they work (educational, institutional, family and community); likewise, they promote learning and significant experiences in the different areas addressed.
- Institutional projection and competitiveness, allowing the strengthening of institutional quality, in correspondence with the regulations of both the Colombian State and the institution, deploying alternative educational processes to the curriculum, indirectly at the institutional and community level.
- It was evidenced that the efficiency of the cross-cutting projects gives internal and external validity to the educational quality, impacting both the members of the educational quality and the community in general, adjusting both to national regulations and to what is established by international organizations such as UNESCO and the United Nations (ODS), promoting participation and cooperation in networks with other educational organizations and public or private institutions at local, district, departmental, national and international levels, consolidated by a transdisciplinary and multidimensional approach to the problems addressed.
- Finally, it was stated that this process is carried out through "Continuous Improvement" processes, in order to achieve greater efficiency and performance in academic processes, as well as educational quality.

c. Scope of the transversal projects: this component of the social impact of the transversal projects implemented at Colegio Integrado Fontibón, allowed to establish their effect or transcendence; highlighting the consolidation of their objectives, based on the strengthening of a high commitment of teachers and the institution, as well as their projection in other scenarios.

In the same vein, it became evident how the implementation of cross-cutting projects promotes dialogue, interaction, assertive communication and participation among the different actors involved, generating a social impact, as well as strengthening the educational quality of the institution, strengthening the comprehensive education of students.

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Impact of transversal projects to strengthen educational quality that contribute to the comprehensive formation of students. An experience of the Fontibón Integrated School

**SOCIAL EDUCATIONAL PRACTICES FOR THE TRANSMISSION OF FOOD
CULTURE FROM AN INTERSECTIONAL APPROACH IN THE
PAPALOÁPAN REGION, OAXACA**
**PRÁCTICAS EDUCATIVAS SOCIALES PARA LA TRANSMISIÓN DE LA CULTURA
ALIMENTARIA DESDE UN ENFOQUE INTERSECCIONAL EN LA REGIÓN DE
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ABSTRACT

Keywords:

food culture, intergenerational transmission, intangible cultural heritage, Papaloapan Region.

The Papaloápan region of the state of Oaxaca, Mexico, has extensive cultural, ethnic, environmental, biological, and economic wealth, among others. The large number of food resources make this territorial and cultural space unique. In this context, some world phenomena such as globalization, migratory processes, food markets, among others, are influencing the food culture of various social groups. To understand the context and process of valuation and transmission of food culture, an investigation was carried out from an intercultural and intersectional approach in the Papaloápan region in four municipalities (Tuxtepec, Valle Nacional, Cotzocón, Yavé) made up of six ethnic groups (Náhuatl, Mixtecs, Mazatecos, Zapotecs, Chinantecos, Mixes and Afro-Mexicans). A mixed methodology was designed, in which, based on participatory research, a diagnosis of the processes of valuation and intergenerational transmission was carried out using socio-digital tools in the communities and family kitchens of four communities (San Bartolo, La Finca, María Lombardo, Francisco Villa). From the deepening of these processes, the intercultural and intersectional elements that promote the intergenerational transfer of food culture between the various actors involved in its reproduction and that contribute to the design of a local community communication strategy that can promote and replicate in similar contexts the food culture conceived as intangible cultural heritage in the various social educational practices of older adults, women, adult men, young people and children from an inclusive approach.

RESUMEN

Palabras clave:

cultura alimentaria, transmisión intergeneracional, patrimonio cultural intangible, Región Papaloapan.

La región Papaloápan del estado de Oaxaca México, tiene amplia riqueza cultural, étnica, ambiental, biológica, económica, entre otras. El gran número de recursos alimentarios hacen único este espacio territorial y cultural. En este contexto, algunos fenómenos mundiales tales como la globalización, procesos migratorios, los mercados alimentarios, entre otros, están influyendo en la cultura alimentaria de los diversos grupos sociales. Para conocer el contexto y proceso de valoración y transmisión de la cultura alimentaria se realizó una investigación desde un enfoque intercultural e interseccional en la región de Papaloápan en cuatro municipios (Tuxtepec, Valle Nacional, Cotzocón, Yavéo) conformado por seis grupos étnicos (Náhuatl, Mixtecos, Mazatecos, Zapotecos, Chinantecos, Mixes y Afromexicanos). Se diseñó una metodología mixta, en el que a partir de una investigación participativa se realizó un diagnóstico de los procesos de valoración y transmisión intergeneracional utilizando herramientas socio digitales en las comunidades y las cocinas familiares de cuatro comunidades (San Bartolo, La Finca, María Lombardo, Francisco Villa). A partir de la profundización de estos procesos, se destaca los elementos interculturales e interseccionales que promueven la transferencia intergeneracionalmente la cultura alimentaria entre los diversos actores que intervienen en la reproducción de ésta y que aportan al diseño de una estrategia de comunicación comunitaria local que pueda promover y replicar en contextos similares la cultura alimentaria concebida como patrimonio cultural intangible en las diversas prácticas educativas sociales de las y los adultos mayores, las mujeres, los hombres adultos, las y los jóvenes y las infancias desde un enfoque inclusivo.

Introduction

Food in the Mexican territory dates back to the constitution of the original peoples in what is now the Mexican Republic. Each ethnic group has adapted its food culture to the socio-environmental conditions of their own regions, where their food systems depend on the availability and diversity of natural, biotic and ecosystemic resources, but also on the productive and socio-political systems in which these social groups operate.

Ramírez (2023) states that beans and maize, to mention just a few seeds, are historically important for the diet and culture of Mexico, Mesoamerica and the peoples that formed it. The presence of corn, beans and chili has been able to guarantee food security in our country. Therein lies the geopolitical importance of food sovereignty and the scope that food culture has for the promotion of the recognition and reappropriation of the biological and cultural wealth of what surrounds us, including what a social group feeds on. According to De la Barrera (2016, 2020), food represents one of the strongest links people have with nature. In the same way, local biodiversity has become part not only of the flavors, but also of the knowledge and culture developed in this multicultural region of the country, such as the Papaloápan region, establishing that the ingredients are not only typical of the community, but also its flavors, which are recognized by those people who recognize them as their interconnection with the ecosystems that shelter the species and the cultural context of the preparation in which they are prepared and are immersed in the food culture that is inherited from the exchange of knowledge and flavors built in the kitchens and homes with their own meanings and practices in which they develop.

Through the passage of time, the native groups have been introducing new food and medicinal variants, identification of plants, consumption of animals and fishery, forest and non-timber products, such as mushrooms, among others, which has led to the establishment of new ways of preparing food for consumption. These processes around food culture have been influenced by dynamic natural, socio-political and economic phenomena and involve territorial trajectories, which force them to adapt or adopt certain ingredients and species to their food depending on the situational context resulting in food culture, which is defined as the set of representations, beliefs, knowledge and inherited or learned practices associated with food and which are shared by individuals of a particular culture or social group within a culture (Contreras and Gracia, 2005 in Pérez-Gil, 2009).

According to Pérez (1988), it was not until the Spanish conquest that food and food culture was significantly transformed. The effects of this historical milestone, beyond the various approaches to the phenomenon of conquest domination, is that food changed, which leads to the inference that probably no native people today retain their food culture identical to the original one. Pérez (1998) mentions that two things changed. On the one hand, the inputs or ingredients and on the other hand, the diversity of indigenous recipes, which previously did not have such a diversity of cooked sweet, salty, spicy, bitter, aphrodisiac, etc. foods. An example associated with the transmission of preparation processes and the use of ingredients in the historical context of the Spanish conquest is vanilla. Ramírez (2023) mentions that the first Europeans to describe it were Bernal Díaz del Castillo and Bernardino de Sahagún. And just as the ancient Mexicans did, the Spaniards learned to flavor chocolate with vanilla, but unlike them they did not succeed in making the pods produce their exquisite flavor and smell because the Indians kept the process a secret: they withered the pods and then heated them to accelerate the

production of flavor and to prevent fermentation and decomposition. When the pods turned brown, they were dried at room temperature and stored for about three months.

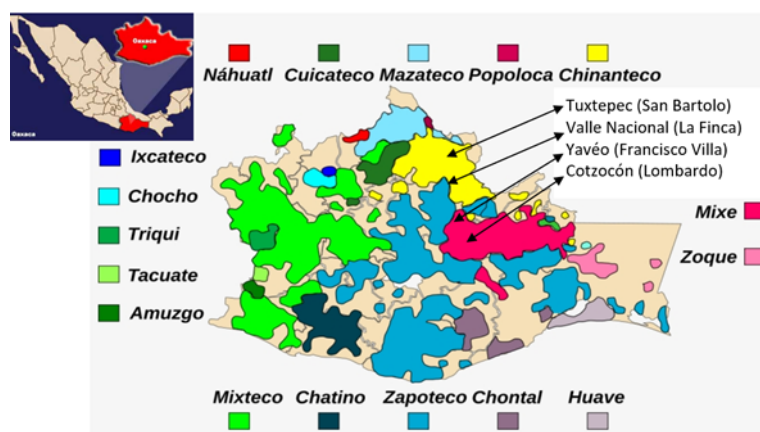
On the other hand, Gómez and Velásquez (2019) analyzed Mexico's diet by establishing four stages: 1.- Prehispanic, which was based on ingredients such as corn and beans and foods associated with the milpa. 2.-Colonial, which contains a crossbreeding of new ingredients from Europe and Asia 3.- Independent, in which the creation of typical regional dishes arises and the 4.- Modern stage, in which there is a change in the traditional diet due to the high consumption of industrialized foods and in which the present research delves into.

The global present in the local has had different consequences than the phenomenon of the Spanish conquest. Derived from globalization and its impact on food culture, two assumptions arise: first assumption, if the society is intentionally educated regarding its food culture by making inroads with new external cultures that could result in a beneficial and equitable enriching adaptation, or second assumption, if the society is not intentionally educated in its local food culture, it could become extinct (Cruz, 2024). Thus, this research does not intend to propose a resistance against globalization or its overvaluation, but rather to delve into the processes of valuation and intergenerational transmission that exist in the Papaloapan region of Oaxaca, which may lead to the design of proposals for strengthening social educational practices through local communication strategies, in which the intergenerational transmission of food culture is maintained as intangible cultural heritage.

In a comparison of territory and cultural groups, a mosaic of diversity can be seen from multiple angles, and this reality is represented below.

Figure 1

Context of territory and ethnic groups



Note. Source: <https://culturacienciasdelacomunicacion.blogspot.com/2012/12/culturas-y-tradiciones-en-el-estado-de.html>

In the southern part of the country of Mexico is Oaxaca, which in turn is divided by territories, the Papaloapan region is in the northern part of Oaxaca and includes the cultural spaces of Chinantec, Mazatec, Zapotec and Mixe. The research considered four municipalities with one community per municipality as shown in Figure 1.

It is considered that the Oaxacan context to delve into these aspects is relevant, since according to Altamira and Trujillo (2017) there are few studies in contexts of the state of Oaxaca, since there is only the study of a municipality in the state of Oaxaca of

which a "Register of Oaxacan Traditional Cuisine as Intangible Cultural Heritage of Mexico" has been made. Thus, the continuation of this work in the Papaloapan region of Oaxaca would be a great contribution given the diversity of the food culture that exists in this region.

In turn, Castro (2000) establishes that in a case carried out in Guadalajara there is a great lack of knowledge and little appreciation on the part of the inhabitants of their food culture, due to the preference for industrialized products, in the Papaloapan region this phenomenon is similar.

An approach that contributes to the analysis of food culture from the individual and collective experience of the people who reproduce food culture is the intersectional approach, which is an approach that stems from gender theory to explain, analyze, characterize and deepen the unequal and differentiated systems by social, racialized, age, historical, dynamic and situated aspects (Viveros, 2016). This approach has been basic to this research in the Papaloapan region of Oaxaca.

The selection of this approach to analyze the intergenerational transmission of food culture is proposed to identify forms of social interaction associated with the subjective implications from the life cycles and their stages of development, as well as the socio-cultural contexts expressed in the various territories in which the collective subjects appropriate (Pérez-Paredes and Sosa-Martínez, 2022) and transmit their food culture and their territory.

In this sense, it has been identified that food culture is also associated with the stages of the life cycle, hence the intergenerational perspective proposed in this research from a local communication strategy. Derived from the investigation of food culture in the context of the Papaloapan region of Oaxaca, Cruz (2024) identifies that people go through twelve stages during their lives, which imply changes in their cultures conditioned to the place where they were born, where they currently live and with whom they interact from their life cycle conditioning factors in the various stages of their development, such as:

- 1.- Gestation and Lactation
- 2.- Exploration
- 3.- Taste formation
- 4.- Captive consumption
- 5.- Consumption in the process of independence
- 6.- Independent consumption
- 7.- Consumption in couple
- 8.- Agreed consumption in pairs
- 9.- Consumption by couples and more family members
- 10.- Voltage consumption
- 11.- Conditional consumption
- 12.- Dependent consumption

Derived from the stages that are established, the practices that favor the valuation and transmission of the local food culture arise, considering that each stage is different and since the food culture is a social construction, each stage of life implies that this culture is carried with itself either individually but also collectively as a member of a social and/or ethnic group. Therefore, at each social stage, depending on whether one is dependent on one's parents, has a partner or lives in a family on a daily basis, there will be a social interaction where education, food, moments, memories, values and meanings will be shared, which will intrinsically reproduce the food culture.

Another contribution to the recognition of the multicultural perspective in food culture was made by Gonzales (2013) who focused on disseminating the gastronomic heritage of ethnic groups with the objective of heritage rescue and exchange with visitors to the localities. Thus, this research establishes that local communication strategies are relevant for the reinforcement of the food culture in the region of Papaloápan, Oaxaca.

Finally, it is important to recognize that food culture is also a product of the incentive of public policies related to intangible cultural heritage, in which the State, from its National Development Plan 2019-2024 and heads of sector, plays a relevant role for the recovery of local agri-food production, the safeguarding of endemic products of the region and the promotion of healthy eating based on habits and consumption of local products, as stated in the National Survey of Cultural Habits, Practices and Consumption (CONACULTA, 2010), the National Survey of Cultural Habits, Practices and Consumption (INEGI, 2012) and the National Survey of Cultural Consumption in Mexico (UNAM, 2020), which have been able to recognize and correlate the current situation of food culture from the consumption of various foods in different regions of Mexico.

Method

The research design considered eight social groups belonging to the Papaloápan region of Oaxaca. A mixed methodology was used in which in the first stage of the quantitative research a diagnosis was made through a survey instrument, and in the second stage through qualitative research was developed through a case study of the Papaloapán region (See Table 1) using instruments such as focus groups, participatory observation and in-depth interviews.

Table 1
Participants disaggregated by gender and age in the Food Culture research

Age groups	Survey		Interview		Observation		Focus Group		Subtotal		Total
	H	M	H	M	H	M	H	M	H	M	
Older adults	45	38	0	0	0	4	0	0	45	42	87
Adults	101	140	0	0	1	5	3	0	105	145	250
Youth	33	43	1	4	1	5	3	0	38	52	90
Infants	0	0	0	0	2	8	0	0	2	8	10
Total	179	221	1	4	4	22	6	0	190	247	437

According to the table above, 400 people participated in the survey, the remaining 37 people participated in the second stage. It is important to note that the research was conducted over a period from 2020 to 2022 and that, due to the pandemic, various tools were used to obtain information. A physical survey was administered to older adults to determine the conditions of technological accessibility. On the other hand, a telephone survey was applied to adults, and a virtual survey was applied to young people using the Google Form instrument. The same instrument was applied to all the groups and this article highlights one of the questions that was explored in relation to their practices in their food culture, as well as the intergenerational transmission of the same and the involvement of the various local subjects.

In the second methodological moment, three tools were used to deepen the case study through in-depth interviews, participant observation and focus groups in various families from different ethnic groups.

The research design considered multicultural diversity and the intersectional approach, since of the 100% of the 437 participants, 52% were Spanish speakers, 23% Chinantec, 6% Afro-Mexican, 5% Mazatec, 4% Mixe, 4% Zapotec, 3% Mixtec, 3% Nahuatl. Regarding age groups, of the 100% of the participants, 18% were older adults, 57% were adults, 22% were young people, and 2% were children. The latter were not approached directly, but through participant observation, it was possible to analyze the participation of children in the preparation of traditional food and practices associated with food culture. Regarding the selection of people based on gender, the study sample was considered to be homogeneous, with the participation of 44% men and 56% women out of the 100% of the total population.

Results

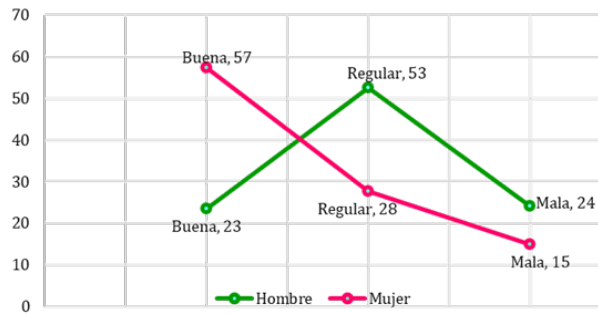
Table 2 shows some relevant data on the transmission of food culture and, in particular, the mother tongue in which it is transmitted.

Table 2
Transmission of food culture

Age group	% of people who transmit their Food Culture.			% of transmission in mother tongue		
	Yes	No	Total	Yes	No	Total
Seniors 60 years and over	62	38	100	89	11	100
Adults 30 to 59 years old	35	65	100	22	78	100
Young people 18 to 29 years old	12	88	100	2	98	100

It was reported that in the survey those who mostly transmit food culture are women, in all age groups there is transmission, 62% of older adults transmit and 89% of those who do so orally in their mother tongue, 35% of adults transmit with practices in family kitchens, but only 22% of those who transmit do so in their mother tongue and 12% of young people also transmit recipes and photographs of traditional food through social networks, although only 2% say they do so in their mother tongue.

An important sector that was included both in the surveys and in the interviews was the sector of agricultural producers, with whom it was found that in most of the communities there are practices of resource conservation and food culture, and that through the conservation of the diversity of flora, fauna, mushrooms and native crops, the food culture is maintained, thus expressing the valuation of these considered as the necessary inputs and used in traditional cooking. It is considered that these resource conservation practices should be taught and replicated in other regions to favor their conservation, because if these resources were lost and had to be cooked with inputs from other regions or countries, the taste, consistency, smell and appearance of traditional food would change and generate higher costs.

Figure 2*Regional assessment of food culture by gender*

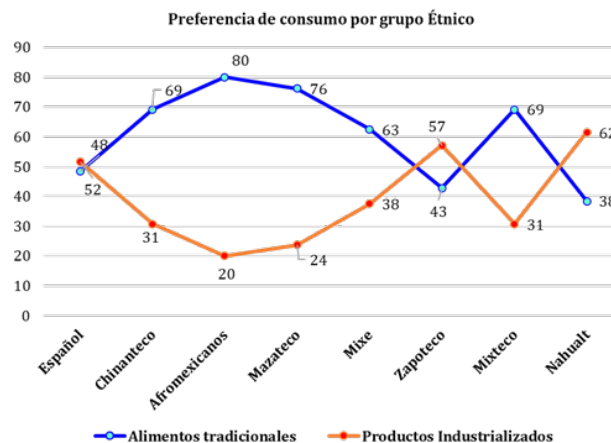
Regarding the valuation of food culture disaggregated by gender, it is women who value food culture the most, since, as shown in the figure, 57% of the women surveyed expressed the positive value that food culture has for them. Meanwhile, in the male population, 23% stated that the food culture was rated as good.

These results show that a recurring cross-cutting theme in the area of food culture is to assign the responsibility for food culture to women (94% of respondents stated that throughout their lives, issues related to food culture are always delegated to women). In all the families of the ethnic groups considered and in all the communities, women are the main actors in the practices, maintenance, production and transfer of the food culture who, in turn, do not have the conditions to teach the new generations, consciously or unconsciously, the existing ancestral knowledge in their minds and affectively value it from a vision of positive cultural valuation. Thus, the strategic role of women as the bearers of practices, valuation and intergenerational transmission, should be reflected in the recognition of this role, translated into the economic sphere, in their economic benefit, and decision making on the management of economic resources and food production processes, the new generations should be included to multiply the greatest number of food culture practices.

Similarly, a variable that also influences food culture, particularly the consumption of traditional foods, is the ethnic origin group to which one belongs.

Figure 3

Consumption preference of traditional foods by social origin group



As shown in Figure 3, of the 8 groups selected in the research, the Afro-Mexican group shows a greater preference for the consumption of traditional foods (80%), in contrast to the Zapotec (43%) and Nahuatl (38%) groups who reported a lower preference for the consumption of traditional foods and a greater preference for industrialized products.

One of the results of the research associated with the existence of multiculturalism in the region of Papaloápan, Oaxaca, is that it is not homogeneous in its cultural food constitution, since in each community there are two to eight social groups interacting, including the Afro-Mexican group. Consequently, the practices of transmission of the food culture to the new pluriculturalities and generations have changed and have been enriched due to the permanence of the knowledge of the culture and valuation of its reproduction within the families of the various cultural groups with whom it was deepened. For this reason, it is now necessary to intentionally modify the forms of intergenerational transmission and recover the mother tongue (as shown in Table 2) as an intrinsic element of food culture.

The research found that in the case of informants from the Mixe ethnic group, the transmission is more complete, fluid and reliable because in the transmission of food culture, according to the survey, 92% of those who transmit their knowledge do so in their mother tongue, this is a practice that is manifested in the kitchens and that is perfected daily.

According to the informants in the research, 83% mentioned that they are aware of isolated efforts on the part of the government or society regarding food culture: such as gastronomic fairs, exhibitions, demonstrations, special days of some dish, and less frequently kermes or community festivals, in which traditional food is rarely prepared in town festivals. It was identified that these actions are not systematic with the municipal agendas, do not contain a clear objective associated with food culture, nor planning, nor public resources directed to the transmission of food culture.

Proposal for the promotion of social educational practices for the transmission of food culture (PESTCA) from its dimensions and scenarios in the region of Papaloapan, Oaxaca

In order to promote social educational practices for the transmission of food culture from an intersectional approach in the Papaloápan Region, Oaxaca taken up in the doctoral work of Cruz (2024), it is necessary to recognize and identify the various

stages of life of social groups and their cultural references in the community and regional-cultural family environment. In the proposal designed by Cruz (2024) based on the diagnosis and exploratory analysis of the food culture in this area, he establishes that the approach of three social dimensions is very relevant to consider for any initiative: gender and its role and deconstruction in cultural reproduction, intergenerational as the interface between generations and age groups, and multicultural as it is identity that articulates the values and cultural transmission. In this sense, it is proposed that intersectionality allows the participation of actors that are not traditionally visible as cultural reproducers such as: boys, girls, young women, men and non-binary gender, adult men and homosexual adults.

The following is a description of the (PESTCA) in the three areas of the different practices of food culture:

Food culture from family practices

For gestation and lactation stages: The beginning of a person's food culture is intimately related to maternal feeding practices, so that everything that the pregnant and lactating product depends permanently on what the mother eats. This is accompanied by the infant's observation of the food consumed by the mother and in this way he/she can associate shapes, colors, flavors, smells, etc. At the same time, it is the moment in which a mother can incorporate different habits by the requirement to eat as varied and complete as her resources allow, vegetables, fruits, and of course her traditional food, because through the mother the baby will receive all the food from the context in which she is. Their sense of smell will identify smells and their sight will identify colors and shapes, dishes, behaviors, which will serve as the basis for the formation of their food culture. At the same time, this is the ideal and recommended moment for mom to transmit her mother tongue and in her language explain to the baby what she does: what she eats, how she knows what she is eating, why she does it, what she does it for.

For the exploration stage: babies are in the stage of explorers with both mother and father and all those who eventually live with him or her and who should set a common goal to teach through the senses: touch, smell, taste, hearing and sight, all senses should perceive the food culture. As far as possible, it will be important to have natural fruits and vegetables in the baby's environment, always supervised by a responsible adult. He can see his parents and family eating, he can smell the smells, he can touch the food, if possible, he can only taste it, not eat it, such as hot and spicy dishes.

For the formation of tastes: if the two previous strategies have been done correctly, in this strategy the senses will already be identified with the food. Your sight, touch, smell and hearing identify foods, now it is time to work mostly with the sense of taste. Encourage him to eat rationally as variable as possible according to resources, give him to taste and explain what food it is, how it serves him and explain that he will eat it during his life. The mother or father should eat first in front of the baby and make it easy for him to eat either boiled or scraped or blended, avoiding everything processed, unlike the previous stage where he was only given a taste, here he will be able to eat some moderate and varied quantities.

For captive consumption: Dad and mom should agree to maximize the cultural usefulness of this stage, far from being a bad experience for the infant, so that the best memories of life are precisely those of childhood. In an environment of love, care, and respect, it must be instilled in the minds of infants that what they eat is theirs, just as their name, their personality, their nationality, their mother tongue, and their food culture will identify them for the rest of their lives. Parents should frequently talk about

the value of their food culture, which is not worth more or less than others, and that it cannot be bought with money, being an individual treasure. Practices at this stage should be encouraged to enjoy consumption rather than by obligation. Encouraging as many activities together, picnics, family dinners, campfires, culture hours, and any other activities where the family is united and shares its experiences will allow the values towards food culture to be positive and remain for adulthood.

For consumption during the independence stage: At this stage, the food culture for the rest of life is determined. If the previous strategies were done correctly and timely, this one will not imply a major problem, given that at this stage the children begin to eat outside the home, therefore, a greater frequency in the consumption of traditional foods and a reinforcement in the transmission of food culture should be intensified at home in a consensual manner, so that at this stage practices that transmit knowledge of food culture and its positive and systemic valuation should be insisted on, emphasizing that traditional foods are healthier, nutritious and healthy, and that they are part of their cultural identity. You should not impose or try to eliminate the curiosity of children to try other foods or prohibit fast food, but remind them frequently, however, that these foods are not proper of the community and although they can consume them as a craving, they should never replace what is proper.

For independent consumption: When people are young and single, they cannot influence much what they eat outside the home, so when they eat at home, they should try to prepare the traditional dishes they like the most, in order to pamper their palate. For their part, it is important that mothers and fathers reinforce the importance of food culture in their daily practices. At this stage, communication will be the most important thing and will serve as a reminder and, as can be seen in some cases, inputs can be sent to consume prepared traditional foods of their preference, or guide them through a virtual medium so that they can prepare their own traditional meals.

For consumption as a couple: from the engagement stage, the consensus and adjustment of both required to share a food culture should be foreseen. From the first days, both spouses should discuss their tastes and preferences regarding food and make equitable agreements to continue preserving their culture and enriching it. Arrangements could work by alternating days to eat one day according to the tastes of each partner and so on. This will not only preserve the food culture of each one but will enrich it now as a couple and in which the agreements for the conservation of the culture would have to be equitable and respectful between both parties.

They must also assert them against third parties in sporadic visits to relatives or friends. Exceptions may be made for social events, or other events where the couple has no influence on the choice of food.

For consumption by the couple and other members of the family: as soon as the wife is pregnant, the couple should reach agreements to modify their diet according to the needs and tastes of the mother and the unborn child. After childbirth, nutrition should also be taken care of as a couple, thus taking care of the baby and the mother. The first years of a child's life may provoke alterations in the eating culture of adults, but this should be normalized as soon as possible as the new member of the family is able to understand the explanations of why, how, when, with whom, and how to eat.

For consumption in tension: intergenerational balance must be sought, without imposition by adults, but also without adults totally yielding to new tastes. It is a good opportunity to eat new things and during this act to highlight the benefits of one's own food such as nutrition, health, taste, as well as the value of one's own. Family events should be intensified to transmit knowledge of food culture.

For conditioned consumption: based on the work of the above strategies both parents and children have similarities in their food culture but their tastes may vary. The consensus that eating should include the opinion and respect the tastes and responsibility for participation of all members of all generations. A calendar that considers all tastes and participation in the preparation will influence the reproduction of the food culture in the family unit.

For dependent consumption: older adults generally at this stage no longer have decision-making power due to their physical, economic, etc. limitations. Therefore, those who are responsible for the care of older adults, dependent on their food, should, as far as possible, ask them about what they want to eat and evaluate what they want to eat and what they can eat, since there will be foods that are no longer recommended due to their advanced age. They should also, if possible, recreate the environments where they ate in their lives, periodically bringing people with whom they ate such as children, relatives, friends. It is suggested to implement a program where these older adults train younger generations, and if possible be paid for it, so they will feel useful and also transmit the richness of their food culture and mother tongue to the new generations.

Food culture from community practices

If it is assumed that the majority of local families adopt the practices described in the previous section, inclusive education actions should be promoted for the intergenerational transmission of culture, aimed at:

- Multicultural community gatherings of cooks, aimed at local families
- Multicultural gastronomic samples and tasting sessions with the presence of visitors of all ages, aimed at tourists
- Cooking contests, through social networks, opening voting by the general public, aimed at young people and children of all ages.
- Involve schools, churches, productive sectors, government programs and social organizations in these strategies.

These community practices should be promoted in the best known and most visited communities with a multicultural presence, so that they can be replicated in as many local communities as possible.

Food culture from regional practices

Derived from family and community practices at the regional level, as a second stage, work must be done to educate society regarding the transmission of food culture in a scheme of inclusion and identification of production, marketing and economy based on the regional food and socio-environmental system. To this end, the following strategies are of utmost importance: Regional food culture fairs focused on educating everyone

- Traditional cooking contests, opening the possibility of participation to both men and women, it is suggested to make categories to award prizes by gender, by age.
- Regional multicultural meetings on inclusive education in traditional cuisine.
- Broadcasting by the community cultural radio that exists in the cultural regions present in the Papaloapan territorial region of Oaxaca.
- Dissemination via social networks of all activities carried out at the three levels: family, community and regional.

Working intentionally in the three dimensions of society in parallel gender, intergenerational and multicultural, ensures that working in an inclusive manner all: men, women, as well as people of all ages and all ethnic-multicultural groups are part of

these practices that guarantee the transmission of food culture and that the State has to assume to promote it from public policy and the promotion of intangible biocultural heritage.

Discussion and conclusions

By way of discussion, similar studies are analyzed and compared with the results of the present research in the regional context of Papaloapan, Oaxaca.

Altamira and Trujillo (2017) who have conducted similar studies in the Valles Centrales region, do not report similar studies in the Papaloápan region of Oaxaca. For this reason, it is now necessary to involve the main actors of food culture, particularly elderly women who are knowledgeable about traditional foods and food culture in general, in the design of public policies aimed at promoting food culture at the local level and from their own identity referents of each social and ethnic group.

On the other hand, it will be relevant to concentrate for the academic sector and those interested in food culture, a compendium or collection of all scientific works related to the topic of food culture that provide methods, processes, strategies for the knowledge, valuation and transmission of food culture for new generations.

According to Castro, (2000) it will be enriching to replicate the strategies for the promotion of food culture with the pertinent adjustments in other contexts in which the people of the communities of all generations learn to value biological and socio-environmental diversity through food culture, since the inclination in a capitalist and postmodern context is to value the new and the foreign, devaluing the own and the ancestral. In the Papaloapan region there is a small number of elderly people, who are the agents that most value the local biocultural diversity and who could transmit these values to the new generations through strategies aimed at this objective.

As stated by Gonzales (2013), the approach to the gastronomic heritage of all ethnic and multicultural groups should be rescued in order to rescue it. However, it is worth being careful to avoid cultural appropriation that generates inequality and cultural dispossession that is not accompanied by ethics and the proper search to find relevant and lasting solutions aimed at promoting the local economy from a perspective of preserving the heritage of food culture.

The official surveys conducted by CONACULTA (2010), INEGI (2012), and UNAM (2020), do not consider food culture in their consultations, so it is necessary to join efforts by government agencies, national and local universities, as well as all rural actors to make a joint multidisciplinary, intergenerational and multicultural work, which has as a transversal axis to know more about food culture from the practices of the subjects living in a territory and from there, to build finance and promote programs of transcendence of food culture.

It is necessary to educate the whole society about the local food culture, in order to value it as intangible heritage.

The intergenerational transmission is intended from the public policy and at all times to be inclusive with respect to gender, age, ethnic-cultural groups, hence the relevance of the intersectional approach in these strategies.

Previous generations did a good job of teaching their knowledge. However, their methods are no longer valid and reactive to the digital and globalization context to continue teaching new generations in the same way. Thus, the proposal of the (PESTCA) in the Papaloapan region of Oaxaca proposed by Cruz (2024) could be a strategy that

strengthens intergenerational education and should be promoted from a local, regional and national public policy.

There are still enough natural inputs in the communities to continue with the preparation of traditional food and thus, to transcend the food culture, but it is still necessary to take care of all this biological diversity, continuing with the good traditions from the economic and identity benefits that the food culture can provide.

Women are the main actors of the food culture, so in each family they should be delegated more authority that includes their own benefits in the promotion of the food culture as political and economic subjects, having the power to manage economic resources so that they are the ones who make the food culture transcend to the new generations.

Intergenerational knowledge exchange projects should be promoted: adults can teach young people and young people can teach adults.

The mother tongue is directly and inseparably linked to culture, so that all people who transmit knowledge of food culture must do so in their mother tongue and in their original environment, their kitchens, their homes, their natural endemic resources, their environment and the utensils that characterize them.

In the south of the country of Mexico there is no ethnic or native group that is totally isolated; the whole territory breathes an atmosphere of pluriculturalism, so all programs, plans, projects, fairs, workshops, exchanges, etc., should be done from a pluricultural approach, as shown by the information obtained in Cruz's research (2024) in the eight selected social groups.

The gender and intersectional approach must also be incorporated and from a local-regional perspective, considering the different spheres described above, such as family, community and regional, in order to be successful and achieve the objectives from a regional and sustainable perspective, considering identities as a key element for the sustainability of the strategies.

It is considered necessary to seek funding or subsidies for the design, implementation and dissemination of a multiscale and coordinated strategy in this and other regions of the country to further deepen the practices of food culture from the approach of intangible cultural heritage, which needs to be fed back to the communities and the State itself

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**EDUCATIONAL GUIDANCE AND ITS CONTRIBUTION TO UNIVERSITY
STUDENTS WITH DISABILITIES**
**ORIENTACIÓN EDUCATIVA Y SU APOORTE A LOS ESTUDIANTES UNIVERSITARIOS EN
SITUACIÓN DE DISCAPACIDAD**

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ABSTRACT

Keywords:

inclusion, educational guidance,
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The concept of educational guidance will be reviewed, then that of a person with a disability, concluding with the contribution of educational guidance to university students with a disability. It is a theoretical review; the sample considers authors who have published in indexed scientific journals. The Google academic search engine was used as a means of collection, selecting the most significant studies. The research question is: How does educational guidance contribute to university students with disabilities? The research design is qualitative and phenomenological. It is concluded that there is an opportunity for improvement in the articulation of educational guidance between secondary and university education, deficiencies in curricular adjustments of the regulatory framework associated with inclusion, and positions the university teacher as a key actor in the work of guiding during the trajectory, training, in conjunction with support units, the family and the educational community in general.

RESUMEN

Palabras clave:

inclusión, orientación educativa,
persona en situación de
discapacidad.

Se revisará el concepto de orientación educativa, luego el de persona en situación de discapacidad, concluyendo con el aporte de la orientación educativa en los estudiantes universitarios en situación de discapacidad. Es una revisión teórica, la muestra considera autores que han publicado en revistas científicas indexadas. Como medio de recolección se utilizó el buscador Google académico, seleccionando los estudios más significativos. La pregunta de investigación es: ¿Cómo aporta la orientación educativa a los estudiantes universitarios en situación de discapacidad? El diseño de investigación es cualitativo y fenomenológico. Se concluye que existe una oportunidad de mejora en la articulación de la orientación educativa entre la enseñanza secundaria y universitaria, carencias en adecuaciones curriculares del marco normativo asociado a la inclusión, y posiciona al docente universitario como actor clave en la labor de orientar durante la trayectoria formativa, en conjunto con unidades de apoyo, la familia y comunidad educativa en general.

Introduction

Today, we are witnessing a society that contains a paradox. On the one hand, we present a never-before-seen abundance of information, unlimited internet, greater access to education and instant communication in a globalized world, but, associated with this, new characteristics and challenges arise, such as interculturality, the relevant use of ICTs, the demand for gender equity, inclusion and adequate attention to people with disabilities. All of the above makes it necessary for there to be an assertive educational orientation so that students can decide in relation to the enormous number of options proposed by the atomized world of postmodernity.

This study deals with a condition that has always existed, but that today has become more visible, such as people with disabilities, and how educational guidance can support these subjects in their transition through higher education. Having said the above, educational guidance and diversity are related, trying to answer the following research question: how does educational guidance contribute to university students with disabilities?

The general objective is to know the contribution of educational guidance for students with disabilities in their higher education process.

The specific objectives are: 1) Understanding the concept of educational guidance, 2) Understanding the concept of disability and, 3) Review of contributions from educational guidance to people with disabilities in their university education.

In order to achieve the general and specific objectives, we have resorted to the review of authors who have published in *indexed scientific journals*, collected from the *academic googlesearch* engine, which deal with the subject and constitute a theoretical contribution to the subject of study.

The study is eminently theoretical and tries to thread together the opinions and studies of different authors to provide a coherent answer to the research question.

The theoretical position considered for this work is that, although it is still in its "infancy", educational guidance is key to enable adequate university academic progression of students with disabilities. Having said this, there is still a long way to go, since guidance has focused on responding to problems that arise at the beginning of the educational process in the framework of the decision of the career to follow, or at the end of it, referred to the decision in favor of insertion into the labor market, but very little progress has been made in the training process, specifically in two core issues, the professionalization of teachers' guidance and the adaptation of the curriculum and pedagogical models.

Method

In order to answer the research question and objectives, we have reviewed the studies of a number of authors who have published in recognized and indexed scientific journals. For the search of the information, the *academic google* search engine was used, where, using key words, an adequate number of studies were found, selecting the most representative ones for the subject treated.

Being a literature review, the research is based on qualitative methodology which "consists of detailed descriptions of situations, events, people, interactions and behaviors that are observable. In addition, it incorporates what the participants say, their

experiences, their attitudes, beliefs, thoughts and reflections, as expressed by themselves" (Pérez, 1994, p. 46). As a philosophical basis it considers phenomenology, being in turn a descriptive study, which, according to Fernández, Hernández and Baptista, (2014, p. 98) "seeks to specify the important properties of people, groups, communities or any other phenomenon that is subjected to analysis".

The study presented in this opportunity is eminently theoretical as it seeks to understand, through the analysis of authors, the concepts associated with educational guidance and disability, and to know how they are related to meet the demands of university students with disabilities. Considering the above, the sample is made up of authors who have published in Spanish-language, indexed, electronic scientific journals of prestige in the field of social sciences.

Results

The analysis of the results obtained from the bibliographic review of the selected authors who have published in indexed electronic journals will be carried out in the following order: First, we will seek to understand the concept of vocational guidance, linking with it the objective one of this study; then we will try to understand the concept of person with disabilities, addressing the objective two; finally, we will review the state of the art of the contributions that educational guidance has shaped in favor of the university progression of students with disabilities, thus responding to the specific objective three of this paper.

Concept of educational orientation

Alfonso and Serra (2016, p.17), in their article Why is educational guidance necessary in today's university, conducted a theoretical analysis of the concept of educational guidance by drawing on several experts in the field. In the study, the authors bring to light the definition of Vélaz de Medrano (2002) who conceives it as a set of knowledge, methodologies and theoretical principles, with the objective of facilitating and promoting the integral development of the subjects throughout the different evolutionary stages of their lives, with the involvement of the different educational agents (counselors, tutors, teachers, family) and social agents. Santana (2009) considers it as an assistance process inserted in the educational activity that aims to contribute to the integral development of the student, in order to enable him/her to learn autonomously.

Molina (2004) reviews a series of sources and theoretical perspectives that approach the most adequate definition of educational guidance. As a synthesis of the conceptual path of his study, he conceives educational guidance as:

An interdisciplinary and transdisciplinary process based on the principles of preventive intervention, development and attention to the diversity of the student, whose educational agents (counselors, parents, teachers-tutors, family and community) assume the function of facilitating and promoting their integral development so that they become transformers of themselves and their environment [...] In this line, it is proposed that the formation of the subject cannot be separated from its affective and experiential component. (p. 10).

Pérez and Hernández (2018), conducted a study in the universities of Holguín and Cienfuegos in Cuba, where they analyze the association between orientation and students in vulnerable conditions. In their paper, the authors theoretically and methodologically associate the concept of educational guidance with the postulates of

cultural-historical psychology proposed by Vygotsky, specifically related to the dialectic between overcoming difficulties and adaptation. To support the above, it is established that the achievement of the "zone of proximal development", widely discussed by the author, is achieved with the necessary participation of a mediator, in this case the teacher and/or counselor. Pérez and Hernández (2018, p. 84) tell us that, under this logic, educational guidance "is structured in three general stages [...] these are: the characterization and diagnosis, the projection of assistance activities and the execution with a systematic process of control and updating."

Sánchez, López and Alfonso (2018) generated a publication where, from various theoretical edges, they present an approach to the foundation of the relationship between educational guidance and the professional pedagogical activity of the university teacher and outline a profile of the guidance teacher. In their study, the authors indicate that educational guidance should be understood in its broadest sense, that is, from a holistic, comprehensive and critical perspective, involving the entire educational community, that is, psychologists, psychopedagogues, students, families, principals, and especially teachers, since the key to its success lies in the understanding that teachers should have of the nature of guidance and their appropriate intervention in the processes.

Guevara and Herrera (2012, p. 151) in their article seek to identify the theoretical and methodological references that support the process of educational guidance in the university from the guiding role of the teacher to integrate the family to the training process of the professional in the Cuban context. In their study they determine that educational guidance should be understood as "a process of help directed to all people, which aims to prevent difficulties and enable the student's personal and academic development".

Pérez, Fundora and Palmero (2011), in their article, set out to provide a theoretical basis for the concepts of educational guidance and tutorial action linked to the university context, as well as their main characteristics and functions. In their study, they recognize that the definition of the concept of educational guidance will depend on the approach with which it is analyzed, whether it is humanistic, personal-social or historical-cultural.

Morales (2020, p. 173), in his article seeks to expose, through a theoretical review, the benefits of educational guidance in the 21st century. In his study he states that, in the current discriminatory context, educational guidance should be an alternative to guarantee the culture of peace and the recognition of diversity as an asset for society. In his words: "To orient is to bring the individual closer to the appropriation of a series of cultural and social elements that guarantee his functioning in complex contexts, in which he is expected to act recognizing the other from an empathetic position, capable of seeing him as a subject of rights, with equal attributes."

Concept of person with a disability

Luque and Rodríguez (2008, p. 272), through their article, intend to encourage reflection on the role of Educational Guidance, Teachers and the University Community in general, in their relationship with disability, from the experience and actions of the Support Service for Students with Disabilities of the University of Malaga. In their paper, the authors indicate that "disability is accepted as a state or situation, in which there is a lower degree of ability or performance in the development of capabilities, due to an interaction of individual and contextual factors", moving away from the classical medical definition, to enter the educational field.

Molina, De Bedoya and Sanchez (2011), in their qualitative and descriptive study, which considered a sample of 30 university professors who have taught students with disabilities, 20 students with disabilities, and their families, indicate that **the** strategy of attention to diversity has led us to reconceptualize the term, using it to refer to those people who, due to their sensory, motor, intellectual or emotional conditions, have disabilities and are limited in their ability to function "normally"; therefore, they need to be integrated into the educational context, achieving equal conditions and opportunities as the rest of the group.

Galán-Mañas (2015), in his article seeks to reach a better understanding about which services for students with disabilities are offered by Spanish universities. Their brief states that:

The World Health Organization -in 2001- indicated that disability is a generic term that includes deficits, limitations and restrictions in participation; it indicates the negative aspects of the interaction between an individual (with a "health condition") and his or her contextual factors (environmental and personal factors). The United Nations -in 2006-, in the same line, indicates that persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments, -which interact with various barriers- [...] Therefore, disability is a complex phenomenon that reflects an interaction between the characteristics of the human organism and the characteristics of the society in which it lives (p. 89).

For his part, Luque (2006, p. 277), clarifies the concepts of impairment, disability and handicap, identifying "impairment as a loss or abnormality of a structure or function, whether psychological or psychological; disability as a restriction or absence of a capacity; and handicap as a disadvantageous position for an individual produced by an impairment or disability"

How does educational guidance contribute to university students with disabilities?

Pedragosa (2020) states that more and more students with disabilities are entering higher education, but the percentage of those who manage to complete their studies is decreasing. The cause, in the author's opinion, is due to the fact that universities have not been able to install an inclusive policy that goes from the macro to the micro, that is to say, to the heart of the classroom. In addition to the above, there is the logic of "omitted competencies", i.e., the teacher assumes that the student knows certain subjects before entering higher education, which is not always the case. Therefore, it is essential to have a "*hic et nunc*" guidance system that considers counselors and especially teachers, with a more comprehensive, processual and transversal approach.

López, Moreno and Espada (2020), conducted a study where they analyzed the influence of educational orientation on the choice of careers of 82 students with disabilities who entered the Rey Juan Carlos University, and who are part of its Center for the Care of Persons with Disabilities. First of all, they found that the influence of the high school orientation was weak, because it was dedicated to solving specific issues and not to preparing them for university entrance. Secondly, the authors argue that it is urgent to establish a joint framework between secondary and university education that allows for an adequate transition of students with disabilities in order to make an appropriate career choice and contribute to their career progression. If this congruence is not achieved, dropout is more likely, meaning a cost in time, effort and money, not only for the student, but also for the university itself. Finally, they indicate that the university should be concerned about being an agent for the continuation of the previous studies and cultural

heritage of students with disabilities. Associated with this subject Vilà, Pallisera and Fullana (2012), focus their study on students with intellectual disabilities, making a "stark" diagnosis of the legal precariousness and effective psycho-pedagogical guidance work in teaching. Therefore, they propose a Person-Centered Planning (PCP) as an innovative approach that points to new perspectives of support in the socio-educational itinerary at all levels, which considers the uniqueness of each life project.

Flores (2013), in his article analyzes the debates surrounding educational guidance in the nineteenth and twentieth centuries, especially in Mexico. In his study, he concludes that the key to guide students in their different conditions is the training of the counselor, that is, to eliminate the dissimilar realities between theory and practice, generating a professional who is able to integrate these dimensions in a contextualized manner. He adds that the pedagogue, the graduate in educational intervention and the psychologist are the closest, but they are not enough to meet the broad profile required for the challenges imposed by guidance in higher education. Profile whose objective will be "to accompany the student in a natural way, through dialogue, experiential techniques, from a humanistic perspective, trying to understand, not to classify, not to prejudge without knowing" (p. 31).

Saúl, López and Bermejo (2009, p. 10) when reviewing the concept of educational, professional and personal guidance, indicate that, "two types of services can be differentiated in the international university panorama: vocational or professional guidance -with information on professional opportunities, job search, such as the British Career Services and, on the other hand, the clinical and therapeutic Psychological Guidance Service, such as Counseling". In both cases, the focus is on the student's entry and exit, neglecting the accompaniment required for a contextualized academic progression, with adaptations that respond to the personal interests of each student.

Sánchez (2017) in his study, where he interviewed university teachers from different countries who met at the University Congress held in Havana in 2016, concludes that for an adequate transition of students who present special situations, such as students with disabilities in higher education, it is necessary to incorporate educational guidance in the pedagogical models, which are part of the Educational Projects of the Institutions. He adds that although there must be a "welfare department", the key is that the orientation is implicit in the work of university teachers. This necessarily requires the preparation of these teachers in this area, since, according to the author, they are not currently prepared. In addition, Rodríguez, Jenaro and Castaño (2022, p. 77) state that "the alternative to the provision of support outside the classroom is to respond to diversity within the classroom, implementing comprehensive support for all students, with specific measures that allow attention to diversity in an equal, equitable and quality manner. Hence the importance of training future teachers in inclusive strategies."

González, Alfonso and Rodríguez (2020), in their study evaluated the impact of the professionalization of guidance counselors in the training of university students under the STS (science, technology and society) approach. They emphasize that teachers should ethically professionalize their guidance work and that institutions should include respect for diversity, and thus for people with disabilities, in their curricula, both declared and hidden. They add that STS should be used by professors in their orientation processes, allowing the formation and pertinent academic progression of university students. This professionalization of teachers should be conceived in three important dimensions: "the first is the systematization of theoretical and methodological conceptions related to educational guidance (what to learn); the second is the development of personological resources in this area (how to do); and the third is the

professional work in educational guidance (how to integrate learning and educational guidance practices into teaching) (p. 341).

Tenorio and Ramírez (2021) conducted a literature review of various documents on the inclusion of students with disabilities in public universities in Chile. Among their findings, they highlight the progress in legislation, government initiatives and quantitative increase in access to higher education, which is not enough to break down the barriers of exclusion, as demonstrated in two OECD reports that highlight Chile as a country with unequal access to university education, standardized income tests and shortcomings in academic progression programs for students with disabilities, which, according to the authors, is the closest thing to an "*exclusionary inclusion*".

Discussion and conclusions

Discussions of the evidence detected from the authors' theoretical review will be organized according to the research question and the three specific objectives.

With respect to the concept of *educational guidance*, we can understand that, although in the university environment there are welfare departments or others that include counselors, psychologists and psychopedagogues, it is clear that the main task falls on the teacher, who must be professionalized in these matters to provide a quality service, attending to diversity, and in this case, to students with disabilities. Having said this, it is necessary to point out that it is not appropriate to assign to the teacher all the responsibility for guidance, because if we understand the concept from a dialectical conception, that is, following Vygotsky, a mediator is required to achieve the zone of proximal development, and, in fact, it is known that a multiplicity of actors is needed for this task. Moreover, if educational guidance is considered as an inter- and transdisciplinary activity, it is necessary that the student, counselor, parents, teachers-tutors, families and the community in general act in it, thus achieving a holistic, comprehensive and critical guidance that considers the context of each learner, their realities, desires, projects and challenges.

In relation to the concept of *person with disabilities*, the analysis of the results suggests that it is necessary to understand that, regardless of the barriers that are established between their condition and the environment in which they must interact, it is a responsibility of the university to generate the appropriate adjustments to meet the demands of these people who are subjects of absolute rights, therefore they must be able to acquire the most precious of all, as is the right to education, in a healthy environment, free of discrimination and that addresses diversity as a virtue to be exploited and not as a problem to be overcome.

Finally, with regard to the review of the *contributions that educational guidance has provided to people with disabilities in their university education*, the diagnosis is not flattering, since the authors agree that inclusion policies should not remain a dead letter and should be embodied in the educational project, the pedagogical model, the declared and hidden curriculum, and especially in the work of teachers in the classroom. To the above, they add that it is essential to establish bridges between the educational orientation given in secondary education and university education, thus allowing for a harmonious transition between the educational levels. Finally, the authors show that university guidance focuses on the beginning and end of the educational process, but does not intervene adequately in the formative trajectory, generating a hostile scenario,

without adaptations, causing the desertion of students with disabilities, thus limiting the possibility of building their dream of being professionals who contribute to society.

Educational guidance should be understood as a systematic and articulated process at all levels of education. In higher education, teachers must be professionalized in this area, as they play a fundamental role, which must involve the interaction of students, psychologists, counselors, psychopedagogues, families and the community in general.

People with disabilities are subjects of rights, therefore, it is the responsibility of all actors involved, from political-legislative actions to classroom actions, to fully understand inclusive education, deriving the barriers that are established between their condition and the context in which they interact.

In the university context, educational guidance for the progression of students with disabilities is key, not only at the beginning or end of the process as it is currently the case, but also throughout the student's formative process, allowing inclusion policies to be embodied in the institutional educational project, welfare programs, graduation profiles, curricula, subject programs, and especially in the classroom, where the teacher makes the relevant methodological and didactic adaptations that allow people with disabilities to make use of the opportunities offered to them, the graduation profiles, curricula, subject programs, and especially in the classroom, where teachers make the pertinent methodological and didactic adaptations that allow people with disabilities to make use of one of their most fundamental rights, which is to be educated appropriately and to be properly inserted in the labor market.

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TEACHING STRATEGIES IN TEACHING-LEARNING PROCESSES LAS ESTRATEGIAS DIDÁCTICAS EN LOS PROCESOS DE ENSEÑANZA-APRENDIZAJE

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ABSTRACT

Keywords:

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Teaching strategies are teaching and learning tools that integrate resources in accordance with the objectives and contents of the study plan and the learning process in the training of participants. In the processes of knowledge construction, teaching strategies are the means and resources that teachers and students apply as pedagogical supports for the achievement of academic purposes. These enable the achievement of communicative competence and are a component of great importance in the teaching-learning processes. The strategies used by students in the learning process must be closely related to the teaching strategies applied by a teacher. It was carried out under a mixed methodological approach for the processes of collection, analysis and linking of quantitative and qualitative data. As a final result, it was proven that in the didactic processes there must be a close relationship between teaching strategies and learning strategies to achieve the purposes and goals.

RESUMEN

Palabras clave:

estrategias didácticas, estrategias de enseñanza, estrategia de aprendizaje.

En los procesos de construcción de conocimiento las estrategias didácticas son los medios y recursos que aplican maestros y alumnos como soportes pedagógicos para el logro de los propósitos de aprendizaje. Estas posibilitan el logro de la competencia comunicativa y son un componente de gran trascendencia en los procesos de enseñanza-aprendizaje. Las estrategias utilizadas por los estudiantes deben estar estrechamente relacionadas con las estrategias de enseñanza que aplican los docentes. Las estrategias didácticas son herramientas de enseñanza y de aprendizaje que integran recursos de acuerdo con los objetivos y contenidos académicos y del proceso de aprendizaje en la formación de los estudiantes. La investigación tuvo como objetivo plantear la incidencia que tienen las estrategias didácticas en los procesos de enseñanza-aprendizaje. La misma se realizó bajo un enfoque metodológico mixto para los procesos de recolección, análisis y vinculación de los datos cuantitativos y cualitativos. Como resultado final se comprobó que en los procesos didácticos debe existir una estrecha relación entre las estrategias de enseñanza y las estrategias de aprendizaje para el logro de los propósitos y fines.

Introduction

Didactic strategies are learning techniques that integrate resources in accordance with the objectives and contents of a study plan or of a teaching-learning process in the academic-professional training of students. They should be designed in such a way as to stimulate students to observe, analyze, and in particular to develop the communicative dimensions through different speech acts. In this order, for a teaching-learning process to achieve its purpose, it is convenient that the teaching strategies are continuously updated, attending to the demands and needs of the students and the educational system.

Didactic strategies favor the teaching-learning processes according to González (2021) since they contribute to the development of the different dimensions of communicative competence.

In relation to this topic and the role of the teacher in the teaching-learning process, Días (2008) cited by Chacín (2015) states that "the role of the teacher during the didactic act is basically as a provider of strategies, but various conceptions have been described on how teaching should be carried out and consequently related to learning prescriptions".

The approach to didactic strategies in this article is oriented in two directions, on the one hand, teaching strategies, as procedures applied by teachers to favor student learning, which entails significantly relating students as learning subjects with the object of knowledge. On the other hand, there are the learning strategies, understood as those mental procedures applied by the student to learn and process information.

In relation to the observable symptoms within this topic, it can be seen that schools and higher education centers do not teach how to think or speak correctly, which generates a vacuum of theoretical and practical knowledge regarding communicative competence because the main teaching agents of this discipline lack the mastery of this competence. In this order Munita (2017) states that "the vacuum of school knowledge in which the didactics of literature found itself took various directions whose approaches have been present in one way or another (and to this day) in our schools. (P. 384)

Another problem that can be observed in the field of didactic strategies is related to the gaps in students' learning processes and the lack of scientific studies in this area. Martos Núñez (1988) argues that the scope of studies on language didactics is still limited, stating that, despite the philological studies published in the last ten years on this subject, there are still gaps regarding how "the student understands/memorizes/processes/analyzes texts, as evidenced by the fact that only a few recent studies by authors such as Van Dijk and Kintsch are really providing knowledge on these aspects" (Pg. 143)

As for didactic strategies, this is still a university problem specifically in the Dominican Republic, where the fieldwork for this article was carried out. In this environment and in most Latin American countries, many of the key teaching agents do not apply strategies aimed at achieving greater mastery of communicative competence in order to achieve better results in university graduates.

In this context, it is evident that many university graduates lack the necessary skills to perform as professionals. This gap becomes more evident specifically in teaching strategies and even more so in learning strategies, where the student is the main agent in the construction of knowledge.

The strategies used by students in the learning process should be closely related to the teaching strategies applied by teachers. Through didactic strategies, the teacher facilitates the learning process in students, being the nature of the teaching process essentially communicative.

In its essence, this article is based on research carried out with students of the Spanish language and literature degree program at the Pontificia Universidad Católica Madre y Maestra, PUCMM, in the Dominican Republic.

Strategy concept

As a starting point, this topic is approached from a double perspective, from the concept of strategy and from the concept of didactics.

The term strategy was not originally applied to the field of didactics. Sosa Neira (2018) argues that the concept of strategy was born in military camps, and was understood as the art of leading within those camps. Etymologically, the word strategy derives from two Greek words: *stratos*, which refers to the *army*, and *agein*, which means *guide*. Then the Latin word *strategos* referred to the word strategy, proper to the military field, being the strategist the person who led an army in warlike contests.

In this sense, Guerrero (2022) states that "the term strategy is used by different disciplines to explain and support the practical or instrumental leverage of activities and processes that occur within these and de facto or legal organizations, conceptual groups or working groups" (P. 29)

In this same order Sosa Neira (2018) exposes that "regardless of the field, strategy can be considered as the competence that people have to direct a matter with the aim of achieving a goal" (p. 25).

Concept of didactics

In relation to the approach to didactics, we must start from the concept, which is defined as a theoretical-practical discipline that should promote the systematization of pedagogical practice, for its meaning, interpretation, improvement and transformation. This should guide the contextualized reflection of the interactive processes of teaching and learning, both at the intrapersonal and interpersonal levels.

Didactics, in the scientific field, is a somewhat new discipline, but research and studies on learning, teaching, human language, literature and communication, can be found since classical antiquity, for example, different topics related to the theories of language, teaching and learning were already raised by the Sophists and the first philosophers of Greek antiquity between the sixth and third centuries BC. In this sense, the subject was addressed in the Western tradition and specifically by the Stagirite Aristotle (384-322 BC) in his treatise *on interpretation*, in which he developed the concept of "linguistic universals"

Álvarez Méndez (1998) cited by Hernández García (2000) states that, in the case of didactics, it is necessary to build the indispensable theoretical principles that contribute to curricular processes, in matters related to objectives, contents, methods, means and evaluation of teaching and learning.

Didactics has specialized in different fields of study, so in a scientific context it is still in the process of definition.

For Carvajal Cornejo (2020) it is the pedagogical process through which the short-, medium-, and long-term actions of the didactic units during an academic period are anticipated, organized and planned.

According to Aragón Plaza, (n.d.) "philological studies and pedagogical studies have a long university tradition; however, the same is not true for special didactics, where there is no general agreement on points such as the teaching of grammar or the role of the history of literature" (p. 9)

According to Colomer (1996), didactics as an area of reflection is a recent field of study that has developed in recent decades, especially since the end of the 1960s. Thus,

it can be concluded that the attention of language didactics shifted to a large extent towards issues such as oral language, the mastery of expression, image reading, etc.

Magdalena (2018) argues that didactics must have its own field of knowledge, knowing that its scientific sources are in the philological disciplines and in general didactics.

In relation to the didactics of language and literature and from an epistemological perspective, it favors the construction of critical and analytical thinking in the academic training of students, particularly in the competence in linguistic communication. From the 1970s on, didactics began to occupy a less relevant place in the teaching of language and literature, giving primacy, according to Colomer (1996), to the teaching of other contents as sub-competences.

According to Munita and Margallo (2019) didactics is a discipline that "have been constituted as a disciplinary field during the last 50 years". Therefore, it is a fairly recent field of study and its origins are marked by "two determining factors in its implementation in Spanish-speaking countries: on the one hand, the epistemological debate that played an essential role in the awareness of the need to renew the teaching of literature; and, on the other hand, the attribution of social functions to literary reading, which has marked the way of approaching the discipline in Spanish-speaking countries". (p. 3)

Álvarez Méndez (1998) cited by Hernández García (2000) states that, in the case of didactics, it is necessary to build the indispensable theoretical principles that contribute to curricular processes, in matters related to objectives, contents, methods, means and evaluation of teaching and learning. From an epistemological conception, the configuration of didactics according to Munita and Margallo (2019) as a "specific field of study and research in the nineties of the last century is closely linked to the defense of a new paradigm of literary education". (p. 5)

The epistemological character of didactics can be established within the paradigm of literary education, according to Munita and Margallo (2019) who argue that "once the paradigm around which the didactics of literature is articulated was established, different lines of research began to emerge that advanced knowledge about didactic performance". (p. 7)

In the same vein, Munita and Margallo (2019) state that "these lines of epistemological reflection converge in the definition of a paradigm of literary education that is built from the criticism of the historicist model and the one based on the commentary of texts as an end in itself". (p. 5)

Magdalena (2018) in his didactics of literature makes a punctual reference on this thematic, when he states:

With the didactics of the text we also act as promoters of mental development, of their abstract understanding, and their capacity to empathize and socialize, their instruction should promote oral and written comprehension, analytical and synthetic thinking, oral and written expression, creativity (divergent thinking) and intellectual work techniques. Literature enhances communicative competence, helps to structure our minds and refines our expression while awakening attitudes, ideals and values (p. 23)

Eloy Martos Núñez (1988) in *Métodos y Diseños de investigación en didáctica de la literatura*, a publication of the Centro de Investigación y Documentación Educativa, CIDE, of the Ministry of Education and Science of Madrid, exposes the methodological and scientific foundations of the didactics of literature.

Martos Núñez (1988), in addressing the subject in his work, states that there is a research gap in this field, stating that the purpose of this work is "to describe the general

framework in which research on the didactics of literature can be developed, a field in which -although there is a proliferation of experiences and proposals for innovation- there is a certain vacuum in the study of methodology and research techniques (P. 6)

Teaching strategies

Didactic strategies are guides of conscious and intentional actions carried out by the teacher or lecturer in the achievement of teaching or learning objectives, that is, actions that are carried out to achieve an academic purpose. For some scholars of the subject such as Valido, Enebral and José (2017) cited by Sosa Neira (2018) "strategies require delimiting problems, proposing objectives to be achieved, programming resources and planning actions that provide an answer to the problem that needs to be solved" (Page. 25).

Other authors approach this subject from different areas and contexts of knowledge. For example, Mayer, (1984); Shuelt (1988); West, Farmer and Wolff, (1991) cited by Suni Surco and Vásquez Suárez (2018) state that teaching strategies "are procedures that the teaching agent uses in a reflexive and flexible way to promote the achievement of meaningful learning in students" (Pág. 28)

It is evident that in many contexts didactic strategies are still a problem in the teaching-learning processes, since many teachers do not apply teaching strategies that promote better results in students.

The design and application of didactic strategies focused on learning activities, methods and techniques, and the evaluation instruments and criteria, must be oriented to the achievement of learning achievements.

Differences between the concepts of strategy, technique and method

In this research work it is necessary to differentiate the concepts of strategy, technique and method within the teaching-learning processes. There are obvious differences between these three terms in relation to didactics. As has already been explained, strategies are guides of conscious and intentional actions carried out by the teacher or the teacher in the achievement of teaching or learning objectives, that is, actions that are carried out to achieve a certain end. The following are examples of teaching strategies: problem-based learning, collaborative learning, independent learning, project-based learning, workshops.

Techniques in the field of didactics are concrete activities performed by the student to obtain the necessary knowledge in an academic process, such as: the question technique, guided discussion, debate, underlining, schematizing, dramatization, brainstorming, exposition, files, time line, etc.

Strategies and techniques involve differences in their nature and application. In this order Javaloyes (2016) states that "for some authors (Beltrán, 1996; Román, 1993; Bernard, 2002) there is a hierarchical difference, strategies are composed of different techniques, observable and evaluable. Strategies would be a set of structured and orderly techniques in view of achieving an end. Strategies serve cognitive processes and techniques serve strategies" (p. 13).

Similarly, Jovaloyes (2016) citing Mayer (2010) argues that the difference is one of nature. Strategies are a type of knowledge (strategic knowledge), and he defines them as a method or a "general orientation for learning or remembering or solving problems" that includes the learner's monitoring of progress, while techniques would be procedural learning (steps to be applied in a specific situation)" (p. 14).

Methods are processes, steps or stages that are followed to achieve a certain end in the field of didactics. Unlike the methods proper to the field of research methodology

where we can mention: inductive, deductive, comparative or contrastive, statistical, etc. methods.

In this order it can be concluded that strategies include in their procedures methods and techniques for the achievement of their goals, methods lead step by step the knowledge and are applied through techniques; on the other hand, techniques are the concrete ways of applying the methods based on the available resources.

Teaching strategies and learning strategies

The approach to strategies in the teaching-learning processes can be approached from a double dimension: the teaching strategies applied by the teacher in the educational performance, and the learning strategies, which are executed by the student to make his knowledge or self-learning viable. In this sense, it is important to differentiate the learning strategies of students from the teaching strategies applied by teachers.

In this order, Casimiro and Carhuavilca (2010) state that "teaching strategies are the different possible procedures to promote meaningful learning (new learning for our students). Strategies are going to be given according to the reality of the student." (p. 80)

However, as Casimiro and Carhuavilca state, Gonzalez (2021) states, "the absence of strategies in both students and teachers for the writing process and the lack of motivation to carry out textual composition exercises, which translates into a lack of mastery when it comes to presenting a topic" (P. 7)

The learning strategies applied by students should be in close consonance with the teaching strategies applied by teachers, which favors the creation of students' prior knowledge in their teaching-learning process and which will allow them to improve their constructivist integration with the information they receive; however, the use of teaching strategies by teachers will depend on the pedagogical practices and particularly on the learning strategies applied by students.

The teaching strategies that teachers apply have an impact on the cognitive processes that students carry out. Likewise, the activities that they raise favor or hinder the achievement of the proposed objectives, which is why every strategy must be used after having been previously planned, and must be controlled during the process and finally evaluated the results.

According to Curvelo (2016) teaching strategies refer to "the use of tools, techniques or tactics and in some cases use their ingenuity, of a teacher, that allow him to transmit knowledge to his students, and in turn that these students receive it in an integral way, attending to the learning objectives, regardless of the area or level where this process is being carried out" (p. 33)

On the other hand, according to Díaz and Hernández (2010), learning strategies are those procedures (set of steps or skills) and instruments that students use to learn and solve problems.

Another author who refers to this topic is Díaz Hernández (2010) when he states that "a learning strategy is a procedure (set of steps or skills) and at the same time a psychological instrument that a student acquires and uses intentionally as a flexible resource to learn significantly and to solve problems and academic demands. (p. 180).

Similarly, Curvelo (2016) states that in "in daily practice the teacher must make use of tools that facilitate interaction in the facilitation and construction of knowledge of students, as part of the teaching and learning process carried out in the classroom" (p. 33)

Díaz and Hernández (2010) argue that these strategies are classified according to the action and/or activation desired for students:

- a) Promote the use of prior knowledge, and generate appropriate expectations.

- b) To improve the constructive integration between previous knowledge and the new information to be learned.
- c) Discursive and teaching strategies.
- d) To help organize the information.
- e) To promote situated teaching.
- f) Strategies and design of academic texts.

Method

This article is based on a field study carried out with students of the degree in Spanish language and literature oriented to secondary education at the Pontificia Universidad Católica Madre y Maestra, PUCMM, in the Dominican Republic, 2022 in relation to didactic strategies. For the survey applied to the students, a probabilistic sample was taken under the modality of convenience sample composed of fifty-five (55) students, to whom an instrument was applied with the objective of verifying the incidence of the strategies of language and literary didactics in communicative competence.

Regarding the methodological aspects of this article, a non-experimental transectional design was used, since the data were collected in context at a single moment and at a single time, under an exploratory and descriptive type of study, with a mostly qualitative approach.

In terms of methods, a mixed approach was used in the processes of collecting, analyzing and linking quantitative and qualitative data. In this sense, the inductive method was applied; starting from the general observation of the different phenomena studied to reach particular conclusions. In this sense, various expository practices related to the topics under study were analyzed in order to reach specific conclusions.

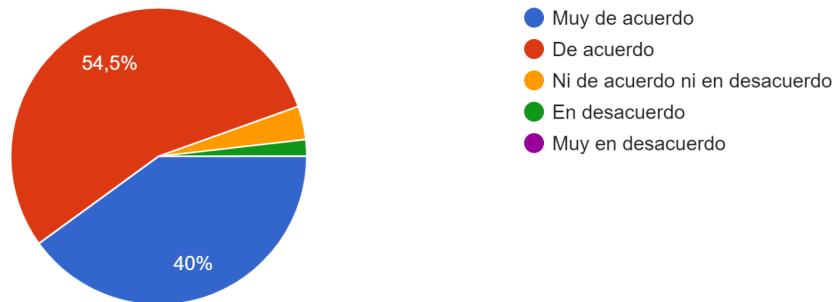
For the presentation of the results, only some of the questions of the questionnaire were taken, of those that are closely related to the object of this article, where the results of the data and their respective analyses can be appreciated.

Throughout the article, four well-differentiated phases can be seen throughout the article, four distinct phases can be seen, according to the postulates of Icart, Fuentlsaz and Pulpón (2006): planning and collection of information, research development and methodology, presentation of results and analysis, and conclusions. In the planning phase, the subject and then the object of the study were identified. In the second phase, data was collected through an exhaustive search for information and the application of research techniques in order to proceed with the third phase, which was the development of the research and the presentation of the results of the field work that was applied to the students. Finally, they presented their conclusions.

Results

Figure 1
Strategies applied by teachers

Como estudiante, considera que las estrategias que aplican los docentes dentro de la carrera en lengua española y literatura favorecen el logro de la competencia en comunicación lingüística
55 respuestas

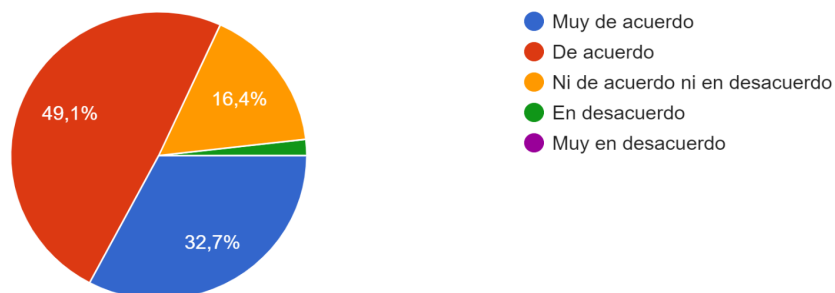


Note. Source: Survey applied to students of the degree program in Spanish language and literature, Pontificia Universidad Católica Madre y Maestra, PUCMM. 2022

This question in the questionnaire was formulated with the objective of verifying that the strategies applied by teachers in Spanish language and literature favor the achievement of communicative competence in students. According to the graph, the highest percentages of respondents expressed that they strongly agree and agree. Thirty responded very much in agreement for 54.5%. Twenty-two (22) selected in agreement for 40%. Four (4) said neither agree nor disagree for 4.5% and one said disagree for 1%. As can be seen, there is no significant discrepancy in the perception of the respondents, since the highest percentage of students maintain that the strategies applied by teachers favor communicative competence, while a very small population expressed disagreement.

Figure 2
Different types of strategies known to students

Como estudiante usted conoce las diferentes estrategias de aprendizaje dentro del plan de estudio de la licenciatura en lengua española y literatura de la PUCMM.
55 respuestas



Note. Source: Survey applied to students of the degree program in Spanish language and literature, Pontificia Universidad Católica Madre y Maestra, PUCMM. 2022

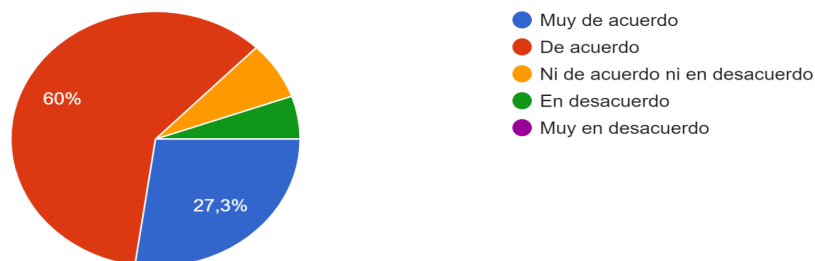
The Pontificia Universidad Católica Madre y Maestra in its study plan for the degree in Spanish language and literature contemplates a set of strategies to be applied in the different subjects. In relation to the knowledge that students have about these strategies, 18 out of 55 students responded that they strongly agree that they know these strategies, for 33%. In the same order 27 students responded agree for 49 %. 9 said neither agree nor disagree for 16%, while one said disagree for 2%

Figure 4.4 shows the students' level of knowledge of the different strategies proposed in the curriculum of the Spanish language and literature program at the PUCMM.

Figure 3

Learning strategies applied by students

Los estudiantes aplican diferentes estrategias de aprendizaje dentro la didáctica de la lengua y la literatura para el logro de la competencia en comunicación lingüística
55 respuestas

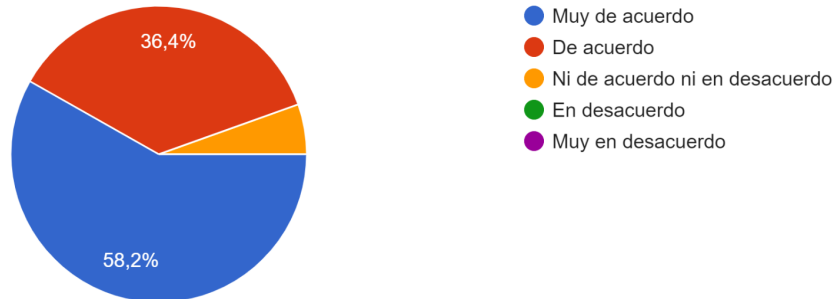


Note. Source: Survey applied to students of the degree program in Spanish language and literature, Pontificia Universidad Católica Madre y Maestra, PUCMM. 2022

Another variable of great importance in this study is to know to what extent students apply these didactic strategies for the achievement of learning. In this order the students surveyed were asked if they apply the different learning strategies within the didactics of language and literature for the achievement of communicative competence, according to the data obtained it can be seen that 15 said they strongly agreed, for 27%. 33 said they agreed for 60%. 4 said neither agree nor disagree for 7% and 3 said disagree for 5% of the surveyed population. It is worth noting that the highest percentage, 33 out of 55 students surveyed, equivalent to 60% of the population, only expressed agreement with the application of the strategies proposed in the study plan, compared to 27% who expressed strong agreement.

Figure 4
Impact of didactic strategies on text comprehension and production

Las estrategias de la didáctica de la lengua y la literatura aplicadas en el plan de estudio de la carrera de lengua española y literatura promueven ... de textos en diversas situaciones comunicativas
55 respuestas



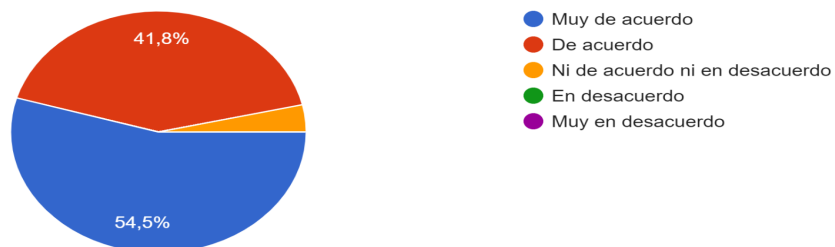
Note. Source: Survey applied to students of the degree program in Spanish language and literature, Pontificia Universidad Católica Madre y Maestra, PUCMM. 2022

One of the variables considered was whether the language and literature didactic strategies applied in the Spanish language and literature curriculum promote comprehension and production of texts in different communicative situations. 32 students said they strongly agreed for 58%. Likewise, 20 said they agreed, for 37%. While 3 said they neither agreed nor disagreed for 5%.

In the context of communicative competence, comprehension and textual production as dimensions of communicative competence play a very important role, but they depend to a great extent on the didactic strategies used in the different communication situations within the study plan. For the highest percentage of students, 58% apply strategies that favor comprehension and textual production.

Figure 5
Didactic strategies and the achievement of communicative dimensions

Las estrategias aplicadas en el plan de estudio favorecen el logro de las dimensiones comprensión textual, producción escrita y expresión oral.
55 respuestas



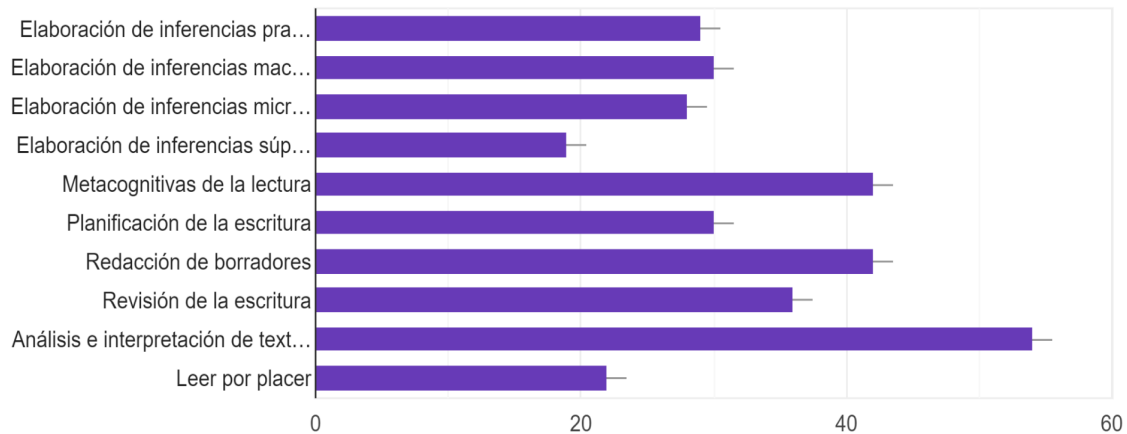
Note. Source: Survey applied to students of the degree program in Spanish language and literature, Pontificia Universidad Católica Madre y Maestra, PUCMM. 2022

In the same order of the previous question, textual comprehension, written production and oral expression are three of the most important dimensions within the communicative competence, in question number seven of the questionnaire they were asked how the strategies applied in the study plan favor these dimensions, 30 answered

strongly agree for 55%, of the respondents 23 answered agree for 42%, while 2 answered neither agree nor disagree, for 3% of the population. Due to the relationship between the variables in this question and the previous one, the results maintain similar percentages.

Figure 6

En las siguientes estrategias que se trabajan dentro del plan de estudio de la licenciatura en lengua española y literatura en la PUCMM, seleccione aque...plicar en las diferentes asignaturas de la carrera.
55 respuestas



Note. Source: Survey applied to students of the degree program in Spanish language and literature, Pontificia Universidad Católica Madre y Maestra, PUCMM. 2022

Respondents were given a list of the strategies contemplated in the curriculum to find out which one's teachers apply most frequently in the subjects they teach. In this graph, three strategies stand out as the most applied by teachers: Metacognitive reading skills with 76.4%. Drafting with 76.4%. Text analysis and interpretation with 92.2% of respondents.

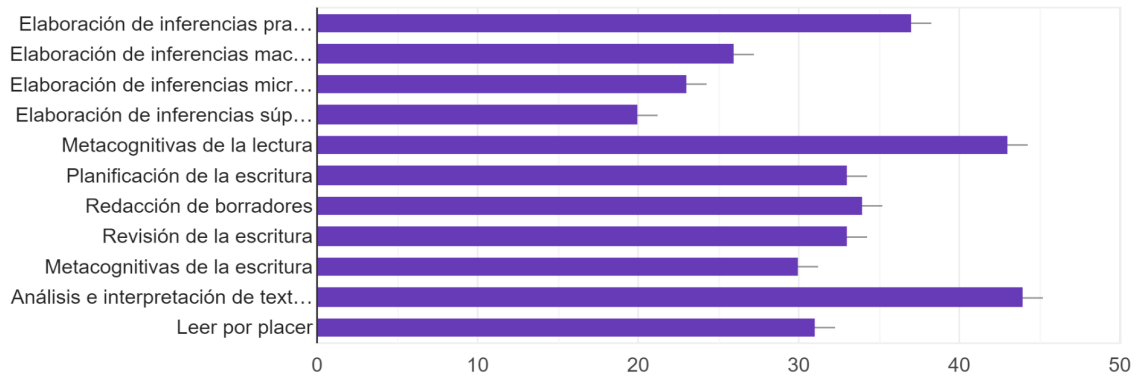
In a general sense, these were the results of the respondents according to each strategy applied by the teachers:

Elaboration of pragmatic-enunciative inferences	29 of 55	29 (52.7 %)
Development of macro-structural inferences	30 of 55	30 (54.5 %)
Elaboration of micro-structural inferences	28 of 55	28 (50.9 %)
Elaboration of superstructural inferences	19 of 55	19 (34.5 %)
Metacognitive reading	42 of 55	42 (76.4 %)
Writing planning	30 of 55	30 (54.5%)
Drafting	42 of 55	42 (76.4 %)
Revision of the deed	36 of 55	36 (65.5 %)
Analysis and interpretation of literary texts	54 of 55	54 (98.2 %)
Reading for pleasure	22 of 55	22 (40 %)

Figure 7

Acorde a su criterio como estudiante, cuáles de estas estrategias favorecen más el logro de la competencia en comunicación lingüística

55 respuestas



Note. Source: Survey applied to students of the degree program in Spanish language and literature, Pontificia Universidad Católica Madre y Maestra, PUCMM. 2022

Similarly, respondents were given the same list with the strategies contemplated in the study plan and were asked about their perception of which of these strategies are the most conducive to the achievement of communicative competence.

In this graph, three strategies stand out as the ones that most favor the achievement of communicative competence: elaboration of pragmatic-enunciative inferences with 67% of the respondents. Metacognitive reading skills with 78%. Analysis of literary texts with 80%.

These are the results in a general context.

Elaboration of pragmatic-enunciative inferences	37 of 55	37 (67.3 %)
Development of macro-structural inferences	26 of 55	26 (47.3 %)
Elaboration of micro-structural inferences	23 of 55	23 (41.8 %)
Elaboration of superstructural inferences	20 of 55	20 (36.4 %)
Metacognitive aspects of reading	43 of 55	43 (78.2 %)
Planning writing	33 of 55	33 (60 %)
Drafting	34 of 55	34 (61.8 %)
Review of the deed	33 of 55	33 (60 %)
Metacognitive aspects of writing	30 of 55	30 (54.5 %)
Analysis and interpretation of literary texts	44 of 55	44 (80 %)
Reading for pleasure	31 of 55	31 (56.4 %)

Discussion and conclusions

The didactic strategies used by teachers in their teaching work are of utmost importance in the teaching-learning processes of the students, so the students' perception of the incidence of these strategies is of utmost relevance for their professional training. In this sense, Guerrero Ruiz and López Valero (1993) argue that didactic strategies in teaching practices are extremely important as a defining activity of the teacher's final profile, in order to determine the theoretical-practical work method

and to deepen *in situ* the state of the question.

Regarding the different learning strategies that students apply for the achievement of learning in item 5 of the instrument, 15 responded strongly agree, for 27%, while 33 said they agreed for 60%. 4 said neither agree nor disagree for 7% and 3 said disagree for 5% of the surveyed population. According to the graph it can be seen that the highest percentage says that they only agree with the use of strategies for the achievement of communicative competence. Monís, (2006) quoted by Sosa Neira (2018) states that didactic strategies "should motivate, provide information and guide students to achieve the proposed learning (p. 26)

Conclusions

The teaching-learning processes involve strategies that seek to make the student understand the different discursive genres, both oral and written, through the comprehension of the communicative intention of the text, strategies that promote in the student the comprehension of the topic of the text, the identification of key ideas and words, the construction of the global meaning and the capacity to summarize its content.

The findings reveal that the teaching strategies applied by the teachers favor the achievement of learning, which aims at making the subjects capable of producing speech acts, texts and discourses with different purposes.

In line with the field work it was possible to verify that the learning strategies applied by the students are closely in line with the teaching strategies applied by the teachers, which favors the creation of the students' previous knowledge in their teaching-learning process and which will allow them to improve their constructivist integration with the information they receive; however, the use of the teaching strategies by the teachers will depend on the pedagogical practices and in particular on the learning strategies applied by the students.

Reading and writing are two of the main strategies applied in the teaching-learning process. Reading is one of the most important strategies in a learning process and specifically reading for pleasure, which includes the promotion of procedures that lead students to plan their reading as well as to solve processing problems through actions such as: rereading, paraphrasing, continuing reading, formulating hypotheses, generating mental images, thinking in analogies, searching for information in other texts and asking other people.

Writing is another strategy that favors these processes, since it promotes the creation and organization of ideas, establishes the communicative intention of the text, facilitates the selection and justification of a topic, selection of the discursive genre and support, determination of the audience and register, selection of the source of information, search, selection and recording of the information necessary to structure the text.

In conclusion, in the practice of didactic processes there must be a close relationship between teaching strategies and learning strategies for the achievement of goals and purposes. According to Javaloyes (2016) quoting Ayala, Martínez and Yuste (2004) "learning strategies are, initially, teaching strategies: the control of the process corresponds to the teacher", later they are transferred to the student together with a greater responsibility over their own activity, becoming learning strategies, being these dynamic, as they are built in constant interaction with the teacher and peers. (p. 61)

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By Jesus Ulerio

**EDUCATIONAL GUIDANCE AND ITS CONTRIBUTION TO UNIVERSITY
STUDENTS WITH DISABILITIES**
**ORIENTACIÓN EDUCATIVA Y SU APOORTE A LOS ESTUDIANTES UNIVERSITARIOS EN
SITUACIÓN DE DISCAPACIDAD**

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ABSTRACT

Keywords:

inclusion, educational guidance,
person with a disability.

The concept of educational guidance will be reviewed, then that of a person with a disability, concluding with the contribution of educational guidance to university students with a disability. It is a theoretical review; the sample considers authors who have published in indexed scientific journals. The Google academic search engine was used as a means of collection, selecting the most significant studies. The research question is: How does educational guidance contribute to university students with disabilities? The research design is qualitative and phenomenological. It is concluded that there is an opportunity for improvement in the articulation of educational guidance between secondary and university education, deficiencies in curricular adjustments of the regulatory framework associated with inclusion, and positions the university teacher as a key actor in the work of guiding during the trajectory, training, in conjunction with support units, the family and the educational community in general.

RESUMEN

Palabras clave:

inclusión, orientación educativa,
persona en situación de
discapacidad.

Se revisará el concepto de orientación educativa, luego el de persona en situación de discapacidad, concluyendo con el aporte de la orientación educativa en los estudiantes universitarios en situación de discapacidad. Es una revisión teórica, la muestra considera autores que han publicado en revistas científicas indexadas. Como medio de recolección se utilizó el buscador Google académico, seleccionando los estudios más significativos. La pregunta de investigación es: ¿Cómo aporta la orientación educativa a los estudiantes universitarios en situación de discapacidad? El diseño de investigación es cualitativo y fenomenológico. Se concluye que existe una oportunidad de mejora en la articulación de la orientación educativa entre la enseñanza secundaria y universitaria, carencias en adecuaciones curriculares del marco normativo asociado a la inclusión, y posiciona al docente universitario como actor clave en la labor de orientar durante la trayectoria formativa, en conjunto con unidades de apoyo, la familia y comunidad educativa en general.

Introduction

Today, we are witnessing a society that contains a paradox. On the one hand, we present a never-before-seen abundance of information, unlimited internet, greater access to education and instant communication in a globalized world, but, associated with this, new characteristics and challenges arise, such as interculturality, the relevant use of ICTs, the demand for gender equity, inclusion and adequate attention to people with disabilities. All of the above makes it necessary for there to be an assertive educational orientation so that students can decide in relation to the enormous number of options proposed by the atomized world of postmodernity.

This study deals with a condition that has always existed, but that today has become more visible, such as people with disabilities, and how educational guidance can support these subjects in their transition through higher education. Having said the above, educational guidance and diversity are related, trying to answer the following research question: how does educational guidance contribute to university students with disabilities?

The general objective is to know the contribution of educational guidance for students with disabilities in their higher education process.

The specific objectives are: 1) Understanding the concept of educational guidance, 2) Understanding the concept of disability and, 3) Review of contributions from educational guidance to people with disabilities in their university education.

In order to achieve the general and specific objectives, we have resorted to the review of authors who have published in *indexed scientific journals*, collected from the *academic googlesearch* engine, which deal with the subject and constitute a theoretical contribution to the subject of study.

The study is eminently theoretical and tries to thread together the opinions and studies of different authors to provide a coherent answer to the research question.

The theoretical position considered for this work is that, although it is still in its "infancy", educational guidance is key to enable adequate university academic progression of students with disabilities. Having said this, there is still a long way to go, since guidance has focused on responding to problems that arise at the beginning of the educational process in the framework of the decision of the career to follow, or at the end of it, referred to the decision in favor of insertion into the labor market, but very little progress has been made in the training process, specifically in two core issues, the professionalization of teachers' guidance and the adaptation of the curriculum and pedagogical models.

Method

In order to answer the research question and objectives, we have reviewed the studies of a number of authors who have published in recognized and indexed scientific journals. For the search of the information, the *academic google* search engine was used, where, using key words, an adequate number of studies were found, selecting the most representative ones for the subject treated.

Being a literature review, the research is based on qualitative methodology which "consists of detailed descriptions of situations, events, people, interactions and behaviors that are observable. In addition, it incorporates what the participants say, their

experiences, their attitudes, beliefs, thoughts and reflections, as expressed by themselves" (Pérez, 1994, p. 46). As a philosophical basis it considers phenomenology, being in turn a descriptive study, which, according to Fernández, Hernández and Baptista, (2014, p. 98) "seeks to specify the important properties of people, groups, communities or any other phenomenon that is subjected to analysis".

The study presented in this opportunity is eminently theoretical as it seeks to understand, through the analysis of authors, the concepts associated with educational guidance and disability, and to know how they are related to meet the demands of university students with disabilities. Considering the above, the sample is made up of authors who have published in Spanish-language, indexed, electronic scientific journals of prestige in the field of social sciences.

Results

The analysis of the results obtained from the bibliographic review of the selected authors who have published in indexed electronic journals will be carried out in the following order: First, we will seek to understand the concept of vocational guidance, linking with it the objective one of this study; then we will try to understand the concept of person with disabilities, addressing the objective two; finally, we will review the state of the art of the contributions that educational guidance has shaped in favor of the university progression of students with disabilities, thus responding to the specific objective three of this paper.

Concept of educational orientation

Alfonso and Serra (2016, p.17), in their article Why is educational guidance necessary in today's university, conducted a theoretical analysis of the concept of educational guidance by drawing on several experts in the field. In the study, the authors bring to light the definition of Vélaz de Medrano (2002) who conceives it as a set of knowledge, methodologies and theoretical principles, with the objective of facilitating and promoting the integral development of the subjects throughout the different evolutionary stages of their lives, with the involvement of the different educational agents (counselors, tutors, teachers, family) and social agents. Santana (2009) considers it as an assistance process inserted in the educational activity that aims to contribute to the integral development of the student, in order to enable him/her to learn autonomously.

Molina (2004) reviews a series of sources and theoretical perspectives that approach the most adequate definition of educational guidance. As a synthesis of the conceptual path of his study, he conceives educational guidance as:

An interdisciplinary and transdisciplinary process based on the principles of preventive intervention, development and attention to the diversity of the student, whose educational agents (counselors, parents, teachers-tutors, family and community) assume the function of facilitating and promoting their integral development so that they become transformers of themselves and their environment [...] In this line, it is proposed that the formation of the subject cannot be separated from its affective and experiential component. (p. 10).

Pérez and Hernández (2018), conducted a study in the universities of Holguín and Cienfuegos in Cuba, where they analyze the association between orientation and students in vulnerable conditions. In their paper, the authors theoretically and methodologically associate the concept of educational guidance with the postulates of

cultural-historical psychology proposed by Vygotsky, specifically related to the dialectic between overcoming difficulties and adaptation. To support the above, it is established that the achievement of the "zone of proximal development", widely discussed by the author, is achieved with the necessary participation of a mediator, in this case the teacher and/or counselor. Pérez and Hernández (2018, p. 84) tell us that, under this logic, educational guidance "is structured in three general stages [...] these are: the characterization and diagnosis, the projection of assistance activities and the execution with a systematic process of control and updating."

Sánchez, López and Alfonso (2018) generated a publication where, from various theoretical edges, they present an approach to the foundation of the relationship between educational guidance and the professional pedagogical activity of the university teacher and outline a profile of the guidance teacher. In their study, the authors indicate that educational guidance should be understood in its broadest sense, that is, from a holistic, comprehensive and critical perspective, involving the entire educational community, that is, psychologists, psychopedagogues, students, families, principals, and especially teachers, since the key to its success lies in the understanding that teachers should have of the nature of guidance and their appropriate intervention in the processes.

Guevara and Herrera (2012, p. 151) in their article seek to identify the theoretical and methodological references that support the process of educational guidance in the university from the guiding role of the teacher to integrate the family to the training process of the professional in the Cuban context. In their study they determine that educational guidance should be understood as "a process of help directed to all people, which aims to prevent difficulties and enable the student's personal and academic development".

Pérez, Fundora and Palmero (2011), in their article, set out to provide a theoretical basis for the concepts of educational guidance and tutorial action linked to the university context, as well as their main characteristics and functions. In their study, they recognize that the definition of the concept of educational guidance will depend on the approach with which it is analyzed, whether it is humanistic, personal-social or historical-cultural.

Morales (2020, p. 173), in his article seeks to expose, through a theoretical review, the benefits of educational guidance in the 21st century. In his study he states that, in the current discriminatory context, educational guidance should be an alternative to guarantee the culture of peace and the recognition of diversity as an asset for society. In his words: "To orient is to bring the individual closer to the appropriation of a series of cultural and social elements that guarantee his functioning in complex contexts, in which he is expected to act recognizing the other from an empathetic position, capable of seeing him as a subject of rights, with equal attributes.

Concept of person with a disability

Luque and Rodríguez (2008, p. 272), through their article, intend to encourage reflection on the role of Educational Guidance, Teachers and the University Community in general, in their relationship with disability, from the experience and actions of the Support Service for Students with Disabilities of the University of Malaga. In their paper, the authors indicate that "disability is accepted as a state or situation, in which there is a lower degree of ability or performance in the development of capabilities, due to an interaction of individual and contextual factors", moving away from the classical medical definition, to enter the educational field.

Molina, De Bedoya and Sanchez (2011), in their qualitative and descriptive study, which considered a sample of 30 university professors who have taught students with disabilities, 20 students with disabilities, and their families, indicate that **the** strategy of attention to diversity has led us to reconceptualize the term, using it to refer to those people who, due to their sensory, motor, intellectual or emotional conditions, have disabilities and are limited in their ability to function "normally"; therefore, they need to be integrated into the educational context, achieving equal conditions and opportunities as the rest of the group.

Galán-Mañas (2015), in his article seeks to reach a better understanding about which services for students with disabilities are offered by Spanish universities. Their brief states that:

The World Health Organization -in 2001- indicated that disability is a generic term that includes deficits, limitations and restrictions in participation; it indicates the negative aspects of the interaction between an individual (with a "health condition") and his or her contextual factors (environmental and personal factors). The United Nations -in 2006-, in the same line, indicates that persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments, -which interact with various barriers- [...] Therefore, disability is a complex phenomenon that reflects an interaction between the characteristics of the human organism and the characteristics of the society in which it lives (p. 89).

For his part, Luque (2006, p. 277), clarifies the concepts of impairment, disability and handicap, identifying "impairment as a loss or abnormality of a structure or function, whether psychological or psychological; disability as a restriction or absence of a capacity; and handicap as a disadvantageous position for an individual produced by an impairment or disability"

How does educational guidance contribute to university students with disabilities?

Pedragosa (2020) states that more and more students with disabilities are entering higher education, but the percentage of those who manage to complete their studies is decreasing. The cause, in the author's opinion, is due to the fact that universities have not been able to install an inclusive policy that goes from the macro to the micro, that is to say, to the heart of the classroom. In addition to the above, there is the logic of "omitted competencies", i.e., the teacher assumes that the student knows certain subjects before entering higher education, which is not always the case. Therefore, it is essential to have a "*hic et nunc*" guidance system that considers counselors and especially teachers, with a more comprehensive, processual and transversal approach.

López, Moreno and Espada (2020), conducted a study where they analyzed the influence of educational orientation on the choice of careers of 82 students with disabilities who entered the Rey Juan Carlos University, and who are part of its Center for the Care of Persons with Disabilities. First of all, they found that the influence of the high school orientation was weak, because it was dedicated to solving specific issues and not to preparing them for university entrance. Secondly, the authors argue that it is urgent to establish a joint framework between secondary and university education that allows for an adequate transition of students with disabilities in order to make an appropriate career choice and contribute to their career progression. If this congruence is not achieved, dropout is more likely, meaning a cost in time, effort and money, not only for the student, but also for the university itself. Finally, they indicate that the university should be concerned about being an agent for the continuation of the previous studies and cultural

heritage of students with disabilities. Associated with this subject Vilà, Pallisera and Fullana (2012), focus their study on students with intellectual disabilities, making a "stark" diagnosis of the legal precariousness and effective psycho-pedagogical guidance work in teaching. Therefore, they propose a Person-Centered Planning (PCP) as an innovative approach that points to new perspectives of support in the socio-educational itinerary at all levels, which considers the uniqueness of each life project.

Flores (2013), in his article analyzes the debates surrounding educational guidance in the nineteenth and twentieth centuries, especially in Mexico. In his study, he concludes that the key to guide students in their different conditions is the training of the counselor, that is, to eliminate the dissimilar realities between theory and practice, generating a professional who is able to integrate these dimensions in a contextualized manner. He adds that the pedagogue, the graduate in educational intervention and the psychologist are the closest, but they are not enough to meet the broad profile required for the challenges imposed by guidance in higher education. Profile whose objective will be "to accompany the student in a natural way, through dialogue, experiential techniques, from a humanistic perspective, trying to understand, not to classify, not to prejudge without knowing" (p. 31).

Saúl, López and Bermejo (2009, p. 10) when reviewing the concept of educational, professional and personal guidance, indicate that, "two types of services can be differentiated in the international university panorama: vocational or professional guidance -with information on professional opportunities, job search, such as the British Career Services and, on the other hand, the clinical and therapeutic Psychological Guidance Service, such as Counseling". In both cases, the focus is on the student's entry and exit, neglecting the accompaniment required for a contextualized academic progression, with adaptations that respond to the personal interests of each student.

Sánchez (2017) in his study, where he interviewed university teachers from different countries who met at the University Congress held in Havana in 2016, concludes that for an adequate transition of students who present special situations, such as students with disabilities in higher education, it is necessary to incorporate educational guidance in the pedagogical models, which are part of the Educational Projects of the Institutions. He adds that although there must be a "welfare department", the key is that the orientation is implicit in the work of university teachers. This necessarily requires the preparation of these teachers in this area, since, according to the author, they are not currently prepared. In addition, Rodríguez, Jenaro and Castaño (2022, p. 77) state that "the alternative to the provision of support outside the classroom is to respond to diversity within the classroom, implementing comprehensive support for all students, with specific measures that allow attention to diversity in an equal, equitable and quality manner. Hence the importance of training future teachers in inclusive strategies."

González, Alfonso and Rodríguez (2020), in their study evaluated the impact of the professionalization of guidance counselors in the training of university students under the STS (science, technology and society) approach. They emphasize that teachers should ethically professionalize their guidance work and that institutions should include respect for diversity, and thus for people with disabilities, in their curricula, both declared and hidden. They add that STS should be used by professors in their orientation processes, allowing the formation and pertinent academic progression of university students. This professionalization of teachers should be conceived in three important dimensions: "the first is the systematization of theoretical and methodological conceptions related to educational guidance (what to learn); the second is the development of personological resources in this area (how to do); and the third is the

professional work in educational guidance (how to integrate learning and educational guidance practices into teaching) (p. 341).

Tenorio and Ramírez (2021) conducted a literature review of various documents on the inclusion of students with disabilities in public universities in Chile. Among their findings, they highlight the progress in legislation, government initiatives and quantitative increase in access to higher education, which is not enough to break down the barriers of exclusion, as demonstrated in two OECD reports that highlight Chile as a country with unequal access to university education, standardized income tests and shortcomings in academic progression programs for students with disabilities, which, according to the authors, is the closest thing to an "*exclusionary inclusion*".

Discussion and conclusions

Discussions of the evidence detected from the authors' theoretical review will be organized according to the research question and the three specific objectives.

With respect to the concept of *educational guidance*, we can understand that, although in the university environment there are welfare departments or others that include counselors, psychologists and psychopedagogues, it is clear that the main task falls on the teacher, who must be professionalized in these matters to provide a quality service, attending to diversity, and in this case, to students with disabilities. Having said this, it is necessary to point out that it is not appropriate to assign to the teacher all the responsibility for guidance, because if we understand the concept from a dialectical conception, that is, following Vygotsky, a mediator is required to achieve the zone of proximal development, and, in fact, it is known that a multiplicity of actors is needed for this task. Moreover, if educational guidance is considered as an inter- and transdisciplinary activity, it is necessary that the student, counselor, parents, teachers-tutors, families and the community in general act in it, thus achieving a holistic, comprehensive and critical guidance that considers the context of each learner, their realities, desires, projects and challenges.

In relation to the concept of *person with disabilities*, the analysis of the results suggests that it is necessary to understand that, regardless of the barriers that are established between their condition and the environment in which they must interact, it is a responsibility of the university to generate the appropriate adjustments to meet the demands of these people who are subjects of absolute rights, therefore they must be able to acquire the most precious of all, as is the right to education, in a healthy environment, free of discrimination and that addresses diversity as a virtue to be exploited and not as a problem to be overcome.

Finally, with regard to the review of the *contributions that educational guidance has provided to people with disabilities in their university education*, the diagnosis is not flattering, since the authors agree that inclusion policies should not remain a dead letter and should be embodied in the educational project, the pedagogical model, the declared and hidden curriculum, and especially in the work of teachers in the classroom. To the above, they add that it is essential to establish bridges between the educational orientation given in secondary education and university education, thus allowing for a harmonious transition between the educational levels. Finally, the authors show that university guidance focuses on the beginning and end of the educational process, but does not intervene adequately in the formative trajectory, generating a hostile scenario,

without adaptations, causing the desertion of students with disabilities, thus limiting the possibility of building their dream of being professionals who contribute to society.

Educational guidance should be understood as a systematic and articulated process at all levels of education. In higher education, teachers must be professionalized in this area, as they play a fundamental role, which must involve the interaction of students, psychologists, counselors, psychopedagogues, families and the community in general.

People with disabilities are subjects of rights, therefore, it is the responsibility of all actors involved, from political-legislative actions to classroom actions, to fully understand inclusive education, deriving the barriers that are established between their condition and the context in which they interact.

In the university context, educational guidance for the progression of students with disabilities is key, not only at the beginning or end of the process as it is currently the case, but also throughout the student's formative process, allowing inclusion policies to be embodied in the institutional educational project, welfare programs, graduation profiles, curricula, subject programs, and especially in the classroom, where the teacher makes the relevant methodological and didactic adaptations that allow people with disabilities to make use of the opportunities offered to them, the graduation profiles, curricula, subject programs, and especially in the classroom, where teachers make the pertinent methodological and didactic adaptations that allow people with disabilities to make use of one of their most fundamental rights, which is to be educated appropriately and to be properly inserted in the labor market.

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**CURRENT STATE OF THE EDUCATIONAL CURRICULUM IN CHILE: A
REVIEW OF ACADEMIC LITERATURE FROM 2024**
**ESTADO ACTUAL DEL CURRÍCULO EDUCATIVO EN CHILE: UNA REVISIÓN DE LA
LITERATURA ACADÉMICA DE 2024**

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ABSTRACT

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The educational curriculum in Chile reflects and perpetuates dominant ideologies from colonization to the neoliberal era. It selects content to sustain dominant power, limiting critical thinking. The research analyzes the current state of the curriculum in the face of sociocultural, technological, and political changes, highlighting trends towards inclusion and flexibility. More reflective practices are observed, but challenges such as curricular rigidity and the lack of policies for cultural diversity persist. Teacher training is crucial for implementing an inclusive curriculum, while continuous assessment is necessary to maintain educational quality. An integrated response is needed to promote a fair and liberating education in Chile, addressing challenges such as equity and cultural diversity, and improving teacher training.

RESUMEN

Palabras clave:

currículo educativo en Chile,
historia de Chile, paradigma
educativo, desafíos educativos.

El currículo educativo en Chile refleja y perpetúa las ideologías dominantes desde la colonización hasta la era neoliberal. Selecciona contenido para sostener el poder dominante, limitando el pensamiento crítico. La investigación analiza el estado actual del currículo frente a cambios socioculturales, tecnológicos y políticos, destacando tendencias hacia la inclusión y la flexibilidad. Se observan prácticas más reflexivas, pero persisten desafíos como la rigidez curricular y la falta de políticas para la diversidad cultural. La formación docente es crucial para implementar un currículo inclusivo, mientras que la evaluación continua es necesaria para mantener la calidad educativa. Se necesita una respuesta integral para promover una educación justa y liberadora en Chile, abordando desafíos como la equidad y la diversidad cultural, y mejorando la formación docente.

Introduction

The relationship between the educational curriculum and sociocultural, technological and political changes is complex and dynamic. In this context, a fundamental question arose: What is the current state of the educational curriculum in Chile? This question was essential to understand various aspects of the national education system, including its structure, the teaching methods used and its capacity to adapt to the challenges of the 21st century, such as globalization, technology and cultural diversity. The evolution of the curriculum not only reflects the demands of the present, but also anticipates future needs, seeking to prepare students for a world in constant transformation.

The educational curriculum faces multiple challenges. Among them, globalization presents the need to integrate global competencies and intercultural skills that will enable students to function in an increasingly interconnected world environment. Likewise, technological progress demands constant updating of content and teaching methods to incorporate new digital tools and encourage critical thinking and creativity. Cultural diversity, on the other hand, demands an inclusive curriculum that recognizes and values cultural differences, promoting equity and social cohesion.

Method

Given the complex relationship between the educational curriculum and sociocultural, technological and political changes, a fundamental question arises: What is the current state of the educational curriculum in Chile? This question covers various aspects of the educational system, from its structure to the teaching methods used, inviting us to reflect on its capacity to adapt to the challenges of the 21st century, such as globalization, technology and cultural diversity. It is crucial to analyze how the curriculum responds to these emerging demands and how it contributes to the formation of critical citizens committed to their society.

The general objective of this research is to explore and analyze the current state of the educational curriculum in Chile, understanding its structure, contents, teaching methods, evaluation and its adaptation to social, technological and cultural changes. To achieve this objective, specific objectives have been established that include identifying the main components of the current educational curriculum, analyzing the teaching methods used, evaluating the relevance of curricular content in relation to social and political changes, investigating the policies and regulations that influence the formulation of the curriculum, and proposing recommendations for improving and updating the educational curriculum.

The research methodology is based on a comprehensive literature review using Google Scholar, which provided an in-depth understanding of the current educational curriculum landscape. Priority was given to reviewing the first 30 articles listed in the academic search engine on May 1, 2024 to ensure a systematic and exhaustive search. This review provided an approximation of the predominant trends in the field of educational curriculum.

During the initial analysis of the results, significant trends and concerns were observed, such as educational inclusion, teacher professional development and the integration of digital technologies into the curriculum. The diversity of issues and approaches identified in the literature highlighted the need to formulate seven

operational questions to guide data collection and analysis. These questions address key issues such as trends in curriculum design, recent changes in educational policies, challenges related to equity and inclusion, the impact of technology on teaching, curriculum evaluation and its adaptation to sociocultural changes.

Based on the operational questions the research continues with the critical reading of the articles found in Google Scholar. Different views and definitions of what is understood by curriculum were considered, not limiting the subject to basic and secondary education, but encompassing all relevant perspectives to understand the educational panorama.

Results

Current Trends in the Design and Implementation of the Educational Curriculum

Education is essential for the social and cultural development of a country, and the educational curriculum plays a crucial role in shaping students' learning experiences. In Chile, as in many other countries, the educational curriculum is constantly evolving to adapt to the changing demands of society and to promote quality education that is inclusive and relevant to all students.

According to Guzmán Palacios (2024) the Educational Curriculum shows a trend towards more reflective and investigative teaching practices, seeking to develop critical thinking and student autonomy (Guzmán Palacios, 2024). This emphasis reflects a shift in the pedagogical approach away from the mere transmission of knowledge to a model focused on the development of skills and competencies. This trend is countered by certain concerns of teachers regarding the proposed curricular reform, such as the depoliticization of historical knowledge and the stricter regulation of the curriculum (Guzmán Palacios, 2024). Specifically, the shift to an elective approach in the subject of history raises concerns about the quality of training and the diversity of perspectives presented in the classroom.

Guzmán Palacios' (2024) reading reflects the concern about the neutralization of history teaching and the suppression of critical thinking in favor of a more homogeneous and uncritical approach among teachers. It is a conflict between the regulation of curricular content and professional autonomy that limits the ability of teachers to adapt their pedagogical practices to the specific needs of their students.

Notwithstanding the above, there is recognition of the importance of cultural and ethnic diversity in the configuration of the educational curriculum. The need for an education that is sensitive to social demands, that recognizes and values the diversity of experiences and perspectives in the classroom is highlighted (Cárcamo-Solar and Lohaus-Reyes, 2024). This approach seeks to democratize and make educational processes more relevant, promoting a more collaborative and participatory vision in the construction of the curriculum.

The crucial role of experience and self-perception as agents of social transformation in curriculum construction is highlighted (Cárcamo-Solar and Lohaus-Reyes, 2024). This approach seeks to overcome prescription in technical-vocational education, promoting a more inclusive and collaborative perspective.

However, significant challenges persist in the implementation of inclusive curriculum policies in Chile. Curricular rigidity and lack of comprehensive policies make it difficult to adapt the curriculum to the changing needs of society (Roasenda, 2024). In

addition, the lack of teacher training in intercultural inclusive education represents another important challenge that requires attention.

It should be noted that the evolution of the educational curriculum reflects an ongoing commitment to constant improvement and adaptation to ensure an education that responds to the needs of a diverse and ever-changing society. Recognizing the fact that this process requires a more holistic and diversity-sensitive approach, as well as inclusive leadership in schools to model inclusive practices and consolidate inclusion processes in the Chilean educational system.

Recent Changes in Curricular Policies and their Impact on the Educational Curriculum

The evolution of Chilean curriculum policies has been the subject of debate and analysis, identifying a series of recent changes and their impact on the country's educational curriculum. Research by authors such as Guzmán Palacios, Cárcamo-Solar and Lohaus-Reyes, Roasenda, Poblete-Inostroza, and Riquelme-Sanderson and Peña-Sandoval (2024) show trends and challenges in this area.

One curricular reform that has been discussed is related to the subject of history, where an optional approach was proposed, which generated concern among teachers (Guzmán Palacios, 2024). This reform would limit the professional autonomy of teachers and reduce the quality of student training, as well as suppress critical thinking in favor of a homogeneous and uncritical approach. This conflict between curriculum content regulation and professional autonomy limits teachers' ability to adapt their pedagogical practices to the specific needs of their students. This can also be considered a positive change in favor of inclusion and sensitivity to the cultural and ethnic diversity of the population.

Authors such as Cárcamo-Solar and Lohaus-Reyes (2024) highlight the importance of education that is relevant and sensitive to social demands, which recognizes and values the diversity of experiences and perspectives in the classroom. The aim is to democratize and make educational processes more relevant, promoting a more collaborative and participatory vision in the construction of the curriculum. However, from the point of view of another author, challenges persist in the implementation of inclusive curricular policies in the country, such as curricular rigidity and the lack of teacher training in intercultural inclusive education (Roasenda, 2024). Effective implementation will require a joint commitment from policy makers, educational leaders and teachers to ensure quality education that responds to the diversity of Chilean society.

In terms of comprehensive sex education (CSE), Poblete-Inostroza (2024) highlights resistance on the part of conservative sectors in the interpretation and application of laws and guidelines related to this topic in educational centers. This is evidence of the political and social complexity surrounding the implementation of curricular changes in this area, where the diversity of perspectives and values can influence the acceptance and effectiveness of educational policies.

The effective implementation of inclusive curricular policies in this area will require a clear legal framework that guarantees the right to CSE and promotes a culture of equality, transparency and accountability in the education of students. Recent changes in curriculum policies in Chile reflect a complex interaction between the regulation of educational content, the professional autonomy of teachers and the need to promote inclusive and diversity-sensitive education.

Equity, Inclusion, and Educational Quality

The educational curriculum in Chile faces a series of complex challenges in terms of equity, inclusion and educational quality, which require a comprehensive and collaborative approach to be effectively addressed. This is nothing more than a reflection of the broader social tensions and dynamics that influence the formulation of educational policies. They stress the need to promote inclusive pedagogical practices and to strengthen teacher training, as well as to improve coordination among the different actors in the education system.

One of these challenges is the need to adjust the curriculum to social, technological and cultural evolutions, thus ensuring its relevance and validity in a constantly changing environment (Guzmán Palacios, 2024). This task involves not only the revision and updating of curricular content, but also the incorporation of innovative pedagogical approaches that foster critical thinking, creativity and adaptability in students. However, the rigidity of the curriculum represents a significant obstacle in this process, making it difficult to adapt the curriculum to cultural diversity and the changing needs of society (Roasenda, 2024).

The imposition of certain perspectives and the restriction of content by educational authorities also represents a major challenge for educational equity and quality (Berkovich, 2018 in Guzmán Palacios, 2024). This lack of teaching autonomy can limit teachers' ability to select and present disciplinary content in a contextualized and relevant way for their students, which directly affects the quality of teaching and the development of critical thinking in the classroom.

In addition, significant challenges persist in the effective implementation of educational inclusion policies, despite efforts directed towards this end (Vélez Ajila et al., 2024). The challenges range from the scarcity of resources and concrete measures to overcome obstacles and obtain effective results in the school environment, to the need to strengthen coordination among the different components of the educational institution. In addition, it is essential to encourage broader and more democratic participation of the educational community in decision-making processes.

Teacher training also emerges as a critical area that requires attention to address the challenges of equity and inclusion in the educational curriculum. The lack of teacher competencies to address sensitive issues such as comprehensive sexuality education is perceived as a significant barrier to the effective implementation of these policies (Poblete-Inostroza, 2024). In addition, the resistance of conservative sectors in the interpretation and application of laws and guidelines related to comprehensive sexuality education in schools reflects the political and social complexity surrounding the implementation of curricular changes in this area.

The impact of the integration of digital technologies in Chile's educational curriculum

The integration of digital technologies in Chile's educational curriculum also faces specific challenges in terms of educational equity and quality. While these technologies offer significant possibilities for improving accessibility and personalization of learning, their implementation requires adapting to the needs of students (Guzmán Palacios, 2024). It should also be considered that the lack of equitable access to technologies may increase the existing gaps in the Chilean educational system.

According to Lombardo-Bertolini et al. (2024), digital technologies offer significant opportunities to improve accessibility, personalization of learning and quality of education in Chile. These technological advances are in line with the recommendations of the Chilean Ministry of Education (MINEDUC) regarding the need to provide access to

technologies that facilitate learning, especially for vulnerable groups such as migrant students. Documents such as "Inclusive Educational Communities, Foreign Students and their Families" (D1) and the National Policy on School Coexistence in the Context of Pandemic (D5) recognize the importance of using digital technologies to ensure access to education and create safe spaces for meeting and participation, especially in situations such as the COVID-19 pandemic.

From the review of Aguayo-Fernández et al. (2024), it can be highlighted that, in the context of remote education and access to online educational resources, digital technologies become especially relevant, this author points out that during the COVID-19 pandemic, where distance education modalities have been implemented, these tools have facilitated the continuity of the educational process and access to educational content from home. This highlights the importance of digital technologies as tools that can overcome geographic and socioeconomic barriers to learning.

On the other hand, the integration of digital technologies can contribute to educational inclusion by offering new ways to address diversity in the classroom and by providing tools to adapt the educational process to the specific needs of students, as mentioned by Riquelme-Sanderson and Peña-Sandoval (2024). Notwithstanding the above, the integration of digital technologies in the educational curriculum also faces challenges the digital divide, understood as disparities in access to technology among different groups of students (Campo-Baena et al., 2024). In the same vein, it is also important to train teachers in the effective use of these tools. The lack of teacher training in digital technologies can limit the effectiveness of their integration into the educational curriculum. For this reason, it is important to provide teachers with the necessary training and support so that they can use these tools effectively in the classroom.

The Crucial Role of Teacher Training in the Implementation of the Educational Curriculum

Teacher training plays a fundamental role in the effective implementation of the educational curriculum in Chile. According to Guzmán Palacios (2024), teachers need to develop new skills and knowledge to adapt to the demands of the new curriculum. Lombardo-Bertolini et al. (2024) agree that teacher training is crucial to meet the challenges of the educational curriculum, especially in terms of promoting critical thinking skills and adaptability. In addition, Cárcamo-Solar and Lohaus-Reyes (2024) emphasize that teacher training provides professionals with the tools and skills necessary to design, adapt and teach effectively according to the needs of the educational and social context.

When reviewing inclusive and intercultural education, Oyarzún Rosenda (2024) emphasizes that teacher training is fundamental to promote inclusive and intercultural education in Chile. It is essential that teachers acquire and develop intercultural competencies and contextualized pedagogical skills to effectively address cultural diversity in the classroom. This statement is based on the discrepancy between what is stated in public policy and the empirical evidence required by the school to carry out an inclusive intercultural education. In this regard, Stefoni et al. (2016, cited in Oyarzún Rosenda, 2024) indicate that the curricular rigidity of the Chilean educational system hinders the incorporation of topics relevant to cultural diversity, which can lead to an assimilationist and standardized teaching and learning process. Oyarzún Rosenda (2024) highlights the importance of an adequate conceptualization of multiculturalism and interculturalism to address diversity in the curriculum. According to Stefoni et al. (2016 cited in Oyarzún Rosenda, 2024), interculturality implies an active process of dialogue

and interaction between cultures, recognizing and valuing diversity in pedagogical practices.

Oyarzún Rosenda (2024) points out that teacher training is of crucial importance. Teachers must develop intercultural and anti-racist competencies to ensure an inclusive education that recognizes and respects cultural diversity. This is in line with the findings of the Jesuit Migrant Service et al. (2019). However, several studies evidence a lack of professional training in this area, which limits the implementation of contextualized strategies in the classroom and collaboration with the educational community (Arredondo and Paidicán, 2023; MINEDUC, 2018; Parra and Osorio, 2023). Consequently, a change in teacher training is needed so that they can adequately respond to the cultural diversity present in classrooms and guarantee an inclusive and intercultural education for all students.

On the other hand, the importance of teacher training is also highlighted in the field of medical education, where Basauri, Scanlan and Muir (2024) highlight the need for dedicated supervisors and academic physicians with time dedicated to training to ensure the quality of the educational process.

The curricular structure and quality of teaching in emergency medicine (EM) present significant challenges, a recent study reveals. Although there is some uniformity in MDU programs, differences in the duration of clinical exposure raise concerns about the adequacy of hands-on experience for residents. In addition, the findings indicate that current curricula do not meet international standards in terms of teacher training.

Collaboration between MDU training programs emerges as a crucial factor in improving the quality and consistency of medical education in Chile. The unification of societies, the coordination of academic meetings and the development of a national minimum curriculum are key recommendations to strengthen the specialty. However, challenges remain in setting clear standards for learning outcomes and adapting the curriculum to specific contextual needs.

In the context of religious education, Galioto and Bellolio (2024) suggest that it would be important to train teachers to provide religious education that addresses diverse traditions and worldviews in a non-denominational manner. Furthermore, in the field of technical-professional education, Quezada-Carrasco (2024) points out that teacher training is essential to prepare teachers from an intercultural educational approach and to carry out the guidelines proposed in educational policies.

The evaluation of the effectiveness of the educational curriculum in Chile covers various dimensions, from the quality of educational resources and materials to the preparation and competence of teachers. The results of these assessments are critical to identify areas for improvement and ensure that the education system is providing a quality education that prepares students to meet the challenges of the 21st century.

Challenges and prospects for effectiveness evaluation

The evaluation of the effectiveness of the educational curriculum in Chile encompasses multiple dimensions and challenges, as evidenced by several authors. Guzmán Palacios (2024) stresses the importance of constantly adapting the curriculum to social, technological and cultural changes in order to maintain its relevance in a constantly changing world. Lombardo-Bertolini et al. (2024) highlight the need to integrate digital technologies into the educational curriculum to promote quality and relevant education for students. In addition, Cárcamo-Solar and Lohaus-Reyes (2024) emphasize the importance of continuous processes of curriculum design and redesign to promote a more inclusive and relevant education.

Roasenda (2024) stresses the challenge of adapting the curriculum to cultural diversity and the changing needs of students in a globalized world. In the area of teacher training, Guzmán Palacios (2024) stresses the importance of teachers acquiring new skills and knowledge to adapt to the demands of the new curriculum.

Basauri, Scanlan and Muir (2024) point out the need to standardize the curricula of emergency medicine residency programs and adapt them to local contexts to ensure high quality medical training relevant to the needs of Chilean society. Regarding the evaluation of competencies, it is essential to have clear criteria aligned with international standards, and the inclusion of simulation in the curriculum can be fundamental to improve the quality of training.

In the area of religious education, Galioto and Bellolio (2024) suggest opening instances of interreligious dialogue to rethink the place of religious education in the Chilean educational system and its contribution to the integral education of all students.

All of the above leads to the conclusion that evaluating the effectiveness of the curriculum requires consideration of a variety of dimensions, from student learning achievement to educational outcomes in different domains such as emergency medicine and religious education. It is crucial to address these challenges through continuous processes of curricular adaptation, teacher training and competency assessment in order to promote quality education that is relevant to the needs of Chilean society.

Challenges and adaptations in the face of social, technological and cultural change

The adaptation of educational practices and the curriculum to social, technological and cultural changes in Chile is a complex challenge that requires a deep understanding of the dynamics of the educational system and a comprehensive approach to address the various aspects involved. Through research and analysis of multiple perspectives provided by various authors, a number of key challenges and recommendations have been identified to promote a more inclusive, equitable and relevant education for all students in the country.

One of the most outstanding challenges is the need to adapt the curriculum to the cultural diversity of students and the changes in Chilean society. Authors such as Roasenda (2024) and Basauri, Scanlan and Muir (2024) stress the importance of regularly reviewing and updating the curriculum to reflect new social and cultural realities, as well as to address the changing needs of students. This adaptation of the curriculum should include the effective integration of digital technologies to improve accessibility, personalization of learning and quality of education (Lombardo-Bertolini et al., 2024).

However, curricular inflexibility and lack of teacher training in key areas, such as intercultural education and educational inclusion, represent significant obstacles to the effective implementation of inclusive curricular policies (Roasenda, 2024; Riquelme-Sanderson and Peña-Sandoval, 2024). It is essential that teachers are prepared to recognize and value cultural diversity in the classroom and to interact effectively with their students' families and communities (Riquelme-Sanderson and Peña-Sandoval, 2024).

Teacher training emerges as a crucial aspect to address these challenges and promote a more inclusive and intercultural education in Chile. Authors such as Oyarzún Rosenda (2024) and Galioto and Bellolio (2024) emphasize the need to develop intercultural and anti-racist competencies among teachers to guarantee an education that recognizes and respects cultural diversity. This implies not only acquiring theoretical knowledge, but also developing practical skills to manage diversity in the classroom and promote an inclusive and respectful learning environment (Oyarzún Rosenda, 2024).

The integration of digital technologies in the educational curriculum is also presented as an opportunity to improve the quality and relevance of education in Chile. Authors such as Guzmán Palacios (2024) and Lombardo-Bertolini et al. (2024) highlight the potential of digital technologies to improve accessibility, personalization of learning and collaboration among members of the educational community. However, significant challenges remain, such as the digital divide and the need for adequate training for teachers in the effective use of these tools (Campo-Baena et al., 2024).

In addition, the evaluation of the educational curriculum in Chile faces important challenges in terms of equity and fairness. Authors such as Toro-Blanco (2024) stress the importance of ensuring that assessment methods are fair and equitable for all students, especially in a context of socioeconomic and cultural diversity. This implies the need to implement more diverse assessment methods that allow measuring not only knowledge, but also students' skills and attitudes (Lombardo-Bertolini et al., 2024).

In conclusion, the adaptation of educational practices and the curriculum to social, technological and cultural changes in Chile requires a comprehensive approach that addresses the various challenges and opportunities present in the educational system. This includes the effective integration of digital technologies, the development of intercultural competencies among teachers, and the implementation of more equitable and fair evaluation methods. Only through a collaborative and forward-looking approach can we guarantee quality and relevant education for all students in Chile.

Discussion and conclusions

The adaptation of the educational curriculum in Chile to social, technological and cultural changes is a complex challenge that requires a deep understanding of the educational system and a comprehensive approach. Authors such as Roasenda (2024) and Basauri, Scanlan and Muir (2024) stress the importance of regularly updating the curriculum to reflect the new realities and needs of students. However, curricular inflexibility and lack of teacher training represent significant obstacles to the effective implementation of inclusive policies (Riquelme-Sanderson and Peña-Sandoval, 2024). It is crucial that teachers are prepared to manage cultural diversity in the classroom and foster an inclusive environment (Oyarzún Rosenda, 2024). Teacher training emerges as a crucial aspect to address these challenges and promote a more inclusive and intercultural education in Chile. Authors such as Oyarzún Rosenda (2024) and Galioto and Bellolio (2024) highlight the need to develop intercultural and anti-racist competencies among teachers to guarantee an education that recognizes and respects cultural diversity. This involves not only acquiring theoretical knowledge, but also developing practical skills to manage diversity in the classroom and promote an inclusive and respectful learning environment.

The integration of digital technologies in the educational curriculum presents opportunities to improve the quality and relevance of education in Chile, according to Guzmán Palacios (2024) and Lombardo-Bertolini et al. (2024). These technologies offer significant opportunities to improve accessibility, personalization of learning and collaboration among members of the educational community. However, significant challenges remain, such as the digital divide and the need for teacher training in the effective use of these tools (Campo-Baena et al., 2024). Addressing these challenges is essential to ensure that all schools and students have equitable access to digital technologies and can fully benefit from their advantages in the educational process.

Curriculum evaluation also faces challenges in terms of equity and fairness, as Toro-Blanco (2024) points out, highlighting the importance of implementing more diverse and equitable evaluation methods. The evaluation of the educational curriculum in Chile is based on a variety of indicators, with a particular focus on student learning achievement. This evaluation is not limited only to measuring theoretical knowledge, but also encompasses the integral development of skills, attitudes and values. Formative assessment is considered essential to improve teaching and learning, suggesting the need to implement more diverse assessment methods that allow measuring not only knowledge, but also students' skills and attitudes.

In addition to assessing student learning achievement and other educational outcomes, it is important to consider the impact of the curriculum on the development of skills and competencies relevant to life and work in the 21st century. This includes skills such as critical thinking, problem solving, effective communication and collaboration, as well as attitudes and values such as responsibility, respect and ethics. The assessment of these skills and competencies may require different assessment approaches and tools than those traditionally used to measure academic knowledge, which represents an additional challenge for the evaluation of the educational curriculum.

The adaptation of the educational curriculum in Chile to social, technological and cultural changes is a complex process that requires a comprehensive approach that addresses the various challenges and opportunities present in the educational system. This includes the effective integration of digital technologies, the development of intercultural competencies among teachers, and the implementation of more equitable and fair evaluation methods. Only through a collaborative and forward-looking approach can we guarantee quality and relevant education for all students in Chile.

The limitations of the research center on the lack of specific details on key elements of the educational curriculum. The absence of detailed information on the structure of the curriculum makes it difficult to understand how the different aspects of the curriculum are organized and related. In addition, the lack of discussion about the teaching methodologies used in the classroom limits the understanding of how curricular objectives are actually implemented and how teaching is carried out in practice. These limitations could affect the generalizability of the findings and the applicability of the conclusions to other educational contexts by not providing a complete picture of curriculum implementation and effectiveness.

On the other hand, the scarcity of data on educational resources used to support teaching and learning also represents a major limitation. The lack of information about these resources makes it difficult to evaluate how curriculum delivery is facilitated and how students' needs are addressed in the classroom. In addition, the limited discussion of curriculum evaluation beyond student learning achievement limits the understanding of the effectiveness of the curriculum as a whole and how areas for improvement can be identified to optimize the educational process.

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