

Educational inclusion in initial teacher training

Inclusión educativa en la formación inicial docente

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Johanna Patricia Bustamante Torres¹

Universidad Central del Ecuador, Ecuador

jpbustamante@uce.edu.ec

<https://orcid.org/0000-0002-5816-8856>

Esteban Rafael Bozano Rivadeneira²

Universidad Central del Ecuador, Ecuador

erbozano@uce.edu.ec

<https://orcid.org/0000-0002-2877-3211>

Carlos Fabián Izurieta Cabrera³

Universidad Central del Ecuador, Ecuador

cizurieta@uce.edu.ec

<https://orcid.org/0000-0002-7835-7072>

Abstract

The universalization of contemporary education has led to the recognition of the inclusive approach as a means to guarantee access and quality in education. Undoubtedly, a key element of educational inclusion corresponds to the training of qualified professionals to address diversity. Along these lines, this study aimed to determine the approach to educational inclusion in initial teacher training for the Language and Literature Pedagogy, Mathematics Pedagogy, and Psychopedagogy programs at the Faculty of Philosophy, Letters, and Educational Sciences of the Central University of Ecuador during the 2022-2023 academic period. The methodology was quantitative and descriptive. Two questionnaires were administered to one hundred and nineteen (119) ninth-semester students. The results showed a greater predominance of the inclusive approach to education in initial training for the Psychopedagogy program; however, it was recognized that each program demonstrates strength in addressing diversity based on the nature of their professional practice. In conclusion, it was determined that the three participating programs show variation in each dimension of the variables studied, according to student perceptions.

Keywords: Inclusive education, vocational training, teaching

Resumen

La universalización de la educación contemporánea ha conllevado al reconocimiento del enfoque inclusivo como un medio para garantizar el acceso y la calidad educativa. Sin duda, un elemento clave de la inclusión educativa corresponde a la formación de profesionales cualificados para brindar atención a la diversidad. En esta línea, este estudio tuvo por objetivo determinar el abordaje de la inclusión educativa en la formación inicial docente de las carreras de pedagogía de la Lengua y Literatura, Pedagogía de la Matemática y Psicopedagogía de la Facultad de Filosofía, Letras y Ciencias de la Educación de la Universidad Central del Ecuador en el período académico 2022-2023. La metodología fue de corte cuantitativo, de nivel descriptivo. Se aplicaron dos cuestionarios a ciento diecinueve (119) estudiantes de noveno semestre. Los resultados evidenciaron una preponderancia superior del enfoque inclusivo de la educación en la formación inicial de la carrera de Psicopedagogía; no obstante, se logró reconocer que cada carrera denota fortaleza en la atención de la diversidad con base en la naturaleza del ejercicio profesional. Como conclusión, se determinó que las tres carreras participantes evidencian una variación en cada dimensión de las variables estudiadas de acuerdo con la percepción del estudiantado.

Palabras clave: Educación inclusiva, formación profesional, docencia

Introduction

At the sociocultural level, inclusion is seen as a substantial factor in generating social change, given that it promotes equality among individuals and, therefore, generates progress in societies (Reales, 2005, as cited in Carmona et al., 2019). Along these lines, the inclusive approach to education has been positioned as a means to guarantee fair, equitable, and equal attention within the educational system. This perspective is based on an awareness of the diversity inherent in human beings and is directed toward respecting and celebrating the plurality and multiplicity of differences.

Contemporary educational inclusion has gained relevance today, becoming one of the main issues in public policy and educational practice worldwide. This shift in socio-educational focus to respond to diversity has made visible the realities linked to access, retention, and participation in teaching and learning processes, allowing us to understand that educational practice did not actually consider diversity as an essential axis for promoting social and cultural changes of respect, justice, and tolerance.

Thus, national and international regulations consider education a fundamental right and an inherent right of the human being (Ruiz, 2020). For example, Article 26 of the Universal Declaration of Human Rights (1948) states that the purpose of education shall be the full development of the personality and the strengthening of fundamental rights and freedoms; or the 2030 Agenda, which explicitly addresses educational inclusion in Sustainable Development Goal 4 (SDG 4), mentioning the need to guarantee inclusive, equitable, and quality education that promotes lifelong learning opportunities (United Nations, 2015). Based on this, the importance of this study was based on the responsibility of States to guarantee an inclusive school offering, emphasizing the socio-educational demand for qualified and trained teachers to address and respond to diversity.

Within this framework, the analysis of teachers' perceptions and attitudes toward inclusive education has demonstrated their acceptance of this approach; however, it is acknowledged that support is declining when it comes to engaging and promoting practices that foster genuine inclusive education in the classroom (Chiner, 2011, as cited in Castillo, 2021). In several previous studies, this reality has been attributed to the lack of teacher training in this area, mainly on topics related to "classroom diversity, school integration, and pedagogical strategies for students with special educational needs" (Castillo, 2021, para. 2).

In Ecuador, the Ministry of Education has made efforts to address issues that address the need for teacher training and awareness-raising processes regarding stereotypes and prejudices that hinder inclusive practice. However, despite the initiative from the public policy sphere, the reality in educational institutions continues to require the epistemological preparation of practicing teachers (Bedor, 2018).

Based on this background, this paper aimed to determine the approach to inclusive education in the training of future teachers. The interactive phase of the research was conducted at the Faculty of Philosophy, Letters, and Educational Sciences of the Central University of Ecuador. The analysis focused on the recognition of theoretical content and the development of competencies related to

inclusive practice among students enrolled in the final levels of preparation for programs that teach instrumental subjects, such as Language and Literature, Mathematics, and Psychopedagogy.

This approach is based on the appreciation of attention to diversity as an educational phenomenon that transcends academic content, encompassing the comprehensive education of students and promoting inclusion, respect for individual differences, and the creation of equitable learning environments that foster the personal and social development of all participants. In the case of Language and Literature, it was considered that improvements in teaching and learning processes are possible thanks to a multifaceted approach to didactics, an element that leads to the generation of resources for optimal teaching among students (Álvarez and Pascual, 2020). This fosters more engaging approaches to literary theory and practice, reinforced by elements that enable interaction with all students. On the other hand, Mathematics, being a subject linked to the exact sciences, challenges the strengthening of teachers' skills, since it requires not only a mastery of the theoretical concepts specific to the area, but also the ability to adapt them to different levels of logical-mathematical understanding and analysis, through the use of innovative methodologies that facilitate problem-solving, critical thinking, and the practical application of knowledge in real-life situations. Thus, mathematics allows for the assessment of each student's representative, associative, and categorical skills to support their learning process (Faragher et al., 2016, as cited in Otondo et al., 2022).

For this research, teacher development referred to an element in constant evolution, which involves the constant updating of pedagogical and didactic competencies, with the aim of responding to the changing demands of the educational environment and the needs of students, thus fostering reflective practice and continuous improvement in the quality of teaching. This supports the idea that teacher training responds to a professional development that fosters metacognitive skills, essential in educational practice (Bedor, 2018). It is worth mentioning that once professionals have completed their initial training, they constantly strive to update and improve their skills (Torres, 2021). Thus, teachers who have trained in the university setting under the principles of the inclusive approach are expected to direct their continuous professional development toward deepening this perspective.

From this perspective, it is essential to analyze teacher training in the country's university classrooms, which, in various fields, continues to develop skills and competencies linked to standardized pedagogical practices (Vega, 2021). The need to educate future teachers about inclusion and attention to diversity is becoming increasingly urgent (Hurtado et al., 2019). Therefore, the analysis in this article focused on determining whether education professionals from the aforementioned programs possess the necessary skills related to this dimension of 21st-century education.

The insights from this study were implemented by comparing the findings with national and international guidelines related to the topic. The subsequent conclusions promote the improvement of the quality of Ecuadorian higher education, with the expectation of serving as a basis for developing curricular proposals that consider the dissemination of inclusive culture, policies, and practices among future education professionals.

Methodology

2.1. General objective

The objective of the study was to determine the approach to educational inclusion in initial teacher training for the Language and Literature Pedagogy, Mathematics Pedagogy, and Psychopedagogy programs at the Faculty of Philosophy, Letters, and Educational Sciences of the Central University of Ecuador during the 2022-2023 academic year.

2.2. Data collection and processing

The methodology used to analyze the results was based on a quantitative approach and had a descriptive design, which allowed for the establishment of significant relationships between the variables and populations studied. Data collection was carried out through the application of two instruments using the Google Forms tool. The questionnaire for the initial training variable consisted of 32 items, distributed as follows: a) A filter item, assigned in dichotomous terms, which was intended to establish an inclusion criterion, determining whether participants received at least one subject associated with educational inclusion during their academic training; b) 21 items designed to identify elements associated with the training program, such as: curriculum plan (1-6), curriculum elements (7-15), and evaluation (16-21); c) 11 items for the establishment of the teacher development process, organized as follows: theoretical development (22-25), practical development (26-28), and praxis (29-32). The questionnaire for the variable Educational Inclusion consisted of 50 questions, distributed in: a) 20 items associated with the application of inclusive culture: legal regulations and public educational policy (1-9), diversity (10-15), inclusive values (16-20); b) 14 items that allowed establishing the frequency of application of inclusive institutional policies (21-33); c) 16 items directed to inclusive practices, distributed in: access elements (35-42) and adaptation of basic curricular elements (43-50).

2.2.1. Operationalization of variables

Initial teacher training. Process that incorporates a training program with the aim of achieving professional teacher development.

Table 1*Independent Variable: Initial Teacher Training.*

Independent Variable	Dimensions	Indicators	Sub Indicators	Techniques and instruments	Reagent
Initial Teacher Training	Training Program	Curriculum Plan	Curriculum Grid Learning Outcomes	Technique: Survey Instrument: questionnaire (32 questions)	(1-6)
		Curriculum Elements	Contents Methodology Teaching Resources		(7-15)
		Evaluation	Initial Formative Summary		(16-21)
	Teacher Development Process	Theoretical Development	Approach Knowledge		(22-25)
		Practical Development	Competencies		(26-28)
		Praxis	Pre-professional Practice		(29-32)

Note: The table summarizes the elements addressed by the instrument regarding the independent variable.

Educational inclusion. A process of addressing diversity that involves cultural elements, inclusive policies, and practices aimed at guaranteeing the rights of all students.

Table 2*Dependent Variable: Educational Inclusion.*

Independent Variable	Dimensions	Indicators	Sub Indicators	Techniques and instruments	Reagent
Educational Inclusion	Inclusive Culture	Legal Regulation and Public Education Policy	International National Government Policies	Technique: survey Instrument: questionnaire (50 questions)	(1-9)
		Diversity	Recognition of Diversity Valuation of Diversity		(10-15)
		Inclusive Values	Solidarity Respect Equity Tolerance Justice		(16-20)
	Institutional Inclusion Policies	Institutional Educational Plan [PEI]	Administrative Pedagogical Coexistence Security		(21-34)
	Inclusive Practices	Access Elements	Personal Infrastructure Technical Resources Technological Resources		(35-42)
		Adaptation of Basic Curriculum Elements	Grade 2 Adaptations Grade 3 Adaptations		(43-50)

Note: The table summarizes the elements addressed by the instrument regarding the dependent variable.

2.3. Population

The research was conducted with a total of 119 students enrolled in the ninth semester. Specifically, 19 students enrolled in the Language and Literature program, 37 in Mathematics, and 63 students enrolled in the Psychopedagogy program participated.

Table 3*Distribution of Students by Degree.*

Variables	Frequency	Percentage
Degree		
Language and Literature	19	16.0
Mathematics	37	31.1
Psychopedagogy	63	52.9
	119	100%

Likewise, of the total number of students, 51 individuals define themselves as male and 68 as female.

Tabla 4

Distribution of Students by Gender.

Variables		Frequency	Percentage
Gender	Male	51	42.9
	Female	68	57.1
Total		119	100.0

2.3.1. Inclusion Criteria

- Study the selected courses.
- Be a regular student.
- Having passed the curriculum of the degree up to the eighth semester.

2.3.2. Exclusion Criteria

- Be a student with carryover subjects (second or third registration).
- Students who do not consent to participate in the study.
- Not having completed the basic and professional unit of their training.

2.4. Psychometric qualities of the instruments

In order to have the psychometric qualities of the instruments, a scientific endorsement was sought by applying the statistical package for social sciences [SPSS-25].

To establish the internal consistency coefficient for the factors, Cronbach's alpha was applied. The initial pilot test yielded a reliability coefficient of ($\alpha = 0,62$) for the variable "Initial Training"; while the variable "Educational Inclusion of Diversity" obtained an alpha of ($\alpha = 0,67$). Both values correspond to a questionable level of reliability. Therefore, it was decided to adjust the scale of those questions that offered two response options, leaving all items on a Likert scale.

The aforementioned change resulted in a total reliability of ($\alpha = 0,96$) for the Initial Training variable. The Educational Inclusion of Diversity questionnaire had a reliability of ($\alpha = 0,92$), both values equivalent to a very high or excellent level of reliability.

Table 5*Cronbach's alpha coefficient.*

Variable	Cronbach's Alpha	Number of elements
Educational Inclusion	.924	50
Initial teacher training	.965	31

Results

3.1. Analysis of Results

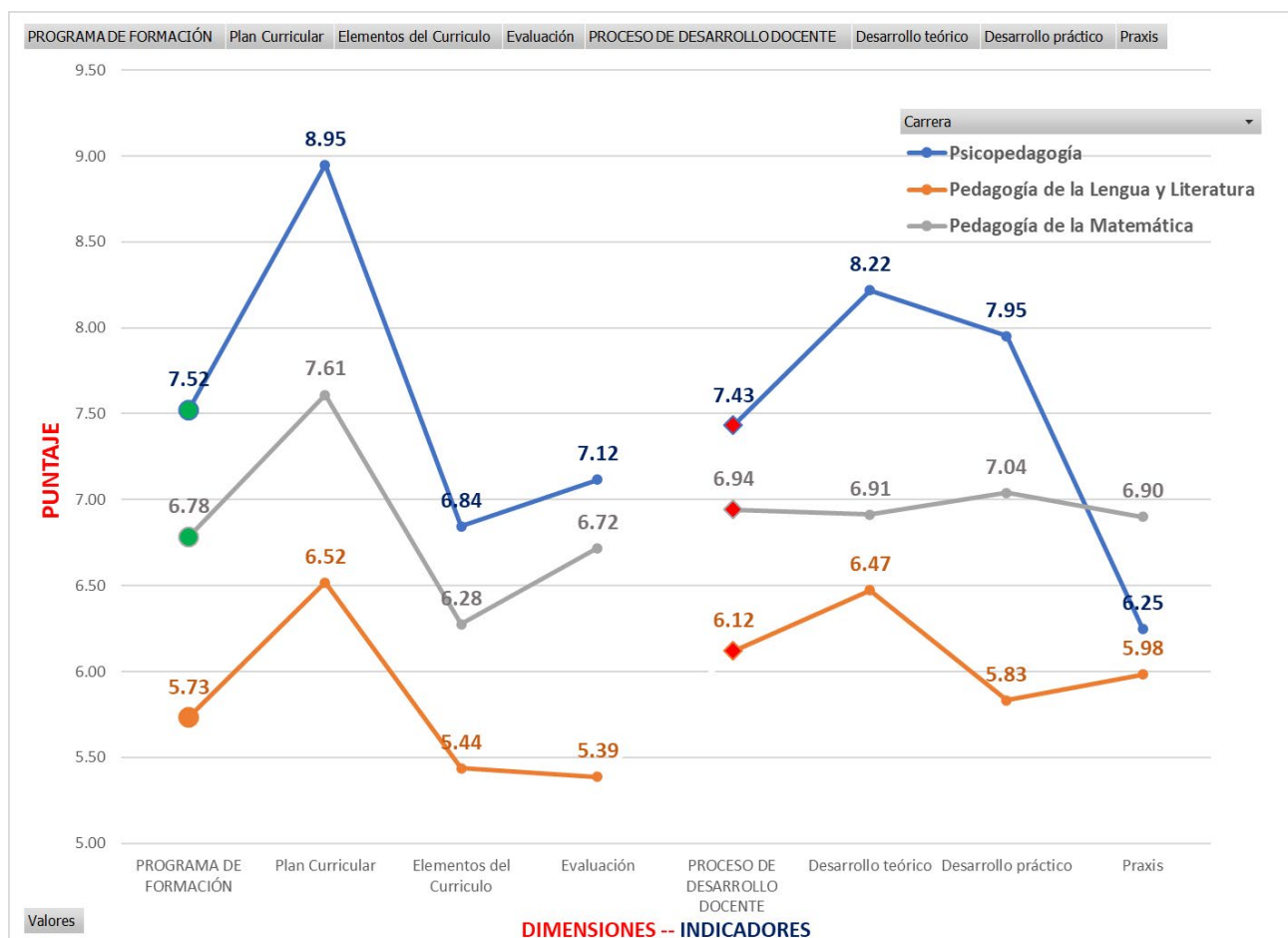
Figure 1*Initial Teacher Training in Participating Programs.*

Figure 1 shows the Psychopedagogy program, followed by the Mathematics Pedagogy program, and in third place, the Language and Literature Pedagogy program. Thus, in terms of the curriculum, the construction of the curriculum and the learning outcomes respond to the needs of society and promote the recognition of diversity. Furthermore, the curriculum elements - including content, methodologies, and teaching resources - promote inclusive culture and practices in

the classroom. Regarding assessment, various strategies are used for initial, formative, and summative assessments, which allow us to verify that the learning outcomes have been achieved in each subject. On the other hand, a similar picture emerges in the teacher development process dimension: the Psychopedagogy program shows a higher level of theoretical and practical development for understanding inclusive education from both theory and practice. While the practice level decreases considerably, appearing below the Mathematics Pedagogy program, suggesting that they have not had an adequate pre-professional practice process to apply and consolidate the reviewed theory in the classroom. Note that the Language and Literature Pedagogy program appears last in both dimensions, leading to the analysis that there is no true emphasis on inclusive education in the initial teacher training of this area.

Figure 2

Educational Inclusion in Participating Careers.

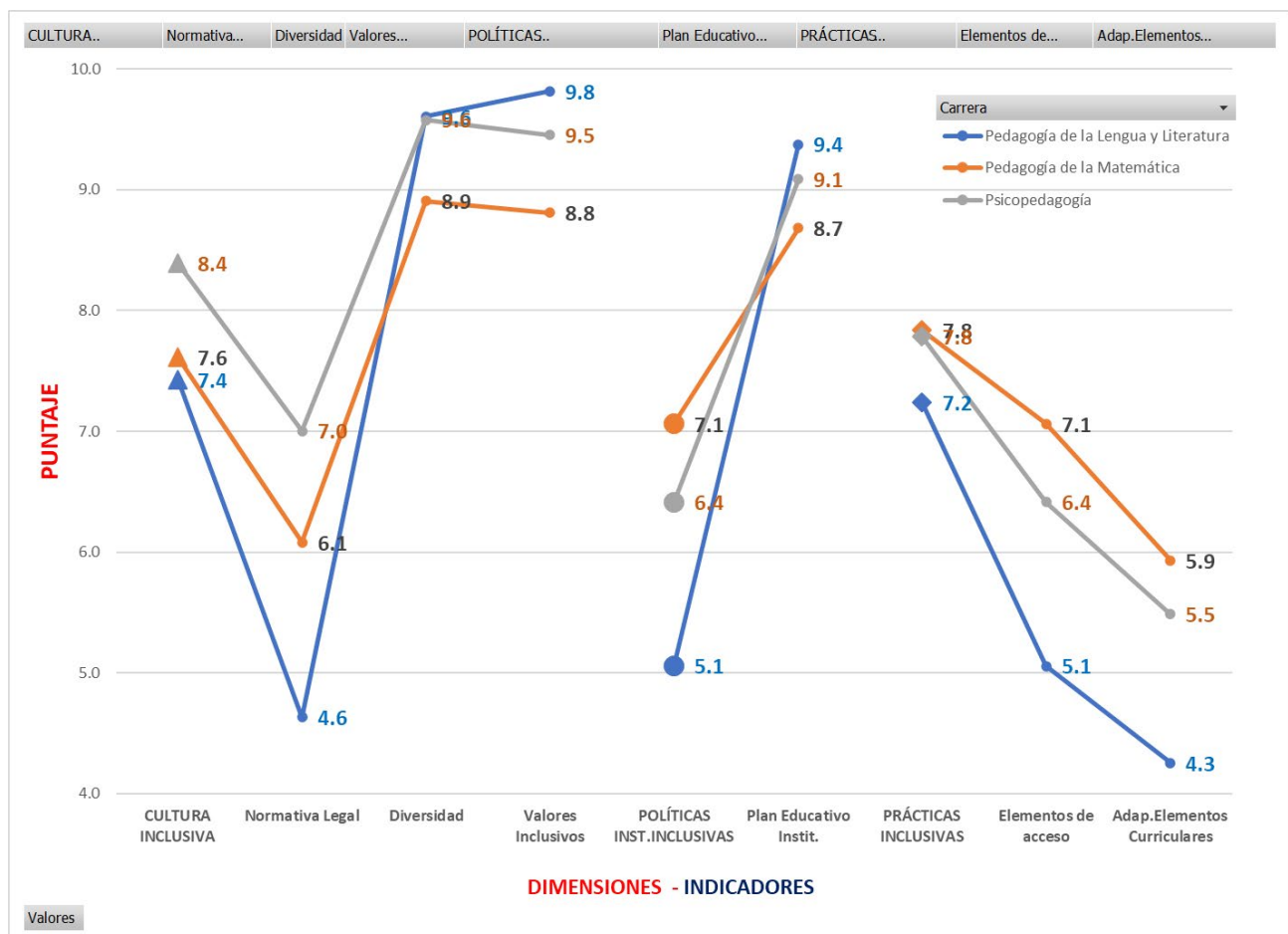


Figure 2 shows that the three programs present a variation in each dimension of the Educational Inclusion variable according to the student body's criteria. Thus, in inclusive culture, the Psychopedagogy program predominates, thus educational regulations and public policy are analyzed to the extent required by the training; in terms of diversity, it is considered fundamental from the valuation of heterogeneity; inclusive values, the understanding and implementation in

social interaction of respect, solidarity, equity, tolerance, and justice as the framework on which the inclusive approach is based, in this indicator the Pedagogy of Language and Literature program shows an increase, which may be due to the characteristics of sensitivity in its training. Inclusive Institutional Policies, the Institutional Educational Plan sets the line of teaching work since its construction and implementation for the benefit of the educational community. In this indicator, the Pedagogy of Language and Literature program shows a significant increase, which argues that the students of this program have been involved in its institutional application. Regarding inclusive practices, the Mathematics Pedagogy program shows an increase in the perception that access elements should be considered in institutions as elements of accessibility for diversity. Finally, adaptations of basic curricular elements, which are the immediate response that teachers must provide to diversity, show a significant decrease. This is because they are not implemented or used as a pedagogical approach within the curriculum or in pre-professional practice, but rather as a tedious administrative process.

3.2. Discussion of Results

Academic training to address diversity is and should be a priority within State educational policies in the face of the challenge of education for all (Ndembele and Hernández, 2020). Therefore, it is necessary for those involved in higher education to reflect on their role in vocational training, but more than that, in the training of people as tools for the production and transformation of increasingly complex and diverse societies, understanding that education demands actions aimed at valuing, respecting, and addressing the diversity of learners (Cala et al., 2021), without neglecting the teaching and administrative staff who work together daily to offer quality education. In this context, it is essential to understand that teachers must exercise a practical stance regarding inclusion in the classroom, transcending theory as the basis of academic training (Ramos, 2023); Therefore, the importance of a critical evaluation with respect to teacher training is highlighted, in order to create participatory spaces for analysis, adaptation and application of pedagogical and research strategies.

In this context, an inclusive approach is a continuous and dynamic process that involves a commitment to equity, social justice, and respect for diversity. By addressing diversity through increased support and participation, inclusive practices not only improve students' educational outcomes but also create a more cohesive and respectful academic community. Implementing an inclusive approach requires commitment, collaboration, ongoing training, and an adaptable and welcoming learning environment, but the long-term benefits for students, teachers, and society at large are invaluable. Therefore, an inclusive approach should be conceived as an element that enriches educational environments, but above all, in practice, the teaching and learning processes, thus promoting quality and compassionate education for all without exception. Inclusion is a process that allows diversity to be addressed through increased support and participation that teachers can provide in their students' learning processes, thereby reducing exclusion and segregation in the educational sphere (Rodríguez, 2019).

From this perspective, professionals must be aware that their educational work is critical, creative, and convergent, as it encourages active reflection in students and the construction of knowledge



in accordance with their contexts (Avelino and Cala, 2020). In other words, teachers must ground the teaching process in the reality of the contexts and characteristics of their students, within the framework of attention to and inclusion of diversity as a generator of positive synergies for the comprehensive well-being of each member of the educational community. Thus, the Mathematics Pedagogy and Language and Literature Pedagogy programs have a complex social responsibility regarding the attention to diversity, as they train professionals who must not only develop pedagogical and methodological competencies, but also sensitivity and recognition of heterogeneity to strengthen their teaching work (Rebolledo, 2018).

On the contrary, the Psychopedagogy program presents a higher level in Initial Teacher Training according to the criteria of the students, which is logical, since the program was created with the objective of strengthening the teaching and learning processes in addressing the needs of educational support at different levels of education, with a holistic, systemic, and intercultural vision for the continuous transformation of the national education system within the framework of educational inclusion, by addressing strategies for the promotion, prevention, detection, intervention, and monitoring of psychopedagogical difficulties. Based on this, develop and strengthen the skills and competencies of future professionals to address diversity within the educational system; in this framework, inclusive education is a relevant aspect of psychopedagogy, which obliges these professionals to work for the rights of people in vulnerable situations and those without it (Alcalá del Olmo and Leiva, 2021).

Conclusions

According to student opinions, the Psychopedagogy program excels in Initial Teacher Training, followed by Mathematics Pedagogy, and, in third place, Language and Literature Pedagogy. Psychopedagogy students perceive that their program is implementing a curricular plan that favors the recognition of diversity and encourages inclusive practices in the classroom, supported by assessment strategies that effectively validate learning outcomes. Regarding the Teacher Development Process, Psychopedagogy also leads in the theoretical and practical areas but suffers a significant decline in praxis, suggesting insufficient implementation of pre-professional practice. The Mathematics Pedagogy program presents an intermediate level, revealing strengths in some areas but with similar difficulties in consolidating professional praxis. Finally, the Language and Literature Pedagogy program ranks last in the study variable, indicating a deficit in the initial training of its students with an inclusive approach, highlighting the need for a review and analysis of the graduate profile and, consequently, of the curriculum to strengthen the role of the teacher in this area of knowledge.

The diversification of the dimensions of the Educational Inclusion variable among the three programs reflects substantial differences in student perceptions. The Psychopedagogy program leads in the Inclusive Policies dimension, standing out in the analysis of regulations and public policies in the education sector, as well as in the Inclusive Culture dimension due to its training that predisposes students to value heterogeneity. However, the Language and Literature Pedagogy program stands out in the promotion of inclusive values, likely due to its academic focus on social sensitivity. Regarding Inclusive Institutional Policies, this program also shows a notable increase, suggesting a more active training focus on the construction of the Institutional Educational Plan.

On the other hand, the Mathematics Pedagogy program stands out in the Inclusive Practices dimension, primarily in the need to implement elements of access to education. Despite the identified strengths, the Curricular Adaptations indicator shows a significant decrease in all three programs, suggesting difficulties in inclusive practice for future educators in responding effectively to diversity in specific situations. This predisposition reflects deficiencies in pre-professional training and practices, which limits their ability to implement modifications to curricular elements in a timely and efficient manner, highlighting the need to strengthen the academic process.



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