

Perceptions Regarding a Proposal for Bicultural/ Bilingual Education for Deaf Students in Bogotá: A View from the Actors*

[English Version]

Percepciones respecto a una propuesta de educación bilingüe bicultural para estudiantes sordos de Bogotá: una mirada desde sus actores

Percepções sobre uma proposta de educação bilíngue-bicultural para estudantes surdos em Bogotá: uma perspectiva a partir de seus atores

Received on 29/01/2025. Accepted on 03/10/2025

› How to cite:

García, N. & Cifuentes, J. (2026). Perceptions Regarding a Proposal for Bicultural/Bilingual Education for Deaf Students in Bogotá: A View from the Actors. *Ánfora*, 33(61), 316-338. <https://doi.org/10.30854/anf.1223>
Universidad Autónoma de Manizales. L-ISSN 0121-6538. E-ISSN 2248-6941. CC BY-NC-SA 4.0

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* This article is based on the results of the research carried out as a degree option for the Master's degree in Education at the Universidad de La Sabana, Colombia. Funding: No funding is associated with this project. Declaration of Interest: The authors declare that there is no conflict of interest. Data Availability: All relevant data are contained within the article.

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Abstract

Objective: To analyze the perceptions of the actors involved in the Bicultural/ Bilingual Educational Offer for Deaf People (OEBBS) in the training processes of the students of Colegio San Francisco Institución Educativa Distrital de la localidad Ciudad Bolívar de Bogotá. **Methodology:** A qualitative study was implemented with the type of descriptive research. The focus group technique was carried out on six schoolchildren, six family members, and six teachers. **Results:** Assessing the OEBBS for deaf children, young people, and adolescents and compare the vision of students, parents, and teachers regarding the effectiveness of the offer in the comprehensive training of students that generated proposals for improvement was possible. **Conclusions:** The educational offer under study favors comprehensive training by developing the cognitive (learning in the different areas and class activities), affective (integration with deaf and hearing students, promotion of participation, and teaching of values), and communicative (sign language management, presentations, and group work) dimensions of deaf children and young people who study in the regular classroom.

Keywords: deaf students; bicultural/bilingual educational offer; comprehensive training; inclusive education; perceptions (obtained from the UNESCO thesaurus).

Resumen

Objetivo: analizar las percepciones de los actores involucrados en la Oferta Educativa Bilingüe Bicultural para Personas Sordas (OEBBS) en los procesos formativos de los estudiantes del Colegio San Francisco Institución Educativa Distrital de la localidad Ciudad Bolívar de Bogotá. **Metodología:** se implementó un estudio cualitativo con el tipo de investigación descriptiva. Se efectuó la técnica de grupo focal a seis escolares, seis miembros de las familias y seis docentes. **Resultados:** se logró valorar la OEBBS para los niños, niñas, jóvenes y adolescentes sordos, comparar la visión de estudiantes, padres de familia y profesores respecto a la efectividad de la oferta en la formación integral del estudiantado, lo que generó propuestas de mejora. **Conclusiones:** la oferta educativa objeto de estudio favorece la formación integral al desarrollar las dimensiones cognitiva (aprendizajes en las diferentes áreas y actividades de clase), afectiva (integración con estudiantes sordos y oyentes, promoción de la participación y enseñanza de valores) y comunicativa (manejo de la lengua de señas, exposiciones y trabajo grupal) de los niños, niñas y jóvenes sordos que estudian en aula regular.

Palabras clave: estudiantes sordos; oferta educativa bilingüe bicultural; formación integral; educación inclusiva; percepciones (obtenidos del tesoro UNESCO).

Resumo

Objetivo: analisar as percepções dos atores envolvidos na Oferta Educacional Bilíngue Bicultural para Pessoas Surdas (OEBBS) nos processos formativos dos estudantes do Colégio San Francisco Instituição Educativa Distrital, localizado na região de Ciudad Bolívar, em Bogotá. **Metodologia:** implementou-se um estudo qualitativo com abordagem de pesquisa descritiva. Foi utilizada a técnica de grupo focal com seis estudantes, seis membros das famílias e seis docentes. **Resultados:** foi possível avaliar a OEBBS para crianças, adolescentes e jovens surdos, comparar a visão de estudantes, pais e professores sobre a efetividade da oferta na formação integral dos estudantes, o que gerou propostas de melhoria. **Conclusões:** a oferta educacional objeto deste estudo favorece a formação integral ao desenvolver as dimensões cognitiva (aprendizagens nas diferentes áreas e atividades de sala de aula), afetiva (integração entre estudantes surdos e ouvintes, promoção da participação e ensino de valores) e comunicativa (domínio da língua de sinais, apresentações e trabalho em grupo) das crianças, adolescentes e jovens surdos que estudam em sala de aula regular.

Palavras-chave: estudantes surdos; oferta educacional bilíngue bicultural; formação integral; educação inclusiva; percepções (obtidos do tesouro UNESCO).

Introduction

Inclusive education policies focus on the global context (Martínez, 2021), a fundamental dimension that schools must address inside and outside the classroom (Gil & Serna, 2020). In Colombia, Decree 1421 of 2017 and Law 2216 of 2022 promotes inclusive education through continuous processes for the assistance of diversities, particularities, needs, opportunities, and interests of the entire population that inhabits the territory. This aims at the acquisition of learning and the promotion of participation with people of similar ages and with common environments for teaching processes, without segregation or exclusions.

From this perspective, student assistance with disabilities has been the interest of education in Colombia for several years. This is the case of deaf people of school age who have been able to access the educational system. According to Hernández (2015), regular schools become the environments designed to promote education in all dimensions, socialization processes, and assessments of a linguistic minority group. For this reason, education for deaf people is still alive today (Balvin *et al.*, 2022).

This is relevant to consolidating training proposals to qualify education for these population groups. This is because policies, programs, and projects are usually developed without acknowledging the voices of the actors who value the strengths and carry out transformations in achieving a constant improvement of different training processes. This research aims to answer the question: What are the perceptions of a bicultural/bilingual educational offering for training deaf students from the perspective of the educational actors?

The general objective aimed at exploring the perceptions of education actors with respect to the Bicultural/Bilingual Educational Offer for Deaf Students (OEBBS) in the process of comprehensive training of the students of the Colegio San Francisco Institución Educativa Distrital de la localidad Ciudad Bolívar, Bogotá, Colombia. The specific objectives were: 1) To compare the vision of different educational actors (schoolchildren, parents, teachers, and administration staff) in relation to the contributions of OEBBS in comprehensive training. 2) To explain the achievements and opportunities for improvement of the OEBBS regarding the comprehensive training of students.

As part of the background, the findings of some research, both national and international, are presented in descending chronological order. From Chile, Roa *et al.* (2022) identified the perceptions of parents of an early childhood educational institution about the pedagogical activities implemented in the promotion of inclusion from virtual work. The findings showed different perceptions of family members in relation to virtual education, comprehensive training of children,

inclusion strategies based on play, and linking families within the educational process.

Pérez *et al.* (2022) researched conceptions of natural science teachers from educational institutions in Huila regarding the teaching and learning of physics with deaf schoolchildren. The teachers' conceptions are reductionist, limited to scientific content without taking into account issues such as the flexibility of the curriculum for deaf students in schools.

Bello and Escobar (2022) studied the communications between hearing and deaf secondary school students from a public school in Bogotá, Colombia. They found deficiencies in the communication processes between students with disabilities and teachers. Inequalities in the development of cognitive abilities, sensory perceptions, and linguistic skills were made visible.

Vera and Yarce (2022) conducted another relevant study carried out in Colombia. Its goal was to evaluate the inclusive education program of an educational institution in Pasto, Nariño. The findings showed that this school has not fully appropriated the basic requirements for the promotion of inclusive education. There was a lack of a comprehensive care route that promoted an inclusion plan, program, or project in the school.

In Spain, Navarro *et al.* (2022) checked didactic resources used during early childhood education with the students of the *Federación de Personas Sordas de la Comunidad Valenciana* (Federation of Deaf Persons of the Valenciana Community) to favor the competence of language and communication. They demonstrated the formative relevance of the resources, their adaptation, and possibilities in the processes of student inclusion by benefiting attendance, integration, and learning under the same conditions.

In Chile, Larrazabal *et al.* (2021) studied the educational practices implemented with deaf schoolchildren through the dialogue of these students with their teachers and interpreters in the classrooms. The findings highlighted the relevance of sign language, the essential role of interpreters, teachers' work, and usefulness of resources in generating learning in deaf people. They also described the conceptions of teaching practices that teachers have as a determining factor for the achievement of inclusion processes in schools.

Rosas *et al.* (2021) in Chile, compared acquired learning, improvement of epistemic skills, comprehensive reading, the development of mathematical skills, and the management of emotions in students with hearing and visual disabilities. The findings showed differences in the performance of the areas under evaluation, according to the type of disability. They highlighted the need to promote policies, programs, and projects that consider the needs of the contexts and the particularities of the students.

Garduño *et al.* (2020) evaluated the inclusive education implemented at the Universidad Autónoma de Guerrero in Mexico, at the Escuela Superior Ciencias de la Educación, in achieving the improvement of current curricula from the representations of the actors of the school. The results showed that considering the interests and needs of schoolchildren in the development and implementation of curricular schedules, is necessary to integrating the language of inclusion both in documents and in educational practice to reduce the gaps between students with and without disabilities.

Finally, in Colombia, Serna (2017) reported on the analysis of the implementation of the educational program for deaf people from what is stated in the Institutional Educational Project, the inclusion index, the institutional improvement plan, and the annual operational plan in an educational institution in the municipality of Itagüí, Antioquia. The results suggested a training plan based on the communication with deaf people, review, and curricular flexibility for the improvement in the reconstruction of knowledge, and the promotion of participation of deaf people in the school, and student government.

So far, the inclusion of deaf schoolchildren in regular classrooms is inferred as a topic of national and international interest. Countries have gambled on the creation of public policies to achieve this goal. However, there are serious problems that limit the development of inclusion in education, such as lack of teacher training, and inadequate facilities and resources for teaching. In addition, the impact of these programs on the education of children and young people has not been extensively evaluated.

Conceptual Framework

The theoretical foundations of the research are based on the following categories: deaf schoolchildren, inclusion of deaf students in regular classrooms, and comprehensive training.

Deaf Schoolchildren

Law 2049 of 2020, issued by the government of Colombia, defines as "deaf" any individual who does not have adequate hearing and who, in certain cases, does not manage to keep a clear conversation in some oral language. Cavero (2021) states that deaf students must have the same opportunities as hearing students in developing their potential in school and community life. According to INSOR

(2020), the deaf person is recognized socio-anthropologically (having the capacities for comprehensive training) and legally (as a population with constitutional protection). However, according to Guevara and Vélez (2020), there are cultural and attitudinal barriers related to the exclusionary behaviors of fellow students, and to rejection by family members and teachers.

At the time of enrolling deaf students, a compilation of personal, social, family, communicative, and school histories must be developed (INSOR, 2018), considering the information reported by relatives and clinical reports in achieving an adequate characterization. In the same way, the school must engage all actors and institutions to guarantee an education in quality conditions with favorable environments for the comprehensive development of students and engage the full potential of the teacher. According to García and Vegas (2019), the purpose of inclusive education is for both teachers and students alike to conceive of diversity as a challenge and possibility for enriching teaching and learning.

Inclusion of Deaf Schoolchildren in Regular Classrooms

Regular classroom inclusion programs refer to the set of projects and actions aimed at linking students with disabilities to the school day on an equal basis with those for students who do not have disabilities. Inclusive education programs in public education appear as priority indicators of educational quality, the institutions are forced to design and plan inclusive education according to the contexts and requirements of their populations (Peraza, 2017). In this perspective, the OEBBS, with proposals such as the school for the deaf and parallel classrooms, contributes to this purpose. They propose several strategies to efficiently meet the needs of deaf students in the search for cognitive, linguistic, affective, and artistic development (INSOR, 2020).

From this perspective, educational inclusion requires institutional commitments to the contribution of the development of humanism, the creation of possibilities for social transformations, and the promotion of cultures for peace and social justice (Vidal, 2018). This demands the implementation of educational practices that involve didactics that strengthen inclusive environments to ensure successful school trajectories (Mena *et al.*, 2020). For this reason, studying inclusion offers, rigorous monitoring processes required to obtain the review and feedback of the components of the programs to strengthen them based on both positive and negative findings, (Peraza, 2017).

Comprehensive Training

Comprehensive training refers to educational processes that develop all aspects of school children's personalities. These processes must generate impacts on the configuration of the student's personalities and their skills and knowledge that allow them to interact in social media (Díaz & Quiroz, 2013). Tobón (2010) stated that the training of the person must be comprehensive, taking into account cognitive, bodily, communicative, spiritual, aesthetic, and evaluative aspects. Current educational systems focus on consolidating training schools open to diversities with adequate skills in teaching and learning (Aguinaga *et al.*, 2018).

Comprehensive training can be provided to deaf people. Cavero (2021) states that, if educational and social contexts offer possibilities, students can make great progress in the different dimensions of their personalities. For this reason, according to Rodríguez *et al.* (2019), classrooms should enhance cognitive skills that facilitate the development of learning. Thus, curricular transformations are required to strengthen the individual competencies and socio-emotional skills of students (Ministerio de Educación Nacional *et al.*, 2021), based on diagnoses of interests and needs, within the framework of the social complexities of students (Díaz *et al.*, 2020).

Methodology

Approach

The study corresponds to a qualitative approach with a type of descriptive research. For Niño (2011), this research aims to relate the realities of the topic under study to describe the characteristics, aspects, and the relationships between the components. This research contributes to the identification of strengths and aspects to be improved in a Bicultural/Bilingual Educational Offering (OEBBS), from the descriptive perspective of the same actors, to propose alternatives that allow its implementation to be readjusted.

Participants

Six deaf students, six parents, and six teachers participated in the research. All participants had a relationship with the OEBBS for Deaf People of Colegio San Francisco, Institución Educativa Distrital de la localidad Ciudad Bolívar de Bogotá, in their respective roles as students, parents, or teachers, specifically in fifth, sixth, and seventh grades. The students of this cycle that belong to the offer started their education in a regular classroom with the support of the linguistic model and interpreters.

Instruments

The focus group was used as the method of gathering the information. For Guerrero and Moral (2018), this strategy, besides gathering information and getting data from a group that shares certain characteristics, delves into what people think or feel about the topic under debate. Three focus groups were held with the support of interpreters: one with deaf students, one with parents, and the other with teachers. Each focus group was made with six participants and lasted between 30 and 60 minutes. The topic of discussion was the contribution of OEBBS in the comprehensive training of students, from the cognitive, affective, and communicative dimensions, and recommendations to improve the development of these dimensions.

Procedure

To describe and explain the object of study, three phases were followed: 1) *Exploration*: The context analysis based on OEBBS. Characterization of the students participating in the research; 2) *Description*: With the findings of the diagnosis, the questions were designed and used in the focus groups to compare the perceptions of students, parents, and teachers regarding the impact of OEBBS on the comprehensive training of schoolchildren; and 3) *Explanation*: Conducted after the implementation of the focus groups. A SWOT matrix (Strengths, Weaknesses, Opportunities, and Threats) was used to assess the OEBBS and diagnose the current situation of said program (Ponce, 2007).

Results and Discussion

The findings are presented in three sections according to the specific objectives:

Perceptions of the Development of Comprehensive Training and Proposals for Improvement

Table 1 presents the systematization of the contributions of OEBBS in the cognitive dimension. Table 2 shows the systematization on the communicative dimension, and Table 3 shows the affective dimension.

Table 1. *Systematization on the Cognitive Dimension.*

Question	Students	Parents	Teachers
How is it evident that in school students develop the cognitive dimension?	<p>Every day I learn more, although I like it more when we are only deaf.</p> <p>When the interpreter tells me what to do and I do the activities. I understand why the interpreter is here.</p> <p>My parents or my brother explains to me, I almost don't understand the teacher. My mom says to read more so I can learn more when the teachers send readings. I'm understanding a little bit more.</p>	<p>The fundamental help of the interpreters is observed. They explain to them, although I feel that they learned more when they were only deaf children.</p> <p>Teachers do everything possible for them to understand; some make them present what they understand. It seems to me that this is how they force them to study.</p> <p>I see little learning as he lacks more sign language, and as they come in with hearing children, some teachers don't have time to explain to them.</p>	<p>It is difficult because there is no initial joining process with the teachers of the previous year [...] During the year, the follow-up is done by each teacher, but there is no space for socialization either.</p> <p>Within the evaluation process of the school year, curricular adaptations are made according to the situation of the students.</p> <p>It is evident with learning. When they know nothing, they do not have sign language. They acquire it, and through it they begin to get knowledge.</p>

Question	Students	Parents	Teachers
<p>What would you recommend for the cognitive dimension to be better developed?</p>	<p>I pay attention, but sometimes I do not understand. I take time to understand, and sometimes the teacher tells me that it is not so. It is better to be as before, only deaf.</p> <p>I like classes when the teacher does not explain much, but they do funny activities with materials and paintings.</p> <p>I like to see what others do, and my interpreter tells me, and I do the same.</p>	<p>That all teachers are attentive to the inclusion of the entire student community with hearing disabilities.</p> <p>I think it is good that they follow the process with their specialized teachers and in the classroom with their interpreter.</p> <p>Sometimes, the interpreters are not enough, and children or teachers do not know much of signs. They lose explanations.</p>	<p>To work on adjustments to the classroom plan to demonstrate the appropriation of basic learning in the area.</p> <p>To have agreements with external entities that contribute to the comprehensive development of deaf communities, both in the management of Spanish as a second language.</p> <p>To continue with the work per classroom project, to make the pedagogical outings activities, to use technological material that brings them closer to other realities, and to involve and engage more family members.</p>

According to Hernández *et al.* (2018), comprehensive training entails the development of students as complex, multidimensional human beings, willing to self-train through the different levels of progress of the biological, affective, cognitive, socio-cultural, and spiritual dimensions. This study is based on analyzing the comprehensive training of deaf students, exclusively from the cognitive, affective, and communicative dimensions. The “cognitive dimension” refers to the ability for “a complex totality of skills, processes and products of several types, linked to the social, cultural and individual experience of each person, and based on the biological structure that gives them effective sustenance” (Hernández *et al.*, 2018, p. 544). It means the ability to build knowledge.

In this research, students think that the activities applied in the cognitive dimension can be developed through communication with the interpreter, the families' support, and when they are alone with their deaf peers. On the other hand, parents think that in the cognitive dimension their children and adults,

through sign language, can learn, communicate, and integrate better with other people and be more resourceful when presenting. Teachers state that this dimension is developed with sign language when they begin to acquire knowledge in the other dimensions, and apply it in daily life.

Regarding the recommendations on improving performance in the cognitive dimension, students ask for more explanations about what they should do. They show preference for artistic and recreational activities and for actions that they can take with help of the interpreter. Parents suggest teachers be attentive to the inclusion and equal conditions with the entire community of students with hearing disabilities, more teachers with special education, and learning with specialized teachers. Teachers require training in didactics for working with deaf students, and agreements with external entities that support the comprehensive training of deaf communities for the acquisition of the Colombian Sign Language to engage families in educational dynamics and updated pedagogical practices. Mena *et al.* (2020) state that inclusive educational practices can be generated to guarantee successful trajectories for all students.

Table 2. *Systematization on the Communicative Dimension.*

Question	Students	Parents	Teachers
In which activities is it observed that students are developing the communicative dimension?	The interpreter helps me learn new words.	In sign classes, this is how they learn to communicate with other people, at home I understand some things.	They demand group work, in presentations, in the analysis or making of videos, in communicative interactions inside or outside the classroom, in the elaboration of narratives or explanations in sign language.
	When I meet my deaf friends, some of them know a lot about sign language.	When he has to make presentations, I see him looking for more things to make himself understood.	
	The teacher taught us quite a lot of sign language, because he is also deaf.	The other deaf children also help him to communicate, they teach him signs, some are swear words.	In class, in informal conversations, in presentations, in games...
	I learn with my deaf friends, and sometimes with videos I watch at home. But my parents hardly know sign language, and I can't practice.	Sign language helps him if he is with other deaf children.	Forming groups to work voluntarily with hearers.

Question	Students	Parents	Teachers
<p>What would you recommend for the communicative dimension to be better developed?</p>	<p>Sometimes, there are problems with hearing children because they are tired, and they do not understand what I want to tell them, and also some teachers do not understand me. It would be good if we all learned sign language, and my family too.</p> <p>That they do more activities where we have to present, so that they understand us.</p> <p>That they do more deaf only activities for us, so that we learn from those who know more.</p>	<p>That parents and family learn sign language so that they can communicate at school, and at home.</p> <p>Activities in which they have to share with the deaf and hearing students, so that they communicate with each other. More hours in sign language program for the deaf.</p> <p>More interpreters and language models, so that we all learn sign language and communication is easier.</p>	<p>Stimulating learning of sign language and written language from an early age... motivating parents, caregivers, and teachers to learn it.</p> <p>Classroom teachers are being assigned students with cognitive impairments, psychiatric problems, and we do not have the training to assist them.</p> <p>To establish a good curriculum for the subject of Colombian sign language.</p>

In the educational context, communication skills demand addressing the processes that lead to the establishment of rules, verbal and non-verbal expressions for interactions between different social subjects (Rodríguez *et al.*, 2019). In this perspective, students state that they develop the communicative dimension when the interpreter helps in learning new words, and communication with friends, and teachers who are deaf allows them to understand sign language, and interact better in their school environment. The attendees and parents state that in the institution they learn sign language, and they learn to communicate with other people, interact with other deaf children, and also with hearing people. Teachers show that deaf students develop their communicative dimension through group work, in presentations, the making of videos, communicative interactions, preparation of narratives or explanations in sign language, informal conversations, games and integration of work with hearers.

Regarding the recommendations to better develop the communicative dimension, students, parents, and teachers agree in learning and practicing sign language more to improve interaction with their deaf and hearing peers, including families, because some of them say that their family members do not understand them. In the same way, they suggest more hours in sign language program for the deaf, more interpreters, and language models so that everyone

learns sign language and communicate easier. According to Cavero (2021), deaf people should be guaranteed to be in the same conditions as hearing people to facilitate better communicative practices.

Table 3. *Systematization on the Affective Dimension.*

Question	Students	Parents	Teachers
How do the activities they perform in class help the development of the affective dimension?	<p>Teachers tell us what is right and wrong, we must correct ourselves.</p> <p>Children who are from higher grades tell us how we should defend ourselves so that we are not mistreated by hearing children.</p> <p>My family and teachers tell me how to behave and solve problems.</p>	<p>They participate in activities for deaf and hearing students, so that they say what they feel. When they share with deaf and hearing children, they gain greater confidence.</p> <p>There is support from teachers and the teacher when they observe something happening to them or when as parents, we tell them if something is happening.</p> <p>When each opinion, pace of learning and life history are valued.</p>	<p>In general, activities are more designed to develop the cognitive dimension.</p> <p>Our students from an early age have difficulty expressing their emotions due to the late acquisition of sign language.</p> <p>Participation in class with hearers shows them that there are no differences between them. This fosters independence and generates self-affection.</p>

Question	Students	Parents	Teachers
<p>What would you recommend for the communicative dimension to be better developed?</p>	<p>Making more outings to parks, that they make us workshops where we are all and that way we feel better.</p> <p>That they work more on discrimination, there are very rude hearing children.</p> <p>That they listen to us when we have problems. With a lot of support, treating us as normal people.</p> <p>That they show us more life stories of deaf people who have been able to be professionals.</p>	<p>To solve problems soon since when hearing children discriminate against them, they feel bad and sometimes do not want to go back to school.</p> <p>Not separating them from hearing children when there is a celebration of the day of the deaf. Only the deaf go to those activities, it should not happen.</p> <p>Having more teachers who learn sign language so they can know what they feel and think.</p>	<p>Establishing more cultural activities to show individual skills of the students.</p> <p>We demand more training in what the socio-affective dimension means, and how to develop it in our students.</p> <p>To do workshops with parents teaching them to handle the resources that we teachers develop so that they can integrate at home with school reinforcement.</p>

The “affective dimension” includes “The set of feelings, emotions and passions experienced internally by a subject when relating to the outside world” (Hernández *et al.*, 2018, p. 553). Students state that they develop this dimension when they are taught how to behave, solve problems, defend themselves if they are mistreated by hearing children, differentiate between good and bad, and express feelings. Family members consider that participation is favored to express their opinions and feelings so that they say what they feel and become more self-confident. Teachers stated that this dimension must be addressed more intensely since deaf students, from an early age, have difficulty expressing their emotions due to the late acquisition of sign language, and when they acquire it, they encounter an environment that does not understand their language or their needs.

Students recommend activities such as pedagogical outings, workshops with everyone, working more on non-discrimination so that they see them as normal people, and hearing for problem-solving. Families believe that activities can be further strengthened through the use of virtual tools for adolescent changes, working as a family to have better results, and having more teachers who learn

sign language to strengthen communication with deaf students about their feelings and thoughts. The teachers propose cultural events to show the students individual skills with greater orientation in the diversification of activities focused on the deaf and with teamwork, and workshops with parents so that they can integrate at home with school reinforcement. Peraza (2017) states that inclusive education responds to the needs of students and the requirements of the contexts.

Explanation of the Bicultural/Bilingual Educational Offer for Deaf People

To carry out the explanation of the OEBBS, the SWOT matrix (Strengths, Weaknesses, Opportunities, and Threats) was used. This matrix was a timely instrument to analyze the operation of the offer implemented at Establecimiento Educativo Distrital San Francisco in 2022. For this, the written project, the 2022 institutional self-assessment, and the improvement plan designed for 2023 were taken into account. In the same way, some findings of the focus groups made it possible to consolidate this matrix. In Table 4, the consolidated SWOT is reported.

Table 4. SWOT Matrix of the OEBBS.

Context	Favorable Aspects	Unfavorable Aspects
	1. Strengths	2. Weaknesses
Internal	<ul style="list-style-type: none"> -The institution's IEP specifies the requirements for students with hearing disabilities. -Classrooms for the deaf, in which students attend a special place for preschool and elementary school with an elementary school teacher and a deaf adult as a language guide. -From the 5th grade, deaf students are in an inclusive modality in regular classrooms with the communicative support of deaf interpreters and teachers and linguistic models in the areas of Spanish and sign language. -The institution has an interdisciplinary group for the care of deaf students. 	<ul style="list-style-type: none"> -Lack of spaces for families to socialize with teachers to create a work team that contributes to the comprehensive development of schoolchildren. -Some people in the school show disinterest and resistance to the inclusion of deaf people in the institution. -The difficulty of communication between deaf and hearing students is notorious and generates conflictive situations. -Because of delays in appointing an entire team that assists the deaf community, difficulties arise in providing assistance to students.

Context	3. Opportunities	Threats
External	<ul style="list-style-type: none"> -To motivate the educational community in learning Colombian sign language. -To establish curricula adapted to the educational needs of the deaf community and their performance in higher education. -To participate in events scheduled by public and private entities that encourage the inclusion of the deaf community. -To implement participation strategies of the educational community in evaluating the program. -To make teachers, students, and parents participate and develop a sense of community and inclusion. 	<ul style="list-style-type: none"> -Ignorance of public policy of inclusion which guarantees citizen participation and optimal educational development of the deaf community. -Reduction of budget from territorial entities for inclusion programs. -Lack of guarantee of appointments from the Secretary of Education to make a work team during the school year. -Lack of support from district entities in economic, health, and social insufficiencies of the deaf community of the locality for the displacement and permanence from institution to school.

Describing the perception of the effectiveness of the OEBBS, understood as the achievement of the objectives was possible (Gutiérrez, 2009). In this perspective, the observed teaching, learning, and communication activities, as well as the coexistence of the deaf population were essential in the decision to choose evaluative research in the OEBBS offered by the institution. This is to determine the effectiveness of these categories in the inclusive processes of the regular classrooms of the deaf youth of Cycle III, to the extent that in this cycle changes in the institutional organization are evidenced as they move from the specialized classroom to inclusion in the regular classroom. This generates new ways of learning, communication, and interpersonal relationships in young people.

Therefore, implementing quality inclusive education, in which teachers are linked and engaged in these processes based on effective training for them and adequate materials for their work has not yet been possible (Gallegos, 2023). In addition, collaboration in the training of their children and the State to allocate, execute, and control investment for public policies and programs is necessary for parents. Thus, strengths must be increased, opportunities must be exploited, and needs and immediacies must be addressed so that educational offerings can continue to contribute to the comprehensive development of deaf students. García and Vegas (2019) state that diversity must be considered as a challenge for the transformation of the ways of teaching and learning.

Conclusions

The Bicultural/Bilingual Educational Offer (OEBBS) for deaf students of the school under study promotes comprehensive training from the cognitive, communicative, and affective dimensions. According to the contributions of the participants (schoolchildren, parents, and teachers), the cognitive dimension is developed with learning different areas of knowledge, curricular adaptations made by teachers, acquisition of knowledge for daily life, and the execution of classroom activities. The communicative dimension is strengthened by learning new words, meetings with deaf students, mastering sign language, presentations, and group work. The affective dimension is developed when teaching on how students should behave and giving advice, with the promotion of their intervention in school experiences, and the integration of deaf students with hearing students.

The main weaknesses found in the OEBBS are the lack of cooperation between family and school, apathy toward inclusion, and the disinterest of educational actors in learning sign language. Programs and projects must be implemented to link the family and schools to join efforts to achieve a comprehensive training of deaf students that responds to their interests and needs. The threats dealing with lack of knowledge of inclusion policies, insufficient budgets, disinterest of families in the education of children, and scarce connection between the different entities of the State in assisting the deaf student population. The leadership of governments is required to design, support, and implement public policies that provide quality and warmth to these population groups.

On the other hand, people from OEBBS work team of the institution contribute to comprehensive training processes of deaf schoolchildren, but definitely interpreters are great facilitators for adaptation involving them in the regular classrooms. They generate learning spaces interpreting what was stated by the teachers, they also provide other explanations. In the same way, bonds of trust are created when students express their feelings and emotions so that they can interpret them to make other people understand what is happening. In the institution, there is recognition of gratitude to interpreters by family members, students, teachers, and teaching executives.

The research had some limitations, such as the lack of attention from families and the lack of participation in events scheduled by the school in evaluating processes. On the one hand, the greatest limitation of the deaf community is communication, due to poor learning of sign language by young people, poor understanding of questions, and, in some cases, shyness and low confidence. On the other hand, there were rescheduled meetings with deaf young people due to the absence of interpreters because they were involved in other activities. Finally, some regular classroom teachers were reluctant to participate in studies

to propose improvements in the OEBBS, expressing lack of knowledge to deal with this type of population and suggesting specialized classrooms.

With this research, subsequent studies can be carried out to lead the promotion of communication strategies of the deaf population to contribute to communication skills and the exchange of knowledge between the deaf and hearing populations. Another topic of study may be monitoring the enrollment of deaf young people into higher education and promoting knowledge of sign language as a strategy to improve coexistence of the deaf and hearing student community. On the other hand, the identity of the deaf is mentioned in several responses, however, the value they provided remained to be scrutinized. Research on families in the deaf community in the use of Colombian sign language in and out of homes can be conducted, and also on the relevance of education for deaf students. Regarding teachers, conducting research on training needs, the use of didactic strategies, and perceptions about the evaluation of inclusion students would be good.

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