

Inclusive education guidelines at the Military Intelligence College¹

Lineamientos de educación inclusiva en la Escuela de Inteligencia del Ejército

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Abstract

The purpose of this research was to design the guidelines for inclusive education in the Military Intelligence College, through a detailed review of existing policies and needs, as a resource to strengthen educational processes. For which the methodology was based on a qualitative approach with a phenomenological design using hermeneutics as a complement to the understanding of the phenomenon; for this purpose, the population constituted by the academic community of the ESICI to whom the semi-structured interview was applied was used. The results identified four (4) categories with their respective subcategories: reading and writing (reading habits), teaching methodology (lack of knowledge of inclusive pedagogical practices; training (inclusive education) and strategies (addressing diversity), which greatly influence the need for inclusive education guidelines; it was also found that within the governing documents there is no document that governs the issue in question. It was thus possible to conclude that the process of inclusion in education at ESICI constitutes a scenario of great significance for the educational challenges faced by the university institution and, consequently, by the National Army of Colombia.

Clasificación JEL: I21, I23, I24.

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Keywords: Guidelines; inclusive education; intelligence college; military educational context; officers; non-commissioned officers; non-uniformed personnel.

Resumen

La finalidad de esta investigación es diseñar los lineamientos de educación inclusiva en la Escuela de Inteligencia del Ejército, a través de la revisión detallada de políticas y necesidades existentes, como recurso para fortalecer los procesos educativos. La metodología se basó en un enfoque cualitativo con diseño fenomenológico, teniendo la hermenéutica como complemento para la comprensión del fenómeno; para tal fin se empleó la población constituida por la comunidad académica de la ESICI a quienes se les aplicó la entrevista semiestructurada. En los resultados se identificaron cuatro (4) categorías con sus respectivas subcategorías: lectura y escritura (hábitos de lectura), metodología de la enseñanza (desconocimientos de las prácticas pedagógicas inclusivas; capacitación (educación inclusiva) y estrategias (atender la diversidad), las cuales influyen grandemente en la necesidad de tener unos lineamientos de educación inclusiva; también se detectó que dentro de los documentos rectores no existe un escrito que rijan el tema en cuestión. De este modo se pudo concluir que el proceso de inclusión en la educación en la ESICI se constituye en un escenario de gran significado para los desafíos que en materia de educación enfrenta la Institución universitaria y por consiguiente el Ejército nacional de Colombia.

Palabras clave: lineamientos; educación inclusiva; Escuela de Inteligencia; contexto educativo militar; oficiales; suboficiales; personal no uniformado.

Introduction

This work approaches the design of inclusive education guidelines at the School of Intelligence and Counterintelligence "BG. Ricardo Charry Solano" of the National Army of Colombia (hereinafter, ESICI), through the detailed review of existing policies and needs, as a resource to strengthen educational processes, from the perspective that it lacks these, and that in addition, education must be understood as a right with a social function that must reach every single one Colombian. For which, the Ministry of National Education [MEN] (2013) has determined the inclusion as "the access, permanence and graduation of all its students and in particular of those groups that, taking the context into consideration, have been more prone to be excluded from the educational system" (p. 18).

But, why design inclusive education guidelines at ESICI? Simply because this research idea has its epistemological foundation in the need for this university institution to accept the commitment to inclusiveness; even more so, when among its achievements it presents high-quality accredited undergraduate and postgraduate programs before the MEN. Based on the foregoing, it is imperative that this HEI have within its

ruling documents the guidelines that allow the application of inclusive procedures for members of the academic-administrative community. Taking into account the above, this document covers a theoretical context on the subject of study, followed by the methodology applied to achieve the results; then, the analysis of these, to close the article, the discussion and conclusions are addressed, emphasizing the fulfillment of the proposed objectives.

School of Intelligence and Counterintelligence (ESICI)

This entity in its beginnings was an intelligence battalion belonging to the National Army of Colombia that, due to its academic activities, allowed the General Command of the Military Forces to give it the status of a Special Unit (School), supported by Regulatory Provision No. 021 of September 29, 1982 (School of Intelligence and Counterintelligence (ESICI), 2018). In addition to this, and after having offered different military-type courses, the ESICI began in the work of higher education in 1999 through the recognition that the Colombian Institute for the Promotion of Higher Education did at that time (ICFES). That is why,

(...) with the aim of converting the courses into programs, it makes modifications to the basic courses for officer and non-commissioned officer analysts, the Basic and Advanced Course for Agents in order to turn said courses into programs and comply with the requirements established by ICFES. Once these changes were achieved, the ICFES, in 1999, made the visit of academic peers in order to verify the initial conditions, which were satisfactorily fulfilled, granting the School the Institutional Code 2900, and subsequently granted the ICFES codes to the three programs "Security Management and Sociopolitical Analysis, Technology in Security Administration and Analysis, Professional Technician in Investigation and Security. (School of Intelligence and Counterintelligence (ESICI), 2018, p. 9).

Context of Military Education

The Military Education has an Educational System of the Armed Forces (SEFA) in which personnel are allowed to professionalize according to the role they are going to play, complying with the regulations issued by both the Ministry of Defense and the Ministry of Education. Thus, this type of teaching "(...) depends on the processes of training, updating, training, instruction and training integrated into a system that links them to ensure the achievement of the proposed objectives with the most important resource of the Institution: THE HUMAN BEING" (Ministry of National Defense (MDN), 2008, p.14).

That is why the educational policies of the military system are based on strengthening the competencies of the Being, in which from ethics, principles and values it is sought that the student is integral in all service activities. The professionalization of the

military is linked to the promotion within his career, which is developed in short periods, because "in the Armed Forces the propaedeutic cycles must be understood as a sequential unit that complements and articulates the process of uninterrupted and ascending education " (Ministry of National Defense (MDN), 2008, p. 28).

Inclusive education policy. Fundamentals.

The functioning of state institutions requires solid policies that allow the strengthening over time of each of the documented processes and procedures for the normal development of their philosophy; For this reason, the design of the inclusive education guidelines in this university institution is necessary, in the sense that it becomes the "(...) integrating process of decisions, actions, inactions, agreements and instruments, advanced by public authorities (sic) with the eventual participation of individuals, and aimed to solve or prevent a situation defined as problematic" (Velásquez, 2010, p.156).

Based on the foregoing, and protected by Law 30 of 1992, which regulated the public higher education service, the ESICI, making use of its autonomy enshrined in Article 29 of said Law, must "give and modify its statutes (...) select and link their teachers, as well as their students (...)" (Congress of the Republic of Colombia, 2019). **TABLE 1** shows the existing articulation between global, regional and local ideas related to the topic of study.

TABLE 1. Articulation of global, regional and local policies: Contains the policies on inclusive education that have been issued by different organizations and the Colombian State.

ONU	OEI	COLOMBIA		
Objective No.4 of Sustainable Development.	International Consultative Forum on Education for All.	Political Constitution of Colombia of 1991, Article 67.	Law 30 of 1992 public service of higher education.	Decree 1421 of 2017 regulation of inclusive education, articles 2.3.3.5.1.4., numeral 7.

Source: self-made

Inclusive higher education

Carrying out a review of the evolution of inclusion in higher education at the international level, the regulation is more influenced by non-discrimination; however, although there are laws that facilitate inclusion, it does not mean that they guarantee it. In the United States, in 1864, Gallaudet University was created, which is aimed at students with hearing disabilities; then, in the 50s, other universities began to welcome students with different types of disabilities, adapting the services for their inclusion. In 1973, institutions that received federal contributions prohibited any type of discrimination; Thus, universities had to reform policies and infrastructure to receive students with disabilities.

Within the context of Colombian education, there are legal regulations for the implementation of public policies in favor of inclusive education, however, Blanco (1999) refers that "the legislation by itself does not ensure the success of educational inclusion; It is a very important aspect, since having it allows establishing rights and responsibilities, articulating intersectoral and sectoral policies" (p. 64).

Functional diversity

The simple fact of being diverse leads to the person in most cases feeling "abnormal", since that is how their general environment makes them feel. Thus, it is necessary to clarify that the way in which these people are perceived by the "others" leads them to situations of exclusion and therefore not to be considered within the "normal" parameters of a society. "(...) people with disabilities are traversed by the gaze of the "others", who as "normals" have a clear identity, also endorsed by a culture constituted from them and for them, and from which they are "excluded". "(...)" (Cúpich & Campos, 2008, p.899). The problem is not the difference, it is the attitude that each individual has in their particular or singular way of being, because it is unique and unrepeatable, for Guédez (2005). Diversity is the plural expression of differences; differences not translated into denial, discrimination or exclusion, but rather into recognition of others-different from me as parts of the same collective entity that includes them. It is acceptance of the other as a possibility of a bond of reciprocity, complementarity, co-responsibility and integration. Diversity is accepting the right of each one to be different and exercising it.

Methodology

The methodology was based on a qualitative approach, which main characteristic is to focus "its interest in capturing social reality through the eyes of the people who are being studied, that is, from the perception that the subject has of its own context" (Bonilla & Rodríguez, 2000, p. 47). As such, it has a phenomenological design, due to an exploration that'll be done at the Intelligence School on the perception that the academic community has regarding inclusive education, in order to compile the experiences that, as an university institution, has had with students who present some functional, sexual and cognitive bases diversities.

Therefore, "the main thing is to understand that the phenomenon is part of a significant whole and there is no possibility of analyzing it without a holistic approach in relation to the experience of which it is a part" (Fuster, 2019, p.204). Based on the above, inclusive education is studied within the Higher Education Institution in a military context, hermeneutics being the complement to the understanding of the topic addressed. According to Ángel (2011), this interpretive tool solves the problem that phenomenology leaves open through the conception of the hermeneutic circle, that is, through constant confrontation, in a process of dialogue, in which those in dialogue are

always open to the Being of the other.



In this way, a population related to the academic-administrative community of the ESICI is being studied, without ignoring that there are two focus groups; one made up of teachers and administrative staff and the other by undergraduate students -corresponding to the Security Management and Sociopolitical Analysis, Security Administration and Analysis and Investigation and Security programs-, linked as officers, non-commissioned officers and non-uniformed personnel at the service of the Institution; those mentioned attend the professional, technological and professional technical levels, respectively.



In accordance with what has been described, and in consideration of the epistemological foundations of the investigation, the most appropriate instrument to bring the inquiry to a successful conclusion is the semi-structured interview, which is based on a question guide, giving the interviewer full power to add the questions that it deems necessary, in an effort to obtain more detailed and precise information on the phenomenon being studied (Hernández et al., 2014).

Results

Perception of educational inclusion in the ESICI

TABLA 2. Analysis of the data obtained in the interviews: Contains the characterization of the categories, subcategories and segments extracted from the interviews carried out.

Color	Category	Subcategory	Segment
	Reading and writing processes.	Reading habits.	E1GO "Some students who come to study at the School and do not have reading or writing habits, making their learning difficult." E3 JC "There are no appropriate spaces to promote reading and writing" E5AF "When they arrive to the classroom, there is a deficiency in reading comprehension, writing and there is no study habit". E5AF "A young man without good reading or writing skills and didn't have good performance."
	Teaching methodology.	Lack of knowledge of inclusive pedagogical practices.	E1 GO "there must be a modernization of learning methods and methodologies, taking into account the generational evolution". E1 GO "to design methodological strategies that include the diversity of factors that are found in the classroom". E2 AP "academic training in teaching methodologies for military teachers". E2 AP "The methodology of some teachers based on covering topics without delving into content." E3 JC "Some teachers lack vocation, pedagogy and didactics, therefore, this becomes a transversal barrier to all learning processes." E3 JC "It seems that some teachers are only dedicated to giving instructions; they believe that their role is as an instructor but not as a teacher".

Color	Category	Subcategory	Segment
	Training.	Inclusive education.	<p>E1GO "Create spaces that feed the knowledge of the educational community on this topic".</p> <p>E3 JC "I allow myself to affirm that all the teachers who are part of the ESICI have to be trained, so that they become familiar with inclusive education."</p> <p>E3 JC "Plant personnel must be trained on the challenges of inclusive education."</p> <p>E3 JC "Train teachers on what inclusive education is".</p> <p>E4 JS "The training of teachers."</p> <p>E4 JS "Teachers training to strengthen inclusiveness."</p> <p>E5 AF "Train, constantly provide information on what inclusion is and how it should be managed".</p>
	Strategies.	Attend diversity.	<p>E1GO "Implement diagnoses at the beginning of the different education programs to determine student learning styles."</p> <p>E1GO "Yes, there are flexible evaluation processes, but I think they should be more in line with the teaching methodology."</p> <p>E1GO Design of new technologies for learning, such as OVAS, interactive classes, evaluation of learning styles.</p> <p>E3JC "First of all, ESICI directors should be made aware of the importance of inclusive education."</p> <p>E3JC "It's necessary to create a culture in all the staff and external teachers about what is inclusive education."</p> <p>E3 JC "I always put my love for teaching into practice; I like to be empathic with my students. I often put myself in the student's shoes."</p> <p>E3. JC "It's important to recognize the other, all students can't be generalized, no one is the same, everyone learns in different ways".</p> <p>E3 JC "Create a culture of inclusive education in the ESICI".</p> <p>E4 JS "I always seek to identify the qualities of the students to be able to organize work groups where the weaknesses of some are reinforced by the strengths of others".</p> <p>E5 AF "There needs to be a respectful treatment among all, especially in the opinion of others; do collaborative work in the classroom."</p> <p>E5 AF "Generate a culture of inclusion".</p>

Source: self-made

The analysis allowed the construction of four categories, namely: reading-writing process, teaching methodology, training and strategies; each one with the respective subcategories, which allowed the interpretation of direction to be carried out to focus the inclusion policies. In the category of analysis related to reading and writing processes, a subcategory on reading and writing habits was identified; It is stated that the personnel that enters have difficulties in this process. According to Viñas (2017), "upon entering higher education, the reading and writing that students are required to do contains partially unknown ways of proceeding (...), whatever their social, cultural, and educational histories" (p. 67).

In the category of teaching methodology, the subcategory of ignorance of inclusive pedagogical practices was identified, this shows in general that teachers do not have the necessary training or methodology to provide adequate attention in the classroom to students who present some diversity to the which they are confronted on a daily basis, for which it is important that "the particular characteristics of each person should be the starting point of the educational staff to develop their potential to the maximum, which

requires directing special attention to the response of the student body" (Zárata et al., 2017, p. 6). Therefore, it is important to update ESICI teachers, with a view to acquire "diverse and inclusive teaching-learning methodologies; the application of relevant evaluation systems based on diversity, and the praxis of contextualized didactic strategies, constitute expressions of inclusive educational institutions and classrooms" (Castillo & Yépez, 2018, p. 8).

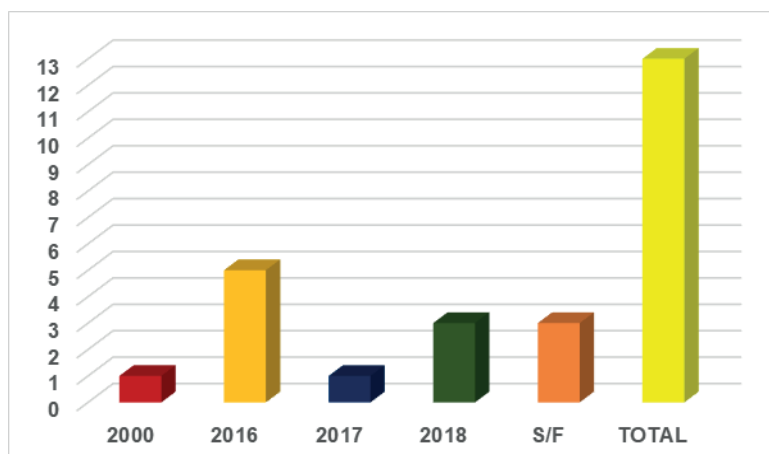
The third category of analysis is related to the topic of training, identifying the inclusive education subcategory; This refers to the knowledge that must be had about inclusive education and especially the teaching staff, striving for an "initial professional training that allows them to have tools to give quality educational responses to the diversity of students in the process of teaching-learning (...)" (Flores & Hernández, 2016, p. 17), having in mind that "the training of teachers must be the basis on which a system that claims to be inclusive is sustained, and it becomes a challenge, since said training must promote and cover all aspects of teaching" (González & Triana 2018, p. 210).

It is important to assume that "above all, as priority goals, to help teachers to accept the responsibility that all students need to learn, knowing where to seek help when necessary, as well as helping teachers to see the learning difficulties of students" (Calvo, 2013, p.42); With this, a greater commitment from teachers towards education for all is achieved.

The fourth category refers to the strategies with a subcategory on attention to diversity, which "consists of putting into practice an educational model that offers each student the necessary pedagogical help to achieve the development of capacities, abilities, interests and motivations in learning processes" (Paz, 2018, p. 72). This work that teachers carry out in the classroom within their practice must attend to individual needs, "there are not only cultural differences, but also economic, social and political ones, and (...) these are the ones that truly separate people, not neither the color of the skin nor the religion nor the language" (Escarbajal et al., 2012, p. 142).

Governing documents of the ESICI

FIGURE 1. ESICI Documents: Contains the list of governing documents that rule the academic functioning of the Intelligence School as a university institution, which have been issued by the same IES.

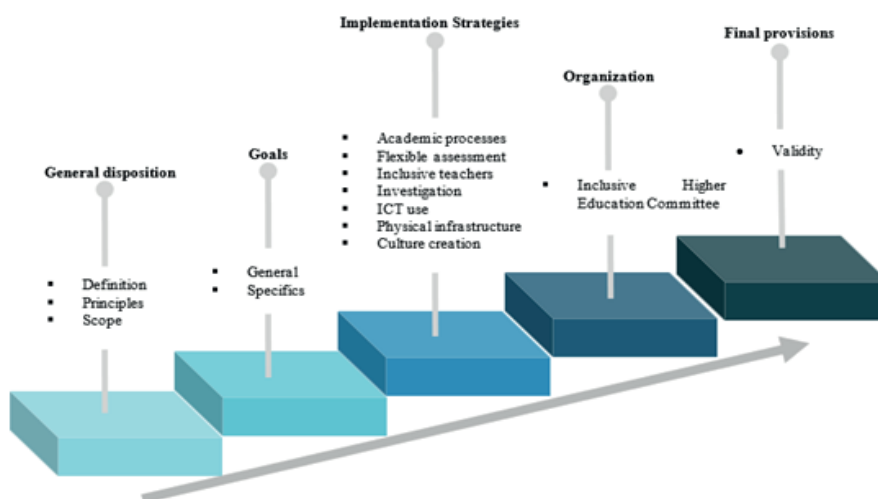


Source: self-made

FIGURE 1 describes each of the documents on which the ESICI bases its academic operation; in them, during the performance of the hermeneutic exercise, it was possible to notice the non-existence of policies, guidelines, concepts or any appreciation related to inclusive education, necessarily demanding the existence of a document that allows condensing the guidelines issued from the senior management of the University institution for application throughout the academic community.

Inclusive education guidelines

FIGURE 2. Constituent elements: Contains the first constitutive elements and the internal parts of the guidelines that serve as the basis for the study of the subject by senior management.



Source: self-made

All norms must be governed by constitutive elements, and in this case it cannot be the exception; For this reason, the guidelines that will allow the ESICI to articulate as a university institution with the policies on inclusion in education are dealt with from all latitudes; they are synthesized in **FIGURE 2**; From this base, the guidelines that will rule the academic-administrative destinations around inclusiveness will be established.

However, in order for this whole initiative to materialize in the best way for the benefit of the entire community, it is pertinent that a process of change be generated in each of its members, which should "(...) focus on solving the problems that appear within the development of the processes, meaning, to detect possible non-conformities that may affect the entity's product or service (...)" (Moreno & Ramírez, 2021, p. 25). And in this sense, there is already the possibility that something is affecting the educational services at the ESICI. It is necessary that each of the members of the university institution question themselves and, if possible, try to find the answer to each of the variables that are illustrated in **FIGURE 3**.

FIGURE 3. Personal change process: Contains the variables that a person contemplates so that a change process can arise for their own and organizational benefit.



Source: (Moreno & Ramírez, 2021)

Discussion and Conclusions

To build the guidelines for inclusive education at ESICI, it is of transcendental contribution to promote respect and acceptance of diversity, seen from the perspective of sexual orientation, partial or total limitation of one or more limbs, ancestral or cultural reasons, ways of thinking or political inclinations (with the conditions of the case), etc.; this will facilitate among the individuals of the academic community the acceptance of the other without any type of reservations or conditioning, allowing the interaction of each and

every one in the different spaces that the HEI has; All this can be materialized from the implementation of inclusion guidelines within its constituent documents.

Thus, it is of interest to understand that the way of reading, writing and understanding the two previous ones are considered as skills that people acquire from initial education, that is, that here the parents or caretakers of the minor are of great relevance in the academic formation of the student and future citizen; The non-observance of these basic rules significantly affects the student, the family as the fundamental nucleus of society and the community in general, since the way of expressing oneself towards others will be limited by not having previously acquired an appropriate vocabulary for assertive communication.

Examining this problem carefully, it would be necessary to say that reading as a cognitive process contributes to the acquisition of new knowledge, to the understanding of these and encourages imagination, but "reading cannot remain at this comprehensive level, it must advance and project itself towards others relationship levels that contribute to the critical interpretation of the social environment in which the individual lives". (Cardona & Londoño, 2016, p. 378). So it turns out that it is important to strengthen the questioning of the ideas expressed in the texts to go step by step acquiring skills towards a critical reading that in a certain way allows us to understand that "from a pedagogical position, (...) critical reading [is] the possibility of the human being to analyze and search for the truth (Cubides et al., 2017, p. 185).

With that said, about reading and writing -which by the way must be seen from the perspective of critical thinking-, it is also pertinent to address the teaching methodology as a fundamental aspect in inclusive education practices that must be exposed daily in the ESICI; For this, it is necessary to bring up the provisions of Article 67 of the Magna Carta, which mentions that education is a right and a public service with a social function, which seeks access to knowledge, science and technology (Congress of the Republic of Colombia, 2010). Consistent with the right to which all Colombians must have access, in 1992 the executive of that time sanctioned Law 30 with which higher education is organized, determining that it is a permanent process to potentiate the human being in an integral way, and that this must take place after middle or secondary education, with the academic or professional training of students as its objective. (Congress of the Republic of Colombia, 2019). The institutions must try by all means that this education is inclusive and for this purpose the methods how it is going to be developed must be conditioned.

It is necessary that for the existence of an inclusive education towards the students, it must begin by training teachers, administrative staff, managers and in general all those who are part of the educational process in this Institution, since higher education includes "every type of studies or training for research at the post-secondary level, taught by an university or other educational establishments that are accredited by the

competent authorities of the State as centers of higher education” (UNESCO, 1998, p.1); therefore, the ESICI plays an important role in the transformation of the academic and social community for the advancement of inclusion in education. For Lissi et al., (2013) "education has begun to fulfill a social role consistent with an anthropological vision that conceives human beings as intrinsically different from each other, considering this diversity as a value" (p. 3).

That is why strategies to address diversity within the ESICI academic community should emerge, but these should not focus solely on people who present some type of disability, who are erroneously called "special person"; Faced with this panorama, it is necessary to consider that it is currently known as functional diversity. Rodríguez & Vásquez (2010) have argued that “the concept of “functional diversity” arose in 2005, promoted from the virtual community. The Spanish movement for an Independent Life created the Independent Life Forum (FVI) on the Internet in 2001” (p. 294). According to these authors, what is intended is to suppress the negative lexicons that have traditionally been used to refer to people with disabilities.

For all that has been said, it is necessary to understand that the process of inclusion in the education of the ESICI constitutes a significant scenario for the challenges that the university institution faces in terms of education, and consequently the Colombian National Army, which until this moment are established as theoretical foundations for the implementation of an inclusive education in the ESICI, focusing on a process that somehow seeks the generation of equality, inclusion and non-discrimination of each and every one of the members of this academic community.

According to the survey about perception done among the administrative staff and teachers of the School, it is evident that the staff has knowledge about inclusive education, that the practices within the classroom are inclusive due to how diverse the population is in terms of race, gender and learning styles, which allows the entire community to promote respect and acceptance of the diversity, facilitating the acceptance of others among individuals in the academic community without any type of qualms or conditions and allowing the interaction of each and every one in different spaces that the ESICI has; However, it is perceived that the Institution does not have the physical infrastructure to serve people with reduced mobility and that, although institutional policies are favorable for inclusive teaching, they must be strengthened. Likewise, they consider that the teaching practice in the student’s learning and participation, considering differences, must improve; Teachers must strengthen their knowledge in inclusive education and give importance to the heterogeneity of the classroom.

The world changes and the school transforms. Talking about inclusive education is not just talking about education, it is talking about equity, social justice and human rights. The 2030 global education agenda is part of the United Nations Sustainable Development Goals (SDGs), which establishes in the fourth goal

(SDG 4) the need to guarantee inclusive and equitable quality education and promote lifelong learning opportunities (Villaescusa, 2016, p.5).

In this sense, it is important to differentiate inclusive education from educational inclusion. Arizabaleta & Ochoa (2016) refer that inclusive education gives attribution to “constitutional rights, policies and strategies enacted by the MEN to delimit its object and reflect on the teaching-learning-evaluation process for different population groups, identify learning barriers in HEIs and guarantee attention to diversity” (p.42). In this regard, Casanova (2016) argues:

The inclusive education model involves the systemic implementation of an educational organization that has the necessary characteristics and possibilities to serve the entire school population, diverse, by principle and by nature, at this time in history. This approach implies the availability of an open and flexible curriculum, that is, democratic, and a school organization that allows its optimal practice. Furthermore, inclusive education must constitute an unifying nucleus of society, which actively collaborates with the educational center so that it becomes a real learning community, in which everyone participates and contributes their individual and group wealth to the improvement of each one of its members. (p. 29).

For all this to work, we must keep in mind, among other aspects, the total rejection of gender-based violence (GBV) as part of the exclusion to which women have been mainly subjected throughout history, being subjected to “(...) contempt promoted under the pretext of ignorance (...), violence exercised by male personnel and by people of the same gender (...)” (Arenas, 2017, p. 161); which entails exhaustively reviewing actions that have been presented in other HEI in an attempt to avoid any exclusion bias within the ESICI.

In conclusion, it can be said that the drafting of a governing document on the direction towards inclusive education in the ESICI is of utmost importance, since the current demands regarding education require it; This is intended to minimize situations that were known during the research, such as, the lack of reading comprehension in both teachers and students, the individual process that teachers carry out, interested only in the topic that concerns them without delve into its content; the lack of knowledge in the management of ICT, among others. However, teachers express availability and love for their work, which leads to dedicating more time outside the classroom to those students who have a different process from others.

Likewise, it is necessary to take into consideration the strengthening of skills towards critical reading as a cognitive process that contributes to the acquisition of new knowledge and its understanding, which will allow students to have an adequate process in accordance with their learning style; For this reason, the Institution must guarantee inclusive education and to this end, the methods and strategies on how it is going to be

developed must be conditioned. For all that has been said previously, it is necessary to understand that the process of inclusion in the education of the ESICI constitutes a scenario of great significance for the challenges that the university institution and, consequently, the National Army of Colombia face in terms of education, since what has been said and proposed so far is established as theoretical foundations for the implementation of a process that in some way seeks to generate equality, inclusion and non-discrimination of each and every one of the members of this academic community.

This is accepting that within the officers, non-commissioned officers, professional soldiers and non-uniformed personnel of the Intelligence School there must be an orientation towards diversity as part of the education-learning process, independent of personal abilities or sociocultural conditions, as a benefit of education for all according to their needs. That is why the responsibility that the academic-administrative community has to transform inclusion in the educational field through language is of utmost importance. The School and the system must adapt to the situation of the people; For this purpose, the inclusive education guidelines were designed, which are expected to be studied by the senior management of the ESICI as a resource to strengthen the educational and administrative processes of the HEI.

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