ORAL TRADITION LITERATURE, SOCIAL JUSTICE AND INCLUSIVE EDUCATION

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Abstract

A systematic review was carried out on the production and publication of research papers related to the study of the variable Literature of Oral Tradition, Social Justice and Inclusive Education under the PRISMA (Preferred Reporting Items for Systematic reviews and Meta-Analyses) approach. The purpose of the analysis proposed in this document was to know the main characteristics of the publications registered in the Scopus and WoS databases during the year and their scope in the study of the proposed variables, achieving the identification of 106 publications. Thanks to this first identification, it was possible to refine the results through the keywords entered in the search button of both platforms, which were *social justice* and *inclusive education,* reaching a total of 18 documents, excluding duplicates and those that did not meet the analysis criteria. These were analyzed to find out the relationship between the variables and how the Americas have advanced in the fight against corruption. Among the main findings, one of the factors taken into account through oral tradition literature to achieve inclusive education is the recognition of plurality and cultural differences evident in society. For them, the authors highlighted cultural expressions transmitted from generation to generation creating an environment ready for the generation of new knowledge by supporting the diversity identified in the community, which translates into social justice through an education that recognizes differences without exclusion.

Keywords: Oral Tradition, Literature, Social Justice, Inclusive Education.

1. Introduction

The transmission of knowledge through orality has been the teaching technique par excellence when studying tradition and explaining how at present historical facts not scientifically documented are known and affirmed, but that from one generation to another have been transmitted, avoiding passing into oblivion all the recognition to the ancestors and their knowledge in social issues. The inclusion of orality in the teaching processes ensures the acceptance of the differences found in social diversity, understanding the origin of communities, history, culture, folklore and others, and allows reducing the inequality gap, which represents a significant contribution to the search for social justice, away from discriminatory acts, equality in the fulfillment of rights, and for this specific case, a complete, quality education free of segregation, inclusive and efficient in its formative processes (Zemanate, Carvajal, & Imbachí, 2020). Empathy is fundamental in institutionalizing policies to ensure inclusive education and social justice. Therefore, the above-mentioned allows for knowing the individual motivations of each social group and, from this, the design of strategies that address all that knowledge transmitted historically through the literature of oral tradition and enhance these strategies from the educational management in order to provide attention to every one of the actors of society, with great emphasis on the most remote communities of the nations, including indigenous groups, racial minorities, among others that have traditionally been exposed to discrimination scenarios. The methodology adopted by the guidelines of inclusive education from an ethnopluricultural approach is aimed at inclusion in environments where students with different origins are academically developed (Asensio, 2018). This indicates that in the strategies to achieve inclusive education, recognizing the latent diversity in culturally rich countries is a priority, seeking to reduce the segregation of minority groups, thus guaranteeing the fulfillment of the Fundamental Right to education. The above is of great help in the search for social integration in the different groups identified to which the inclusion strategy is applied at the micro level. However, state policies urge educational institutions to adapt their teaching models to the generalized attention of all types of populations, including not only racial or ethnic differences but also people with disabilities, both physical and mental. To this end, talking about inclusion through oral tradition, the term *Oraliture* has been coined, where the concepts of orality, reading, writing and literature converge as a central axis within transdisciplinary strategies since it seeks through the transmission of tales, fables, stories, among others, to represent the origin of a culture and how its socialization achieves an important contribution in inclusive policies in education as a generator of social justice (Taborda & Jaramillo, 2016) This article has proposed the systematic review of the literature published in high impact journals indexed in Scopus and Wos databases during the period 2017-2021 from Latin American institutions, referring to the study of the Literature of Oral Tradition, Social Justice and Inclusive Education. The research works used for this analysis are processed under the Prisma modality, registering through tables and figures the titles of the publications that meet the proposed search criteria.

2. General Objective

To analyze from a bibliographic perspective, the production of high-impact research papers indexed in WoS and Scopus databases on the Literature of Oral Tradition, Social Justice and Inclusive Education from the PRISMA modality.

Methodology

The present research is of qualitative type, and according to Hernández et al. (2015), qualitative approaches correspond to research that perform the procedure of obtaining information to review and interpret the results obtained in such studies; for this, it performed the search for information in the Scopus and WoS databases using the words *social justice* and *inclusive education*. The works published during the period 2017-2022 are included (research works published during the first semester of 2022 are taken into account), likewise, those published from institutions affiliated with Latin American countries.

3.1 Research design

The research design proposed for this research was the Systematic Review, which involves a set of guidelines to carry out the analysis of the data collected, framed in a process that began with the coding to the visualization of theories (Strauss & Corbin, 2016). On the other hand, it is stated that the text corresponds to a descriptive narrative because it is intended to find out how the levels of the variable affect; and systematic because after reviewing the academic material obtained from the scientific journals, the theories on knowledge management were analyzed and interpreted (Hernández et al., 2015).

The results of this search are processed as shown in Figure 1, which expresses the PRISMA technique for identifying documentary analysis material.
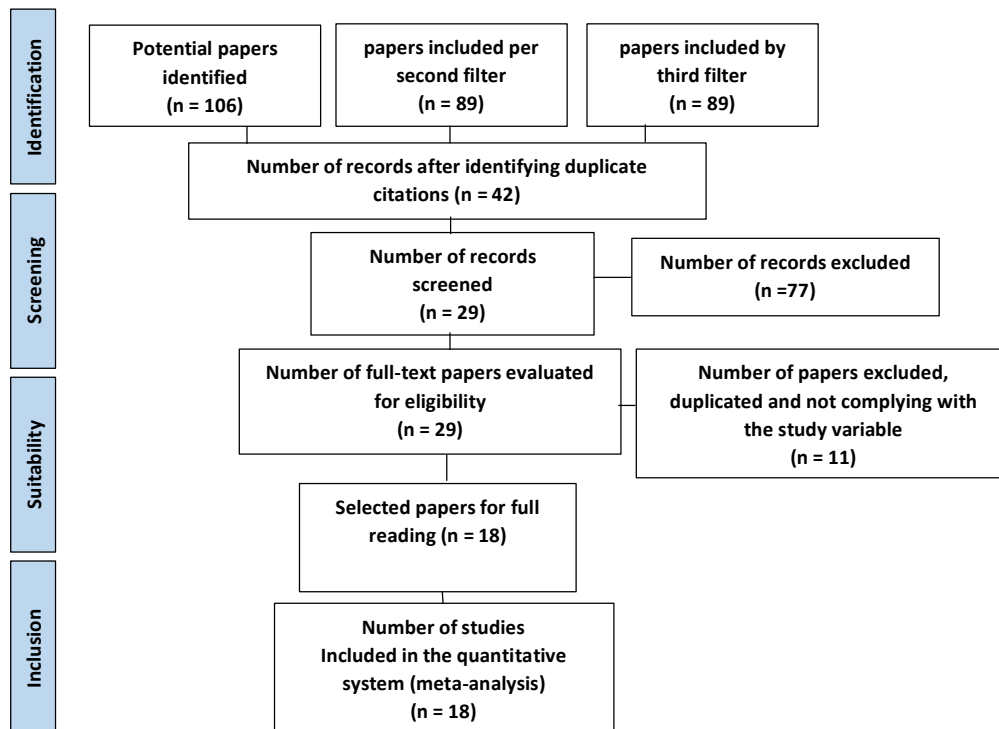

Figure 1. Flow diagram of systematic review performed under PRISMA technique (Moher et al., 2009).
Source: Own elaboration; based on the proposal of the Prisma Group (Moher et al., 2009).

4. Results

Table 1 shows the results after applying the search filters related to the methodology proposed for this research after recognizing the relevance of each referenced work.

No.	TITLE OF THE RESEARCH	AUTHOR/YEAR	COUNTRY	TYPE OF STUDY	INDICATION
1	*Policies for achieving inclusion in higher education*	Salmi, J., & D'Addio, A. (2021).	CHILE, FRANCE	QUALITATIVE	SCOPUS
	Supports for the quality of life of schoolchildren with and without disabilities: Literature review.	Sánchez-Gómez, V., López, M., Amor, A.M., Verdugo, M.Á. (2021).	CHILE, SPAIN	QUALITATIVE	SCOPUS
	Inclusive leadership: Good managerial practices to address cultural diversity in schools	Gómez-Hurtado, I., Valdés, R., González-Falcón, I., & Vargas, F. J. (2021).	CHILE, SPAIN	QUALITATIVE	SCOPUS
	Augmented reality as a sustainable technology to improve academic achievement in students with and without special educational needs	Badilla-Quintana, M. G., Sepulveda-Valenzuela, E., & Salazar Arias, M. (2020).	CHILE, UNITED KINGDOM	QUANTITATIVE / QUALITATIVE	SCOPUS
5	*The pedagogical dimension of equity in higher education*	Laya, M. S. (2020).	MEXICO	QUALITATIVE	SCOPUS
	Transforming reading spaces. A critical and inclusive perspective of contemporary reading practices	Ocampo-González, A., & López-Andrada, C. (2020).	CHILE	QUALITATIVE	SCOPUS
	Interview with patricia hill collins on critical thinking, intersectionality and educational: Key objectives for critical	Gonzalez, A. O., & Collins, P. H. (2019).	CHILE	QUALITATIVE	SCOPUS

	articulation on inclusive education			
	Inclusive education and democracy	Gaete, A., Luna, L. (2019).	CHILE	QUALITATIVE	SCOPUS
	Towards an inclusive teaching in Higher Education: Analysis of one's own teaching practice as an improvement tool.	Sobrero, V. (2018).	CHILE	QUALITATIVE	SCOPUS
	Learning, Inclusion and Social Justice in Multicultural Educational Environments	Jiménez Vargas, F., Lalueza Sazatornil, J. L., & Fardella Cisternas, C. (2017).	CHILE, SPAIN	QUALITATIVE	SCOPUS
	Information and Communication Technology as Tools for Inclusive Education Systems in Elementary Schools	Reyes Chávez, R., & Prado Rodríguez, A. B. (2020).	MEXICO	QUALITATIVE	WOS
	SCHOOL LEADERSHIP COMPETENCIES AND PRACTICES FOR INCLUSION AND SOCIAL JUSTICE	Morales, RV and Gomez-Hurtado, I (2019).	CHILE, SPAIN	QUALITATIVE	WOS
	SOCIAL INEQUALITIES AND INCLUSION IN EDUCATION: EXPERIENCES OF THE VENEZUELAN RESISTANCE	Ruiz, SHC and Villasmil, EJ (2021)	VENEZUELA	QUALITATIVE	WOS

Policies of Educational Inclusion: The Challenge for Honduran Public Universities	Paz-Maldonado, E., & Silva-Peña, I. (2021).	HONDURAS	QUALITATIVE	WOS
Inclusion, accessibility and permanence: the right to higher education for people with hearing impairment	Sartoreto de Oliveira Martins, S. E., & Napolitano, C. J. (2017).	BRAZIL	QUALITATIVE	WOS
SYSTEM FOR DECISION-MAKING IN THE APPLICATION OF THE PRINCIPLE OF INTERCULTURALITY THROUGH A HIERARCHICAL ANALYTICAL PROCESS AND ITS APPLICATION TO EDUCATION	Benalcazar, MB; Posso, AC; Martinez, TC ; Valencia, DC (2021)	ECUADOR	QUALITATIVE	WOS
Augmented Reality in Educational Inclusion. A Systematic Review on the Last Decade.	Quintero, J., Baldiris, S., Rubira, R., Cerón, J., & Velez, G. (2019).	COLOMBIA, SPAIN	QUALITATIVE	WOS
The long road to achieving equity: Job accessibility restrictions and overlapping inequalities in the city of Sao Paulo	Slovic, A. D., Tomasiello, D. B., Giannotti, M., de Fatima Andrade, M., & Nardocci, A. C. (2019).	BRAZIL	QUALITATIVE	WOS

Table 1. List of articles analyzed
Source: Own elaboration

4.1 Co-occurrence of words

Figure 2 shows the relationship between the keywords used to search the study material for elaborating the systematic analysis proposed for the present research.
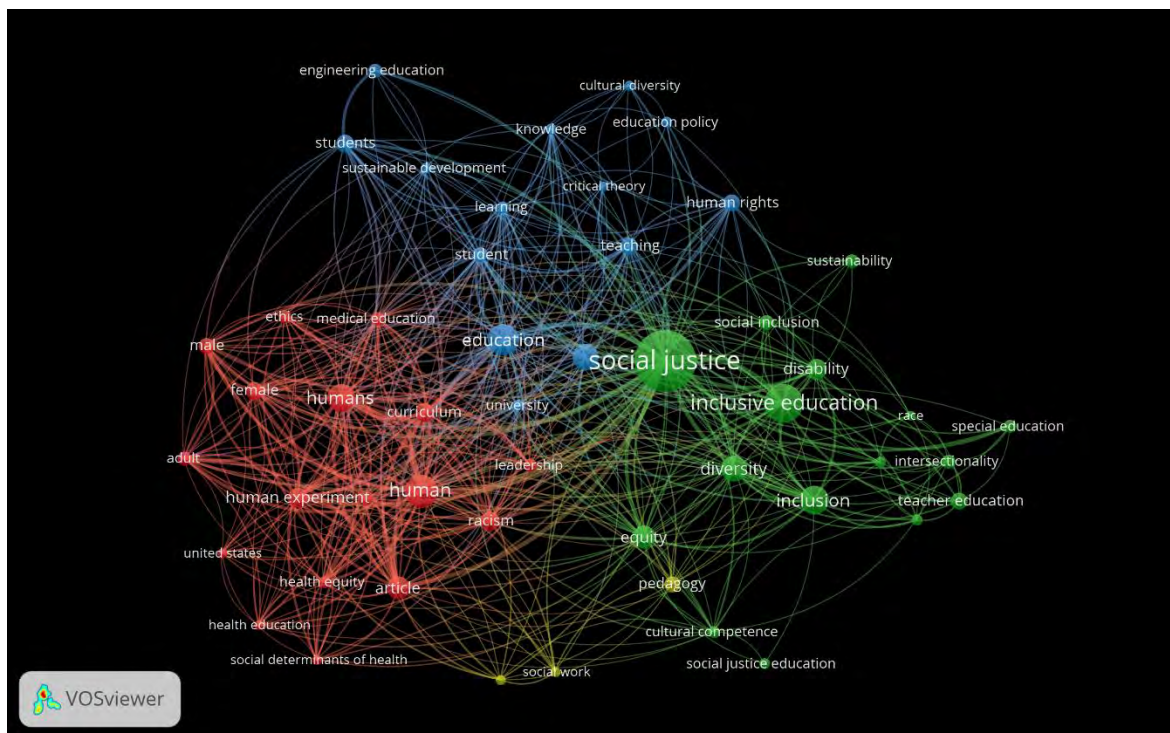

Figure 1. Co-occurrence of keywords.
Source: Own elaboration

Social Justice was the most frequently used keyword in the study of oral tradition literature and inclusive education. The research associated with this variable form the main subset of published research around Social Inclusion, Disability, Sustainability, Inclusion, Inclusive Education, Cultural Competence, Special Education, and Equity, demonstrating how the authors' approach is relevant to the objective set out in this article. The line of research that seeks to make known findings on Social Justice through an Inclusive Education based on recognizing the latent ethnic and cultural diversity in Latin America is evidenced. On the other hand, the keyword Education also leads a subset of research related to pedagogical aspects supported by variables such as Learning, Teaching, Educational Policies, Students, Cultural Diversity, Human Rights and Knowledge, which allows inferring that the development of the research was based on the study and analysis of the current educational management and how inclusion has been handled through pedagogy and diverse techniques in the teaching-learning process. The above-mentioned allows for ratifying the relevance of the research identified through the search in Wos and Scopus to know the position of different authors affiliated with Latin American institutions regarding the study of the Literature of Oral Tradition for Social Justice and Inclusive Education.

4.2 Discussion

The purpose of this article was to analyze, from a systematic perspective, the contribution of the authors through their publications to the study of the practice of the Literature of Oral Tradition and its contribution to the construction of Social Justice through Inclusive Education, as shown in the article entitled "Policies to achieve inclusion in higher education" (Salmi & D'Addio, 2021), whose objective was to review current knowledge on policies to promote equity in higher education and what is known

about the effectiveness of various policies, based on experience in various parts of the world. It begins with a review of the definitions of underrepresented groups in higher education, which can be considered "equity target groups." The study highlights the work of the State in allocating budgets for scholarships and subsidies that encourage inclusion in the educational system, thus guaranteeing access to academic training to communities living in poverty and extreme poverty, as well as to remote and rural communities, among others. In this way, the inclusion of oral tradition literature strategies as a support in the identification of cultural differences that allow the adaptation to a non-traditional teaching system is also highlighted, as it has been pointed out in the research work entitled "Learning, Inclusion and Social Justice in Multicultural Educational Environments", whose purpose was to carry out a study on the use of oral tradition literature as a support in the identification of cultural differences that allow the adaptation to a non-traditional teaching system (Jiménez et al., 2017), the purpose of which was to carry out an ethnographic observational study conducted in a public school in the metropolitan area of Barcelona, this research analyzes two systems of educational activity in the same academic context: teaching-learning processes based on traditional approaches and teaching-learning processes modeled on the Fifth Dimension (5D). The study manages to demonstrate that, through the integration between curricular content and cultural traditions, it is possible to achieve academic objectives with greater success, basing academic activities on the inclusion of the cultural references of the participants in the teaching-learning process. In this way, social barriers are eliminated and identified obstacles that do not allow guaranteeing quality education to minorities traditionally excluded by society are minimized. This integration is achieved thanks to implementing strategies based on oral literature. It is important to highlight which tools are used in the process of inclusion of these tradition strategies, as mentioned in the article entitled "Information and Communication Technologies as Tools for Inclusive Educational Systems in Basic Schools" (Reyes & Prado, 2020), to present a series of technological tools at the service of the transmission of oral tradition literature, and how by digital means it is possible to impart knowledge based on the experience and experiences of different communities, facilitating the teaching-learning process supported by ICT, showing in this way, a great advantage of technological advances to provide greater reach and coverage in education. One of the main contributions of this review was verifying the efficiency and importance of technology in the educational system since it benefits a large percentage of the population living in unfavorable conditions to access educational institutions.

Supporting the above, it was possible to identify the research work entitled "Augmented Reality in Educational Inclusion. A systematic review of the last decade" (Quintero et al. 2019), whose objective was to describe the current status of the use of augmented reality as an educational technology that takes into account the needs of all students, including those with disabilities. The review highlighted that the population participating in the published studies belongs to groups of students with different impairments (hearing, visual, motor or cognitive) and minorities (ethnic, vulnerable). Now, regarding the use of augmented reality to support the training process of the population with disabilities, it is of great help as it produces motivation, interaction and generation of interest on the part of the student. However, few frameworks for the attention to diversity in education were reported, and no model and methodology in inclusive education was considered in the studies. This represents an opportunity for the scientific community to evaluate the integration of ethnic, cultural and other differences in teaching methodologies based on oral tradition literature as a fundamental tool for integrating a multicultural society with a variety of ethnic origins and diversity, such as the Latin American society.

5. Conclusion

This review article concludes by highlighting the importance of knowing the updated state of the bibliography published in databases such as Scopus or WoS, referring to the study of the practice of Oral Tradition Literature as a tool for the construction of Social Justice through Inclusive Education, and how educational institutions in Latin America, appropriate the cultural contribution of minorities, to pedagogical strategies in recognition of the latent differences between a society characterized by the diversity of ethnic, racial, cultural origins, among others. The above build a society free of

discrimination in compliance with the Fundamental Rights contemplated in the existing Political Constitution of the Latin American States, defended in the same way by the United Nations Organization. Most of the research works analyzed in this review article have been supported in the study of cases of inclusion of minorities in the educational system through the understanding of their ethnic and cultural origins transmitted from generation to generation as a fundamental tool in the construction of social justice, managing to propose the reduction of the latent gap in countries such as Latin American countries, marked in many cases by high rates of poverty and inequality. It has even been suggested the importance of maintaining strategies on the part of Educational Management, which rely on the knowledge delivered by the ancestors in indigenous communities, for example, as a basis for the design of pedagogical material to which all students can have access, thus nurturing the recognition of the diversity evidenced in the different cultures in these countries. That said, it is also important to note that research in this area is still scarce and limited in scope, which represents a great opportunity for the scientific community to explore large amounts of useful information for the generation of new knowledge regarding the transmission of knowledge and its use as oral tradition literature, generating inclusion in the educational field, as one of the most important pillars for the construction of equity, equality and social justice.

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