

## Social fragmentation and its impact on inclusive education: bibliographic review

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### Summary

Social fragmentation is a problem that afflicts today's society since it brings with it the formation of different social groups, which will be distinguished by the type of economic, social level and job position they hold. The study aimed to analyze the theoretical bases of social fragmentation and inclusive education. The bibliographic review was carried out using the PRISMA model and different databases were analyzed, such as ERIC, Scielo, Scopus, Web of Science and search engines such as Google Scholar to identify articles published during the years 1991 to 2020. The results yielded 20 investigations. Finally, it is concluded that education is clearly fragmented, each stage supposes a new and different challenge for the young people who go through it and, in many cases, supposes a clear obstacle for the configuration of their own school trajectories.

**Keywords :** Fragmentation, social, inclusive education, students, teachers and educational institutions

### Introduction

Social fragmentation is the process that occurs through a group of people separated from society; likewise, it is a strategy that has the power to dominate the fragmented society in those situations of the population that is not only far from that power, but would affect certain capacities of each individual by building mostly with aspirations to achieve predominance in politics, there are also various causes such as low economic, educational or social inequality levels, which would affect those people who are far removed from the rest of society (González, 2018).

Therefore, in social fragmentation, it is not only a simple cause of socioeconomic

inequality; if not, it is the result of social indifference and they form feedback processes; however, socioeconomic fragmentation and residential segregation are associated with lifestyle, in addition to impoverishment and middle classes is like the effects of job insecurity and fragmentation, since it is one of the causes that occurs in the withdrawal of the welfare state and damage to income levels (Ramírez, 2013).

When referring to inclusive education, we are talking about the general welcome that is given to all students who suffer from educational needs or limitations. For Echeita (2017), it implies recognizing all children as participatory and equally

esteemed beings within the school environment, putting into practice strategies related to the form of organization and learning modes so that these students are given the most high level and possible academic performance, based on three important pillars such as access to common spaces; coexistence according to human well-being and learning for the acquisition of skills.

In the same way, Valdez (2017) refers that inclusion within education implies the creation of certain characteristics that, together, should reduce exclusion and increase student participation, as well as the cultural restructuring of practices of certain educational centers to supply the diversity of the student body that seeks to promote learning so that students, with some disability, form part of a single community and, finally, overcome the limiting barriers of exclusion so that they give way to the reinforcement of their intellectual, physical and social skills.

On the other hand, according to Veiga (2009), social inequalities are consequences of local and urban development that give rise to different alternatives. In addition, it is required, in the socioeconomic crisis, to take necessary actions to reduce the causes and consequences in the population so that it improves in future generations. Likewise, it is necessary to require an increase in social protection and to implement public policies that are intended for social groups and in various areas that are remote from society.

Otherwise, Arnaiz (2019) points out that there is a constant struggle to achieve an education system based on equality, participation and non-discrimination, maintaining a democratic society, inclusive education is the opposite of competition and selection between students, because it reflects the access they have to an established education according to their

qualities that allow creating an entrance to current knowledge where the objectives revolve around solidarity within active citizenship, social responsibility and cooperation in a respectful manner that Recognize the different existing social groups.

Likewise, in this investigation , it is of the utmost importance, it is considered that social fragmentation is an issue that many citizens do not take the necessary measures and a search for solutions for the social good. On the contrary, we are aware that the limitation for the development of this work stems from inclusive education, which is a still distant issue to overcome in our society and goes hand in hand with the social fragmentation that currently exists, both generated by the different economic social classes that prevent us from achieving a common welfare.

## **Method**

For the research, various databases were used, such as Scielo, Scopus , Dialnet, Redalyc, UNESCO, SILO.TIPS, Pascal Francis. Likewise, the date of the articles that were used in the bibliographic review corresponds to the year 1991 to 2020. On the other hand, the search strategies that were used for the collection of information were the following: the name of the topic and keywords . Regarding the number of research papers that were found and used, these were 20 scientific articles in total. These were of great importance, because their content coincided with the theme.

Besides, the languages of the selected articles were Spanish, English and Portuguese. Regarding the geographical scope, investigations from countries such as Mexico, Spain, Chile, Argentina, Ecuador, Venezuela, Brazil and Peru were reviewed; because they provided relevant information for the theoretical foundation of the two variables that are being worked on in this

research. On the other hand, the methodology that was used for this research was the bibliographic review method, which constitutes a fundamental stage of all the review work and guarantees the obtaining of the most relevant information in the field of study. Regarding the steps that were developed in this article, first, the introduction, in which the reasons for addressing the subject in question were explained, explaining the objective and showing the background of the review work. Likewise, in terms of development,

the information was organized, complying with the rules of spelling, coherence and comprehension, synthesizing the most outstanding aspects. Then, the names of the databases that were used were detailed, indicating the dates of the scientific articles that were used, indicating the search strategies used, mentioning the number of articles that were found, indicating the countries and languages of the articles selected, and the methodology used was defined, which happens in the bibliographic review.

**Table 1**

*Descriptive overview of the research analyzed*

Title	Authors		Magazine	TD
Spatial and social fragmentation: concepts and realities. Latin American profiles	Schapiro.M	2001	Journal of the Latin American Faculty of Social Sciences	Original article
The individual and freedom. Culture critics essay. The big cities and the life of the spirit	Simmel. G-	2021	Social Studies Journal	Original article
Ombudsman Report on special education in Peru. Towards quality education	Ombudsman.	2021	Editorial Navarrete	Review article

General Comment No.9	Committee on the rights of the child	2006	United Nations	Article under review
economic, social and cultural rights	Munoz	2006	Human rights commission	Review article.
Inclusive education: Education for all. Supervision of educational policy for children with disabilities in regular schools	Ombudsman.	2007	Ombuds man Report no. 63	Review article.
Special education and inclusive education: a unique and diverse horizon to equalize development opportunities.	Orosco, M.	2008	Havana	Article under review
Inclusion and training of teachers in the Ibero- American Magazine on quality, effectiveness and change in education.	, G.	2009	Iberoam erican magazine on quality, efficiency and change in education.	Review article.
Microutopianism and	Misserri, L.	2011	En-keys	Original

social fragmentation			of thought	article
Teaching skills and inclusive education	Fernandez, J.	2013	Electronic journal of educational research.	Original article.
UNESCO Declaration, deaf education and inclusive education. An analysis of the national education policy of Brazil	Dancer, a.	2014	Psychology, knowledge and society	Review articles.
Guide for inclusive education developing learning and participation in schools	Booth, T. & Ainscow, M.	2015	Index Magazine . inclusion.	Original article.
Homogeneous residential spatial units as a factor of social fragmentation	Barto, M. Abildegaard, E. Depetris, M. Strut, M.	2016	RIUNN E	Original article.
Theories that promote educational inclusion.	Gonzales, D. Medina, M. Perez, Gonzales, D. Medina, M. Perez, Y.	2017	Athens magazine	Review article

	Estupinan , L.			
Inequality social classes and society of thirds summary	Alberich, T. and Amescua,T	2017	System :Journal of Social Sciences	Review article.
The growth of gated communities and socio- territorial fragmentation in the city of La Plata.	Maya.A. _	2017	open past	Article under review.
Towards a school for all and with all.	Dominguez, P. 2017	2017	Newslet ter No. 48 of the major education project for Latin America and the Caribbean	Article under review.
Perception about inclusive education of the teaching staff of a school with a school integration program	Jagged Chaucono,J Hueche , M& Aravena , OR	2017	Educati on Magazine	Original article
Inclusive education commitment of a society	Vega, M.	2018	Educati on	Review article
Geography of fragmentation in the	Serrano and Duran, G.	2020	Urban Regional	Original article.

peri-urban area of Quito: An analysis of the new centralities CumbayaTumbaco and San Antonio de Pichincha			Studies (EURE)	
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## Results and Discussion

### *Social Fragmentation*

According to Vidal (1995), in Latin America, to express the crisis in the metropolises, at the beginning of 1980, the notion of fragmentation was commonly used. On the other hand, Shapira (2001) states that the social term should reflect a global functioning; however, it broke down and exploded into many units; that is, there is no longer a social unit. From then on, the word fragmentation belongs to the social and/or urban vocabulary.

### *Inclusive education*

### *Fragmentation of the multicultural society*

One of the most pressing dilemmas in multicultural societies is the political and cultural fragmentation in a society. Martínez (2012) mentions that a broken or fragmented society occurs because the members, day after day, tend not to identify with their community and this is when the lack of national identity occurs, since people consider their society as a means to obtain a personal good and not the common good. This fragmentation is associated with other more visible challenges of modernity, among them, we have the reflection on individual and collective identity connected to equality and difference. Cultural fragmentation is a parallel reality to the issue of dominant individualism based on this double crossroads of multicultural societies

and the difficulty that occurs for the reunion with one's own identity.

As pointed out, Simmel (2001) mentions that, repeatedly, the individual and his relationship with other objects and that can also be seen in other principles of "economy of force". This process gives a gradual distancing between the self and reality where there is a relationship, causing everything in an ambivalence of the author's thought or the characteristics of a social actor, this is the thought of "himself" in a synchronous way, his condition of "being for society", in short, there is a distance between reality and the self, being a reserve of the stimuli it receives. Likewise, Taylor (1993) mentions that individual and collective identity becomes a modern problem since the old social structures were broken in the process of modernization since they stand out for proposing to their members a universal moral approach where the individual is part of a social position with a well-defined identity within society.

### *The fragmented society*

According to Brinder (1991), he conducted an analysis of the political situation in Latin America focused on "social fragmentation." Since it is the basis of society where democracy is restricted and shows a society that is transformed into majority groups or forgotten groups that are in conflict as a result of social inequality in such a way that it prevents it from becoming a transformative democracy. The fragmentation in a society is

discovered a way to restore it through democracy and the restabilization of political conditions thus avoiding war.

For this reason, Brinder (1991) mentions that it is not the majority itself, but the discriminated minority since it is related to power, this causes a block to occur that causes "fragmentation" in the plurality of social groups, for This produces a political effect. The author considers social inequality as a dominant strategy in a fragmented society that affects a part of the population and shows that, at times, the people lose the course of their own national cause.

#### *Social Fragmentation*

ForLozares et al. (2013), social fragmentation is linked to the definitions of difference, similarity and rejection, based on two categories: the deprivation or appearance of social rank between groups and the deprivation or appearance in said distribution of dividing or cutting lines in existence. collective.

Social fragmentation is a division in society, which can be seen from many angles, including economic, educational, political, religious and ethnic. This is due to the polysemic nature of individuals, the result of multicausality (Misseri, 2011). According to Barreto et al. (2016), social fragmentation turns out to be the first of the enormous dilemmas that harms the population, because it causes the breakdown of relationships and the development of spatial difference between categories, collective associations and also the socioeconomic level.

#### *Fragmentation Characteristics*

According to Maya (2017), that characteristic feature called socio-territorial inequalities, this acts in a delimiting way through the formation of private sectors where only people with a high economy can access, thus leaving aside the inhabitants who do not have what is necessary to cover the demand, generating a social heterogeneity, where relationships between individuals from

different socioeconomic groups are not facilitated, given that the neighborhoods adjacent to these private sectors, for the most part, are made up of people who live within a visible precarious situation in relation to employment, because they state that they are outside any work or employability regime and, consequently, they do not have access to basic services for a good quality of life.

On the other hand, Serrano and Durán (2020) point out that fragmentation has the peculiarity of always occurring as a result of a social and spatial phenomenon, since it is generated by poverty, which is considerably on the increase, which causes behaviors to be formed. of fear and violence among citizens, causing them to divide, this is influenced by globalization and the competition between cities to achieve superiority in terms of resources and goods, promoting the beginning of economic and special inequalities from this problem that is they will express through disorder, disconnection, separation and exclusion towards those groups considered as marginalized.

Similarly, Alberich and Amezcua (2017) explain the close relationship between social and economic fragmentation, given that both have been increasing, which has recently generated a salary difference in the economic aspect of each individual caused by companies with deficient internal capacities to support the demands. For those belonging to the so-called "upper class", they seek to act with strategies so that their status is not affected and the social problems of the rest of the groups belonging to society are not visualized; that is, within society, there are smaller systems, whether public or private, where it will denote the exclusion of that group of people, whether due to salary differences, categories, subcategories, types of privileges, and the level of production.

#### *Inclusive education*

Regarding the issue of the inclusive school we have important theories; For example,



González (2017) mentions that this can ideally explain the importance of education in children, avoiding discrimination, without isolation, to promote excellent student development, and everyone can find the educational response they need. . The concept of inclusion, based on pedagogy, means that schools must take and respond to diversity. This is a term that appeared in the 1990s and aims to replace integration, which until then dominated educational practice. There is an assumption about the school system that must be changed so that it can meet the shortage that schoolchildren may have, rather than that it is the schoolchildren who must adapt to the system and integrate into it. The responsible and thoughtful choice of school heterogeneity forms one of the pillars of the inclusive approach.

That is why, from these theoretical positions, Fernández (2013) affirms that inclusive education not only assumes that the law must be diverse and legal, but also values said diversity. Including children and young people is preventing people for social life, their role in society and their tasks in society. This is inseparable from work and inseparable from the activities that this person must carry out in his life. Therefore, full inclusion means a commitment to the school that welcomes universal diversity, without any exclusion, nor for reasons related to discrimination between different types of needs, inclusion begins to embrace differences, celebrate diversity, and promote the fair treatment of each student. The inclusive process has the function of eliminating and minimizing the obstacles that exist in the participation of all, regardless of physical, psychological, social and cultural characteristics.

The theory of inclusive education in schools is that teachers, students and parents develop acceptance of a community in which everyone is a participant without discriminating against race, culture, religion or different abilities that each one counts.

This model aspires to an effective restoration of the inclusive school, adapting the norms to provide support to all students. Various scholars testify that schools must achieve the intervention of the entire educational corporation to respond to the insufficiencies of students, that is, inclusion is the intervention of all in order to avoid exclusionary educational practices (González et al., 2017).

The authors Booth and Ainscow (2015) indicate that all students learn independently of their cultural, social or personal conditions. Also, that schools must transform their organization, execution and pedagogical offer to be able to solve the needs of students with or without different abilities. Therefore, inclusion is projected in that schools are open to diversity, flexibility and demands of students.

On the other hand, in terms of teaching practices that encourage educational inclusion, it is to provide various means of learning in which students have the opportunity to choose when, where and how to learn in order to increase confidence in students and be able to promote interaction between students. It is important to highlight that one must be aware of the development potential that all students have, even if they have different abilities; much depends on the support they require. Therefore, educational institutions must have a mandatory structure to be able to convert the situations in which the educational process takes place in order to be able to respond to the peculiarities and put all the resources according to the progress of the students (Gonzales et al., 2017 ).

Likewise, it is transcendental to include the equity that starts from the term of the recognition of the personal differences of the individual, that is, the knowledge of the word equity incorporates equality and extends in its various contexts. This term abandons the idea that we are equal and, based on the recognition of differences, proposes strategies

to achieve the fundamental equality that ordinary education should provide (Calvo, 2009).

Then it can be argued that educational inclusion is consigned to the classic notion of educational equity, interpreted as having educational equality from the beginning to the end. That is to say, the correspondence of opportunities from the beginning or equity along the way basically involves that all schoolchildren have the power to join, enter or enroll in a certain level of the pedagogical system. Currently, the definition of special education refers to the fact that it is more than a teaching-learning modality, since it implies an entire educational policy, a pedagogy for students with different abilities (Orosco, 2008).

It can be pointed out that the changes in the educational system are not adapted in an immediate way since the essential circumstances that are required to achieve said changes must be seen. So it is important to prepare the education system for this change and one of the first elements is to get the understanding, preparation and commitment of the teachers. This decision-making implies a high political and social responsibility which must materialize gradually since the conditions of the country and regions must be taken into account. It should be noted that a system should not be destroyed to implement another for which the educational system is not prepared, students with different abilities can be educated in their ordinary educational system (González et al., 2017).

#### *The inclusive education model*

The inclusive education model proposes the accommodation of the teaching method in order to guarantee the intervention of the students in all the requests of the collegiate context. In that direction, the execution of an inclusive pedagogical method involves accepting a perspective that goes beyond the incorporation of students with different

abilities to a class of an ordinary educational establishment (Ombudsman, 2001).

In the same way, we emphasize that, unlike inclusion, integration (a model that appears from special education) is instructed to the consensus of students with specific pedagogical deficiencies to the ordinary system, preserving the fundamental particularities of the pedagogical model. In the type of pedagogical integration, the difficulties are aimed at students with different abilities adapting to the ordinary pedagogical method (Ombudsman, 2007).

On the other hand, in inclusion, the axis of attention is found in the evolution of the disposition and the pedagogical response of the school to welcome all students and facilitate success in their teaching. According to this model, the ordinary pedagogical method is the one that adapts to the insufficiencies of the student with different abilities (Domínguez, 2017). According to this model, the ordinary pedagogical method is the one that adapts to the insufficiencies of the student with different capacities.

For this reason, it could be said that inclusion perceives the insufficiencies of all the students, whether from ethnic or cultural minorities and groups in circumstances of social inequality, such as students with different abilities, who, due to different factors, have problems for the entry and persistence in schools since these do not show an appropriate response to their pedagogical insufficiencies (Ombudsman, 2007).

Regarding students with disabilities, the Committee on the Rights of the Child has indicated that inclusion should not be restricted to the pedagogical incorporation of students regardless of their inconveniences and insufficiencies. As a result, to fully put the inclusive instruction model into practice, it is essential to carry out school projects to listen and consider the pedagogical insufficiencies of people with or without

different capacities (Committee on the Rights of the Child, 2006).

Therefore, any purpose to add students with different abilities in regular schools without executing the appropriate organized changes will result in insufficient work to certify the educational rights of these students, even managing to eliminate them internally from their own. Due to this, all those components that may cause discriminatory actions or acts within the regular pedagogical method must be excluded (Muñoz, 2006).

#### *Definition of inclusive education*

Baileiro (2014) mentions that inclusive education is a procedure of identification and response to the variety of demands of each of the students, through collaboration in teaching, culture and society, so that within education the exclusion. Involving innovations in themes, system and tactics, with a common vision that encompasses all children and young people with and without disabilities or difficulties.

Inclusive education is educating for all diversity, where schools must be restructured and reorganized to be able to serve each student, without exception, also where teachers plan and develop the curriculum based on the diversity of students found in the classroom. In addition, that education has the specialized support to put this development into practice, without having to replace the figure of the teacher (Calvo and Verdugo, 2012). On the other hand, Garcia et al. (2013) says that inclusive education is a concept that is evolving, which is responsible for offering a quality education to all students, regardless of their personal or social conditions, and today it turns out to be the greatest goal that must be achieved by the educational systems of each country, whether developed or developing.

#### *Characteristics of inclusive education*

As for inclusive teaching, it has become a way of dealing with heterogeneity. The students recognize and value their special

differences and consider them the source of optimizing the importance of education, because it not only enriches, but also improves the education and learning process of boys and girls, but also offers the possibility of growing in an environment that welcomes, respects and promotes their integral development. Likewise, we have Vera (2018), who mentioned some of the characteristics of successful inclusive practices in a school environment: a) achieve coordination and collaboration of the teaching staff so that the teacher can take action on what he must develop; b) political and administrative support means budget allocations to achieve continuous and permanent training of teachers so that good practices are disseminated, all of which formalizes inclusion; c) sense of belonging and identification of students with the school, teachers and all staff as part of the culture; d) open classrooms, community centers and vice versa to help parents, cooperative associations and student volunteers; e) optimize material and human resources so that it is possible to collaborate with students in diversity and, finally, f) train teachers, apply methods, strategies and resources from a horizontal perspective, trying to print inclusive characteristics in the educational plan. studies.

#### **Conclusions**

Undoubtedly, the fragmentation or rupture in society is a sociopolitical problem. The Peruvian needs to reestablish his national identity seeking unity to generate a change in the country whose political system is fractured into two poles, those who seek personal benefit in this case would be the authorities and minority groups, marginalized waiting for a change. Therefore, social fragmentation has generated social inequality, corruption, among other psychosocial problems found in our country.

The division of society is generated by the exclusion of groups that are less economically

benefited, in this way a rivalry between social groups is created, giving rise to social fragmentation, which, despite living within the same territory, forget that all of them have similar characteristics in search of a single objective, which is to potentially develop as a nation by making significant investments to improve the socioeconomic environment.

A new model of inclusive education consists of students with different abilities being able to integrate, enroll or join the ordinary educational system with ease and thus be able to break exclusionary practices. Therefore, inclusive practices are those that guarantee and ensure a truly progressive integration for students.

Thinking about inclusive teaching requires a change, which starts from a culture that respects and values diversity, understood as a wealth of society and human development. Therefore, there is still a gap between integrated theory and the true effectiveness of inclusive teaching. Betting on an inclusive education that provides better opportunities for training, development and social participation is a commitment and a reflection. For this, it is necessary to participate in reforms and build inclusive policies that respond to diversity and ensure equity.

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