

Inclusive and pedagogical strategies applied to venezuelan migrants

Estrategias inclusivas y pedagógicas aplicadas a los migrantes venezolanos

Eneida Del Socorro Méndez Castro*



Abstract

The growing arrival of the Venezuelan migrant population in Colombia presents a series of challenges to achieve their effective inclusion in the educational system, in terms of curricula, culture and school environments free of discrimination, particularly in public educational institutions that are the ones that concentrate the enrollment of this population with this in mind, the objective of this research was to analyze the migrant students of the Fredonia EI who present problems of emotional and psychological adaptation and inclusion in social life, due to the absence of public policies that prevent them from the pedagogical conditions for their good development and, through the application of instruments and techniques, dialogue and reflection of the educational community regarding the variables, to respond to the IA action research design. Likewise, it is expected that migrant students will give possible answers to make reflections that will lead us to special pedagogical and inclusive strategies for them. The results will give attention to the implementation of these strategies and their application in the lives of students.

*Magister, Corporación Universitaria Iberoamericana, Docente
emendezc@ibero.edu.co.
<https://orcid.org/0000-0002-6432-1079>.

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Resumen

La creciente llegada de población migrante venezolana a Colombia presenta una serie de desafíos para lograr su inclusión efectiva en el sistema educativo, en términos curriculares, culturales y ambientes escolares libres de discriminación, particularmente en las instituciones educativas públicas que son las que concentran la matrícula de esta población con esto en mente, esta investigación tuvo como objetivo analizar a los estudiantes migrantes de la IE de Fredonia que presentan problemas de adaptación emocionales, psicológicos y de inclusión en la vida social, esto por ausencias de políticas públicas que los apartan de las condiciones pedagógicas para su buen desarrollo y, mediante la aplicación de instrumentos y técnicas, el dialogo y la reflexión de la comunidad educativa respecto a las variables, responder al diseño de investigación acción IA. Asimismo, se prevé que los estudiantes migrantes darán respuestas posibles para realizar reflexiones que nos lleven a las estrategias pedagógicas e inclusivas especiales para ellos. Los resultados darán atención a la puesta en marcha de esas estrategias y su aplicación en la vida de los estudiantes.

Palabras clave: Comprensión, lectura, estrategias, didácticas.

Introduction

This research arises from the recognition of the realities of those children who are being segregated due to the political and economic aspects that frame the Venezuelan situation. Therefore, it is the duty of this study to analyze the school context in which the migrant students of the Fredonia IE present problems of emotional and psychological adaptation and inclusion in social life, due to the absence of public policies that separate them from the pedagogical conditions for their good development.

Therefore, to address this problem it is necessary to resort to some concepts that will contribute to the methodological proposal of this research. Among the most outstanding theoretical references is the approach of Interculturality as a process that according to Walsh (2009), must go beyond a simple interaction between cultures, it

must be a process of recognition and acceptance of the other, therefore, be situated as a true action of transformation of society at all levels; what the author defines as Critical Interculturality. Likewise, another concept that consolidates the vision of an intercultural society is born from a conception of what Maldonado (2018) has called decolonial, understood as a social perspective that ends the existing colonial forms between the different cultures that can be found in a single territory, creating new societies freed from the power of hegemonic nations. It is also important to review the concept of migration and displacement as a result of a humanitarian crisis according to Lamber (2006), since the migrant population is forced to leave their territory due to different factors, especially external ones, among which we can highlight the need to improve their and their families' current living conditions. Likewise, for the selection of the research approach and the structuring of the project in question, we resorted to Bonilla (2018) who, in his work, provides information relevant to the qualitative approach, the parameters established in the critical paradigm of Ramos (2015) it was these bases that support this arduous research. The problem posed allows the application of an exploratory phase where the interpretation of the contexts by the researchers is important, which in turn is an interpretive process that makes it fundamental in the qualitative research approach.

In view of the above, the proposal arises under contextual conditions that in recent times have been very felt, not only within the Colombian territory but also within the Latin American territory, referring then to the migratory process by the Venezuelan population to the Colombian territory. Such process is part of what Pizarro (2015) mentioned in his book called Contemporary International Migrations studies for debate; as the processes of mass movement because of the geopolitical game where the spatial determinations of center and periphery have been established and anchored in the consolidated less favored contexts. In this way, based on their economic dependence as a result of the materialization of extractivist policies.

Migration is currently a situation that is part of many environments. Colombia has been welcoming in its territory, families, children and

adolescents coming from other places, mostly from the sister country of Venezuela; within this population, young people and children who can access the school system face other types of situations at school level such as poor academic performance, dropout, bullying and discrimination, which is of interest to this research group. All these aspects, in Colombian society, have originated a series of negative consequences that, in one way or another, have considerably affected the cultural contribution of this population. Some of the consequences of these problems include: school dropout, domestic violence, increase in juvenile delinquency, increase in drug use among adolescents, child prostitution and increase in the number of children on the streets (Petit, 2003).

Despite the enormous efforts of the central government; to implement public policies to facilitate access to the educational system in Colombia (Decree 1288, 2018), it is the teachers who, when hosting this situation in their classrooms, have to attend to the population in a proactive and assertive way, with methodological proposals that respond to the identified needs and that allow designing tools that enable better ways of learning and provide inclusive and intercultural school environments, to this Venezuelan migrant population. And is that in addition to the abandonment of the homeland that has implied to Venezuelans by the serious economic, humanitarian and social crisis, generated by the governance of its president Nicolás Maduro (Migración Colombia, 2018), the search to get out of this complicated situation such as finding minimum conditions that allow them a dignified life is added.

Delving into the academic literature, new approaches to this problematic situation can be found, one of them being the work developed by García (1993) in which he elaborates a detailed analysis of the migratory processes of Venezuelans during the 21st century. In these approaches, aspects of interest such as the causes of these processes are taken up again, emphasizing an economic blockade carried out by the USA to Latin American territories that had tendencies to disrespect the established economic order, in this case Venezuela, this exercise carried out as from the increase of oil production in the Middle East, which the authors have called the era

of Post-neoliberalism. Among the effects highlighted by the research, aspects such as the processes of cultural anchoring and disengagement, negative impacts within the economies of the countries by reducing the cost of labor by simple necessity are emphasized. These situations are reflected with greater intensity in countries such as Peru, Ecuador and Colombia, which account for 75% of illegal migrants.

When determining the causes that give way to the problematic situation, it can be seen how governmental bodies do not take into account early childhood as the population that can bring with it new opportunities for the construction of more equitable societies.

Materials and methods

According to Bonilla (2018), he explains the stages that must be followed in any qualitative research procedure, starting with an exploratory phase of the educational environment that contributes to the approach of the problematic situation to then develop the methodological design where the sample is configured based on criteria established by the researchers; then, through some instruments the data are collected, analyzed and interpreted, to finally reach some conclusions that help to solve the problems presented and respond to the objectives set. Therefore, this project is qualitative and is framed in the generation of answers to the questions originated from the educational problems presented in the educational institution of Fredonia in Cartagena de Indias, through the application of instruments and techniques, dialogue and reflection of the educational community regarding the variables.

Consequently, the process approached for the collection of information in the I, E of Fredonia integrated the application of different techniques and instruments to the different internal and external actors that intervene in the academic process, which allowed establishing an exhaustive analysis, thus achieving their understanding and, therefore, a more pleasant and realistic approach in which the objective is to intervene. In order to carry out this research it was necessary to attend to the following phases:

For the development of this research, and in order to give the sample a greater sufficiency and adequacy, the following aspects were established as selection criteria:

categories were gathered to measure the ages of the migrant population between 12 and 17 years of age, since they made possible their school experiences in the Fredonia school.

- The type of sample that was carried out was convenience sampling, taking into account the proximity of these children in relation to the researchers' field of work, for which a sample of 10 girls and 10 boys was taken, within the age range of 12 to 17 years.
- It should be noted that, as part of the characteristics of the population, there is social, emotional and academic affectation due to attitudinal barriers in the school environment and family problems.

For the information gathering process in the Fredonia I, E, different techniques and instruments were integrated to the internal and external actors involved in the academic process, which allowed establishing an exhaustive analysis, thus achieving their understanding and, therefore, a more adequate approach to the reality that is intended to intervene. They can then be sized in the following order:

- A. Documentary review and analysis
- B. Interviews and questionnaires
- C. Audiovisual media
- D. Direct observation
- E. Documentation

The interview was a fundamental strategy for the research group because of its informal, personal and participatory nature, since it allows a more real and active approach with the selected population; it allowed obtaining very precise information, for which it has chosen to work, due to the flexibility of its form and its easy adaptation to the interviewees, since it avoids excessive formalisms. On the other hand, another instrument implemented for data collection were the workshops and/or questionnaires, in addition to the fact that the workshop is based on the participation of people,

which, according to Betancourt (2006), combines activities such as: group work, general sessions, preparation and presentation of minutes and reports, organization and execution of work in commissions, research and preparation of documents. It also stimulates cooperative work, prepares for group work and exercises creative activity and initiative.

These implemented strategies allowed the systematization of the information found in the different techniques focused on the reflection process of the pedagogical action and the potentiation of the teaching-learning processes.

Likewise, for the analysis of the information collected, we proceeded to the implementation of triangulation, since this particular technique employs multiple methods to explore the problem of interest, allowing to examine the data from various angles to contrast and compare them, generating the interpretation of the information collected through the evidentiary participation of the researchers themselves and through the techniques implemented (Martínez, 2015).

Results

For the analysis of the results, and from the constructed; the purposes of this were: exploration and organization of the data, organization, recovery of the participants' experiences, understanding of the context, reconstruction of stories and from there generate the contributions to the analytical construction. In this way, we proceeded to organize the information bearing in mind the categories and strategies implemented for subsequent analysis.

One of the strategies a priori and of greater relevance for the approach of our objective was the method of the interview, since, to know first hand the experiences of the teachers and directors, students (not the parents for questions of time) with the migrant population, this taking into account mainly the teachers and their pedagogical practices in front of this topic that at the present time goes through a public attention as much in national as international means, the migrant population, in special, the NNA.

Among the participatory voices of this research, a questionnaire consisting of 22 questions was completed. From the above, it is intuited that differentiated education, as expressed by teachers, is basic. This specifies the need to establish optimal social conditions for students in a situation of migration in the IE. However, another reading that could be considered is the contingency that was not stipulated in any of the documents that were delivered for consideration such as the PEI, the SIEE, and the guidelines of activities in relation to Covid-19 and the references of students who were at home due to illness, but at no time of contextual situation the word inclusion, differentiated education, was present in the surveys for which it is considered in extreme an objective particularity in front of the facts that the provisional statute of migrant protection demands, as well as the national constitution. An example of this can be observed in the surveys and the different questions analyzed and answered by the teachers of the institution IE of Fredonia, it is observed in the surveys that the teachers do not analyze this situation from the action research, IA, where the teacher is a researcher of his context.

In addition to this, another of the particularities questioned to the teachers was regarding academic performance. The answer to this question stated that academic performance is differentiated in such a way that some students arrive with a high performance, while others enter the enrollment according to the SIMAT with a low school performance. Similarly, this type of non-inclusive language is decontextualized in pedagogical practices, placing a fact that indicates that Venezuelan students are human beings with material and monetary poverty.

Following this, another teacher not only gives us, but also affirms that there are not enough spaces from the administration to integrate migrant students into the institutional processes of the Fredonia institution (Figure 2). This is very important. Because didactic experiences and pedagogical strategies such as ICTs are trying to include the migrant population in the teaching-learning processes in a conclusive and planned way.

Similarly, there was evidence that migrant students should be measured and structured based on learning styles and learning environments. Therefore, in this sense, David Paul Ausubel's theory of meaningful learning (SL) comes into operation. According to Rivera (2019), one of the fundamental concepts in modern constructivism, the theory of reference responds to the cognitive conceptions of learning and as defined this makes sense when people interact in their environment trying to give a direction to the world they perceive. Here it is evident that students feel excluded. Therefore, it leads to the emergence of xenophobia and discrimination towards the migrant population that comes before mistreatment and bullying.

With respect to the curriculum and inclusive education, it was observed that the vast majority of teachers and guidelines feel identified and satisfied, with 53% stating that the curriculum is well defined in terms of migrant population. And very satisfied with 9% of the surveys. According to UNESCO (2019), in the case of the entity that corresponds to the guidelines of its differentiated education contexts, however, methodological shortcomings are observed.

However, in the following survey they were dissatisfied with inclusive education at the IEF. This reflects that among teachers and managers there are significant differences. Some of them are 58% dissatisfied, but 23% are equally satisfied, so that the policies of inclusion of the migrant population are quite far from the public goals.

Likewise, in the following survey it is noted that there is a degree of acceptability in the institution's policies towards the migrant population, 53% of the participants. However, the surveys narrated or life stories refer to the social fabrics that sometimes break because these policies are very thin. Migration is a process that is often painful and, when migrant students arrive, their conditions are not the best.

Finally, it is evidenced by 64% of the respondents and, likewise, it was analyzed that the directors and teachers feel satisfied with the

inclusion policies in the institution. This is reflected in the fact that the institution's leaders are aware of the regulations of inclusive education and of the didactic strategies to solve the situation and integrate the migrant population into the institution's programs in representation of a school coexistence that helps these students to adapt to the inclusive processes. Similarly, 11% feel that the institution does little for the didactic experience and the inclusion of the migrant population in the dynamics of the institution. Now, the statutory law 1618 of 2013.

Discussion

Understanding the social experiences of Venezuelan migrant children in educational institutions in Cartagena, has been the intention of this research work in order to know this type of actions. Similarly, other variables are studied along the way, such as social practices and crimes against Venezuelan migrants who attend educational institutions, as in the case analyzed by Barrios Morales and collaborators (2020), where the problems of students and their danger of falling into the hands of human trafficking networks are exposed.

Faced with this problem about migrants and their inclusion in the educational institution of Cartagena called IE of Fredonia, we have reflected from the pedagogical practices that are instilled in the PEI and curricula. Beforehand, this action of qualitative aspect is given in the investigative practice of action IA. Whose denominations seek, before the multiple questions of the varieties of pedagogical practice, to draw definitions of what Action Research is. That is, as Latorre (2015) says, this action research is used in different senses and, not depending on concrete or static criteria. Rather, it is the arrangement of categories to define certain methodological orientations. This leads us to think about the concrete realities of migrant students and the capabilities that teachers have to investigate this type of problems in order to solve them in the best possible way and one of them is the didactic strategies.

The actions carried out in the institutions of the district of Cartagena have been mediated by the practices that the directors and teachers

have taken as a fundamental element so that the students of Venezuelan origin can develop all their potentials within the framework of interculturality and differentiated education. In this sense, Elliot (1994) defines this action research as a study of the social situation in order to improve the quality of action within it. Therefore, the idea of these actions of pedagogical practices and strategies involves the teacher-researcher and calls the non-teacher-researcher to investigate a specific case. What we must understand is that, if in the IE of Fredonia are carried out such practices of inclusion, basic pedagogical strategies, if this arises from the impositions of the referents.

During the covid-19 pandemic, the school experienced a series of policies that were able to transform pedagogical practices for the benefit of the actors and the educational community. Therefore, this study is given in the context of what was a time of academic difficulties of all kinds that diminished the educational rights of children and adolescents in the classroom.

However, when studying the PEI of the institution of Fredonia we realize that in the context of this document made in the years of the pandemic we look at the progress and educational and teaching-learning processes "in order to strengthen public policy management strategies and ensure the provision of educational service during the health emergency situation arising from the pandemic, the Educational Institution of Fredonia provides all the actions that allow adequately accompany the learning processes at home of children, girls, young people" (Núñez, 2021).

Finally, from these comprehensive and participatory perspectives, this project on the migrant population is presented as a teaching and learning opportunity as stated in the initial conditions of this research project.

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