



RESEARCH ARTICLE

SOCIAL INCLUSION OF PEOPLE IN SITUATION OF DISABILITY

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ABSTRACT

This article is derived from the project titled "Processes of inclusion through Social Pedagogy in a group of basketball players in wheelchairs in the municipality of Tuluá". Its main objective is the comprehension of the social inclusion processes, it is a work with mixed methodology that used methods of quantitative and qualitative approach, that allowed the interpretation of the subjects' experiences . It was considered that in order to advance in social inclusion it is necessary to develop training processes in civic culture. The population object of study included nine athletes, from the wheelchair basketball modality, from the Vida Independiente Club of the municipality of Tuluá, Valle del Cauca, Colombia; who in this process carried out their sports practices in the university campus of the Central Unit of Valle del Cauca UCEVA. An inclusion intervention strategy was applied through Social Pedagogy and it was possible to develop abilities for participation in social processes and in the construction of public policies in these sportsmen focused on the population in situation of disability.

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INTRODUCTION

This article allows to describe the development of an intervention strategy based on Social Pedagogy that strengthens the inclusion processes in a group of wheelchair basketball players in the municipality of Tuluá. Taking into account the need to contribute to the understanding and appropriation of civic culture, besides understanding how sports can change the quality of life of these people and become a socio-cultural space to energize the processes of social inclusion. The reflection was oriented by the following question: How are the processes of social inclusion manifested during a process of intervention with Social Pedagogy in a group of wheelchair basketball players in the municipality of Tuluá? The research focuses on the concept of social inclusion and social exclusion, because the people who are experiencing intense abuse the most, are the people with disabilities: The National Statistics Department, DANE, in the 2005 Census reports that more than 6% of people in Colombia have any kind of disability, and 77% of families with a person with a disability belong to the poorest status and do not have access to main social services, which entails that disability is the cause and effect of poverty; the disabled person and his/her caregiver are excluded from the labor market, have higher family

expenses and fewer access opportunities. (National University of Colombia, 2012, p.1) According to statistics, in Colombia the national average of people with permanent limitations is 6.3% (National Administrative Department of Statistics DANE, 2005). The disabled population is unprotected at the moment of wanting to excel in a society where many of their rights are still being violated. The wheelchair basketball athletes of the municipality of Tuluá and according to interviews carried out in the pioneer project, from where the need to emphasize the characterization and understanding of the processes of social inclusion emerges, evidence that there are problems of exclusion in this population. It is important to analyze problems related to this issue, which in one way or another do not allow a municipality, a department and a whole country to see the importance of including them in processes of building scenarios in favor of the development of a nation. Overcoming poverty without education seems impossible, thus, while 7% of Colombians are illiterate, people with disabilities who cannot read or write represent 22% and less than half of that population reaches, at most, some primary basic training level 46.8%; only 5% of them reach higher education. (Rojas, 2013, p.9) Besides the understanding of the inclusion process, it was also necessary to promote in this population the appropriation of laws, regulations and public policies that protect their rights, one of the most violated rights refers to employment opportunities for people with disabilities, in the actual national context the problematic is evident: Unemployment is one of the main problems affecting this

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population. About 70% of people with disabilities are unemployed or excluded from the workforce. According to official records, 4.1% of the population over 10 years of age are looking for work and those who are working are mostly men. Regarding health services, although 70% of people with disabilities are covered, the offer of services is not adequate. An evidence of this, is that something as basic as a wheelchair is not included in the mandatory health plan, even though it is a fundamental asset for its integrity, dignity and autonomy, reason why legal actions are to be taken, as it is described in the explanatory document (Rojas, 2013, p.9) 15.0% (103,741) of people aged 10 and over are working, 4.2% (28,643) are looking for work and 10,460 out of these, and have people in charge. The economic activity of those who are working is mainly agricultural and of services. It is striking, the fact that 66.2% of this people who are working are men, and 33.8% are women; what may suggest that for women there are greater difficulties when getting a job or that women in situation of disability perform other activities such as staying at home (...) 95.1% (636,542) of people have not received any training for work after having acquired their disability. (Saldarriaga Concha Foundation, 2009, p.75)

Through the awareness of the processes of inclusion in a group of wheelchair athletes in the municipality of Tuluá belonging to the Vida Independiente Club, it was sought to make an educational contribution, so that these people could defend their rights and to ensure the progress of this population sector, which is part of a country with more than forty-seven million inhabitants and where there is a high percentage of the population in a situation of disability. The Ministry of Health and Social Protection (2016) based on the records of the National Administrative Department of Statistics (DANE by its acronym in Spanish) presents in its reports of Registry for the Location and Characterization of Persons with Disabilities (RLCPD by its acronym in Spanish) 1'265,328 people registered with disability (2.6 %) of the total Colombian population. (Ministry of Health and Social Protection, 2016), however, there is no precision in the data because Colombia's observatory of disability mentions in one of its documents "In Colombia, according to the Census of the National Administrative Department of Statistics (DANE) of the year 2005 there are 2,624,898 people with disabilities which is equivalent to 6.3% of the total population ". (Gómez, Avella & Morales, 2015, p.274).

In the exercise of interpretation and understanding of the processes of social inclusion, five categories of analysis emerged: the wheelchair basketball, public policies, human rights, civic culture and victims of violence in situation of disability. Each of them was theorized as well as the contribution of Social Pedagogy in processes of social inclusion. The processes of social inclusion of the population in a situation of disability could change, when educators visualize education as a tool for social development and that the capacities are not measured by the physical limitations alone, but, to take into account the human being as a whole, as a member of the society. One of the aims of education is to stand up for the right to education on equal terms to guarantee access to knowledge, science, technology and other goods and values of culture, to eradicate illiteracy and to grant this right to people with limitations. (National Constituent Assembly [articles 67 and 68], 1991) The Social Pedagogy is an interdisciplinary field of study that through educational processes of intervention contributes to the construction of civic culture, to the improvement of the quality of life and

well-being of the people, especially those who are in vulnerable scenarios more specifically the disability situation. In this type of intervention processes professionals from different disciplines interact that comprise their knowledge background through a shared interest, taking into account that Social Pedagogy has as its foremost commitment is to: Act on social change, improving the conditions of people and specific groups in situations of difficulty, conflict or risk and/or the population in general ("normalized" or "integrated") in a so complex and changing society, especially when the traditional educational pathways turn insufficient for participation, prevention, training, communication, integration (...) It is human rights protection, covering the whole period of human existence , from the perspective of education and throughout life. (Añaños, 2012, p.133)

MATERIALS AND METHODS

The approach used in this research is mixed, because it articulates methods of the quantitative approach (a diagnostic survey) and the qualitative one, having a great relevance the narrative method that allowed the interpretation and understanding of the processes of social inclusion through the stories of the experiences vital of a group of wheelchair basketball players. Nine interviews, a focus group were used as instruments for data collection as well as the registry obtained from 6 pedagogical workshops. In line with the stories importance of the stories told by the athletes in disability situation from the Vida Independiente Club of the municipality of Tuluá, Valle del Cauca - Colombia, some contributions on narrative research by Bolívar & Domingo (2006) are taken into account for this study: It makes possible to represent a set of dimensions of the experience which formal research leaves behind, without being able to express relevant aspects (feelings, purposes, desires, etc.). This highlights the value of experience and accumulated knowledge, which - as Bruner defended - is integrated into knowledge and made public in the narrative and it is argued that when counting and writing a case, there is a greater degree of awareness and elaboration thereof. (p.32) The narrative method enriched the process of information collection and the approach to the subjects' daily lives. For the process of reduction of information obtained from interviews, focus groups and pedagogical workshops, content analysis was used in the reflection of meanings and significance. The application of the content analysis (Rodríguez, 2003) involved the construction of grids and the development of five moments: 1) Separation in registration units, 2) Categorization, 3) Codification 4) Inference and 5) Saturation of information. In the systematization of quantitative information, a descriptive statistic was used, in order to complement the analysis and to obtain necessary data in the interpretation and understanding of the object of study.

Intervention proposal

A pedagogical proposal was made and it describes the interventions step by step, which corresponds to an educational strategy that contributes to the development of social inclusion processes.

RESULTS

The results of the intervention were obtained from the analysis of each one of the categories, some of the results that the research yielded are briefly described below

Chart 1. Proposed intervention in social inclusion processes for wheelchair basketball players

Theme	Methodology	Objective	Didactic help and resources
Week 1 Social inclusion processes Diagnosis.	Open dialogue. Individual interview	Identify individual inclusion problems that are established on the research subjects.	Presentation and individual interview for diagnosis. Audio and video recording. Group dynamic.
	Focus group	Understand in groups, social inclusion needs that are established from subjects of study.	Focus group questions and spontaneous participation of the subjects. Audio and video recording Video presentation on social inclusion.
Week 2 Social inclusion processes Diagnosis.	Survey	Understand individually, which fundamental rights for people with a disability, the subjects of study know.	Individual survey. Audio and video recording Group dynamic.
	Pedagogical intervention strategy Presentation.	To present in groups the pedagogical strategy of intervention	Presentation form and intervention schedule
Week 3 Law 1145 of 2007 study "by means of which the national disability system is organized and other provisions are decreed"	Pedagogical workshop	Strengthen social inclusion processes based on the Colombian and international legislation	Lecture given by the investigator. Clipboards, pen and paperwork handout. Law 1145 of 2007 photocopyable material. Group dynamic.
	Pedagogical workshop.	Strengthen social inclusion processes based on the Colombian and international legislation	Use of clipboards, pen and paperwork handout. support videos on social inclusion Reading about the Convention on the Rights of Persons with Disabilities. discussion
Week 4 Self-assessment on law 1145, Introduction to the International Convention on the Rights of Persons with Disabilities (United Nations, 2006)	Pedagogical workshop.	Strengthen social inclusion processes based on the Colombian and international legislation.	Clipboards, pen and paperwork handout. support videos on social inclusion Reading: law 1346 of 2009. Group dynamic.
	Pedagogical workshop.	Strengthen social inclusion processes based on the Colombian and international legislation.	Clipboards, pen and paperwork handout. support videos on social inclusion Reading: law 1346 of 2009. Group dynamic.
Week 5 Law 1346 of 2009 "by means of which the Convention on the Rights of Persons with Disabilities, adopted by the General Assembly of the United Nations on December 13, 2006, is approved."	Pedagogical workshop	Strengthen social inclusion processes based on the Colombian and international legislation.	Clipboards, pen and paperwork handout. support videos on public policy Reading about public policy. Group dynamic.
	Pedagogical workshop	Strengthen social inclusion processes based on the Colombian and international legislation.	Clipboards, pen and paperwork handout. support videos on public policy Reading about public policy. Group dynamic.
Week 6 Continue Law 1346 of 2009 "by means of which the Convention on the Rights of Persons with Disabilities, adopted by the General Assembly of the United Nations on December 13, 2006, is approved." and short introduction on Law 1618 of 2013. Public policies	Pedagogical workshop	Provide theoretical - conceptual elements for participation in public policy building processes, with theoretical foundations that contribute to the matter. Elaboration of thematic axes (first step: public agenda) to present a municipal public policy proposal on disability.	Clipboards, pen and paperwork handout. support videos on public policy Reading about public policy. Group dynamic.
	Focus group	Deliver the training strategy in social inclusion, evaluate progress in this training process and take into account recommendations coming from the participants.	Conversation / Compilation of proposals. Audio and video recording Visual aids - slides. Evaluation of the process. Group dynamic.
Week 7			
Week 8			
Week 9			
Week 10			

Social inclusion and civic culture: After the intervention process, the desire of the research subjects to defend human rights not only personally but generally was evident, the fact that developed a great impact in the group was the solidarity and union that these athletes on disability situation have; who have somehow demonstrated the improvement skills they have, recognizing that they are not only subjects of rights but subjects that are part of a society they want to be more inclusive day to day, and that provides equal status and possibilities for their well-being and integral development. It is important to take into account that in the last decades there have been discussions about social inclusion, on the basis of the exclusion that these people have lived and who throughout history have been denied equal treatment along with being discriminated. Then, it is where the need to create mechanisms that defend human rights arose, based on the regulations of each country to protect this population. All the factors included in discrimination and exclusion, varied as they are in origin and nature, have merged to turn the problem of discrimination and exclusion into one of the crucial issues of contemporary international politics and of the domestic politics in many countries, as it affects various social groups such as indigenous groups or, in general, certain racial groups, women and people with disability situation. (Priante, 2003, p.8)

In Colombia social inclusion is based on Law 1618, 2013, which states that:

It is a process that ensures all people to have the same opportunities, and the real and effective possibility of accessing, participating, relating and enjoying a good, service or environment, along with other citizens, without any limitation or restriction due to disability, by means of concrete actions that help improve the quality of life of people with disabilities. (Congress of the Republic [law 1618], 2013) For a society to advance in social inclusion it is necessary to approach training processes in civic culture and requires not only training from educational institutions, but also through educational intervention strategies in communities and especially with populations in situations of disability, as in this case specific. Through a search from pedagogical theory, it is found in social pedagogy, a free way to develop educational processes with communities outside the formal education context, in terms of interdisciplinary intervention strategies that combine efforts of different sectors (health, education, media, security forces, financial, commercial, industrial, governmental and private sectors, among others), as discussed in several related studies Gómez (2010), Mogollón, García, Ospina&Santacruz (2009), Priante (2003), the intersectoral educational work besides being relevant for contributing to well-being and integral development, also reduces the exclusion of people with situation of disability.

Wheelchair basketball: Sports are seen like a process of physical and cognitive rehabilitation for people with disabilities, but more than this, athletes of the Vida Independiente Club in the municipality of Tuluá, had to adapt not only to this sport discipline and to the practice of a sport, but also, to the wheelchair. There is where a communication channel was established as well as the capacity of adaptation to the wheelchair as a tool for the practice of this sport. The wheelchair plays an important role when talking about social inclusion to people with any kind of disability, especially those who have suffered injuries that will commit them to use this instrument for life, the wheelchair is the facilitator to

mobilization in the environment where the person needs to perform in, such as: sports, social, family, academic among others. Novoa (2007) states: The wheelchair is an object that is imposed on the subject when certain disability is acquired and presumably serves to replace its function of walking, a function with which the subject has grown up and has been related to the environment. Now, this breakdown makes the wheelchair generate rejection from the person in disability situation who refuses to make a spontaneous use of this object, consequently it begins to have meaning but with a negative charge. (143)

Physical education teachers can contribute to social inclusion culture by making use of the wheelchair in the classroom and in sports training processes in the communities as a didactic tool. "The wheelchair can become an ally in the task of physical education if it is used as a way... to incorporate it as another didactic element" (Campagnolle, 2003, p. 43). Through social pedagogy it is intended to create mechanisms to integrate the population in a situation of disability to a society, but this implies that every community is sensitized, therefore it is a process of cultural construction from the family and the school. The practice of physical activity in the disabled population, generates not only their faster adaptation to the chair, it also opens the possibility for these people to practice any kind of sports modality occupying their free time, which additionally conduced to a positive psychological recovery with respect to the handling of their emotions, feelings and processes of socialization. Wheelchair basketball is one of the most practiced sports by people with disabilities, as it undoubtedly allows them to develop both physical, cognitive and psychosocial skills, which helps their rehabilitation, according to the Spanish Paralympic Committee:

Wheelchair basketball is one of the most popular sports in the Paralympic program. It began to be implemented to rehabilitate wounded US soldiers during World War II, but its popularity spread rapidly throughout the world. At present, it is practiced in more than 80 countries. The rules of wheelchair basketball are practically the same as those of the walk mode. (2012, p.1) The Sportsmen of the Vida Independiente Club recognize themselves as basketball athletes in wheelchair of the municipality of Tuluá, and express that this sport has turned into in a way to overcome and achieve rehabilitation both psychological and physical and through that they have achieved autonomy and social integration.

Public policies: Within this category of analysis, the intervention yielded great results and contributions, taking into account that through the use of public policy the subjects of study can manage to be included in society responsibly according to the legislation which benefits them. It is necessary for people in disability situation to participate in the construction of new public policies, under the logic of the government, "a government characterized by horizontality" (Jolly 2007: 294), where it is fundamental that social actors co-govern territory and understanding that their participation is what makes it possible for them to be empowered and able to respond to the public problems that affect them; this implies diagnosis processes, feasibility analysis and their citizen participation:

Public policies are government actions that aim to respond to problems of public interest that arise from decisions based on a process of diagnosis and feasibility analysis, to effectively

address specific needs and problems, where citizenship participates. (Franco, 2013, p.88) The construction of public policy entails several stages, in which the participation and belligerency of civil society as social and political actors is fundamental in the construction of the public with legitimacy in the participatory democracy criteria.

According to Franco (2013) the construction of public policy involves several stages: 1) Outset station, in this the public agenda is defined (issues / problems identified by civil society and considered relevant the search for its solution), the political agenda (themes / problems prioritized by political actors in their agendas and in government programs in the electoral campaign) and the government agenda (it is the set of issues / problems that a government seeks to achieve through programs and projects during its mandate) 2) Design or formulation stage, public servants take into account the social problems identified in the agendas and consider alternative solutions that have feasibility in accordance to the priority and the available resources. 3) Implementation stage or execution, these are carried out actions, the legality of the program, the budget and the teamwork that will lead and be responsible for the development of the process with citizen participation and 4) Impact evaluation stage, the contribution and the impact to the solution of the identified problem are analyzed and a continuous assessment should be made during the development of the implementation process.

Through the process of intervention, it was possible to move forward in the conceptual appropriation of public policy, in the construction of the public agenda (first stage) aiming that the subjects of study manage to be included in the society, taking into account the legislation that benefits them and so that it can be presented to the municipal administration and implemented within the government agenda.

Table 2. Thematic axes in relation to the needs encountered by research subjects (members of the Vida Independiente Club) to present a proposal for municipal public policy on disability

1	Lack of means of Transportation and Mobilization for people with disabilities in the municipality of Tuluá.
2	Lack of employment opportunities for people with disabilities.
3	Lack of access and accessibility in strategic points of the municipality of Tuluá (ramps).
4	Lack of calls by the territorial entity in the participation of COMPOS. (Social Policy Committee)
5	Lack of open calls, agreements for access to education of people with disabilities in the municipality of Tuluá in vocational training and training for work.
6	Lack of sports and recreational open calls for people with disabilities.
7	It is necessary to strengthen the disability committees in the municipality of Tuluá and have representation of the Independent Living Club.
8	It is necessary to offer training processes in: The appropriation and defense of the rights of people in situations of disability and in public policy. Human values for the integral formation and the familiar coexistence and in society with people in situation of incapacity. Use of new technologies to access information, expand communication and build networks among people with disabilities.
9	Support from financial institutions for people with disabilities.
10	Implementing the co-government, participating in the construction of public policies that contribute to equity and Equal opportunities from the inclusion of people with disabilities without any discrimination.
11	All citizens, especially people with disabilities, must be vigilant of the investment programs established by each territorial entity in the implementation of public policies.
12	to guarantee that the right of people in situations of disability who are victims of violence, to be repaired in an adequate, differentiated, transformative and effective manner for the harm they have suffered.

It is necessary for people with disabilities to take ownership of the normative and public policy that benefits them, so that they can achieve their inclusion in the development of social processes. The Political Constitution of Colombia (1991) refers in some articles: Article 13, Article 16, Article 25, Article 47, and Article 49 to the right to equality, to protection through regulations and public policies that benefit people in situations of disability. There are general provisions on disability, in Law 1145/2007 and specifically in the article 2, which refers to the National System of Disability SND; in Law 1346/2009, the States that are part of the Convention on the Rights of Persons with Disabilities, adopted by the General Assembly of the Nations (2006), undertake to promote and guarantee the full exercise of all human rights and the fundamental freedom of these people, without any discrimination. It is not only a matter of establishing laws that ensure the rights of people with disabilities, but of creating the culture of respect and inclusion; to allow these people to express their own ideas in different contexts, to generate spaces of participation where they can enforce their rights, to express their needs and to propose alternatives, because they are the ones who actually undergo this experience of disability. It is also important to create means of social awareness, so as not to look at this population as if they did not have work, educational, sports, cultural and family potential, this could be the starting point for cultural transformations and not only in the law and in public policies, it is them , the ones who must lead these dynamics in society, because they know what their actual needs are and can make their competences known and their enormous contributions to the development of a community, leading to non-temporal changes, but of transcendence in the culture of a society. In the hope of making social inclusion, some very important variables and sources must be taken into account in when initiating a process that can lead to clear answers when the commitment is directed to this population. Bintrim and others (2014), in their study on the social inclusion index 2014, presented the variables that were used to measure this index: GDP growth, political rights, civil rights, women's rights, LGBTI rights, citizen participation, financial inclusion, percentage with formal employment, access to adequate housing. The subjects under study showed lack of knowledge about their fundamental rights, especially civil, political, victims' reparations and those specific to the LGBTI community.

Civil rights

Hereby are included, freedom of expression and beliefs, rights of association and organization, personal autonomy and individual rights; this refers to the rights that the population in a situation of disability have in society, freedom of expression according to the Political Constitution of Colombia (article 20, 1991) refers: Article 20. Everyone is guaranteed the freedom to express and disseminate their thinking and opinions, to inform and receive truthful and impartial information, and to establish mass media. These are free and have social responsibility. The right to rectification under conditions of equity is guaranteed. There will be no censorship. (National Constituent Assembly [article 20], 1991) In addition, people in situations of disability like any Colombian citizen have the right to associate and organize with a specific objective and an specific purpose that seeks for benefits to a special community, autonomy and freedom of decision belongs to each being; according to article 38 of the National Constitution (Constituent National Assembly, 1991), "The right of free association is guaranteed

for the development of the different activities that people perform in society."

Political rights: (electoral process, pluralism and political participation and functioning of government); persons in a situation of disability have the right to elect and be elected, as established in the National Constitution of Colombia, in article 40 "Every citizen has the right to participate in the formation, exercise and control of political power" (National Constituent Assembly, [Article 40], 1991).

Women's rights: (women in political power, reproductive rights and violence against women); each of the women as referred to in the previous point, article 40 of the national constitution may have a public position and must be given the necessary guarantees to carry out their functions. In addition, the national government should exert the right of reproduction to women in situations of disability, this is said superficially in Article 43 of the national constitution of Colombia, "Women and men have equal rights and opportunities" (National Constituent Assembly, [Article 43], 1991). The Colombian government with the support of the different entities in which they fight against violence to the woman, has had a significant breakthrough with regard to the penalties applied to the people who mistreat the woman either physically or psychologically and especially to those who are in a situation of disability. The internalization of this right was evidenced in the reports of the subjects in study.

LGBTI Rights

It is necessary to guarantee the people in situation of disability that may present cases of population LGBTI, all the necessary support for the free expression of their sexual preferences, to accomplish that, the constitutional court has been making determinations, nevertheless exists the dilemma and the challenge to continue advancing in this matter, as evidenced in the stories told by the subjects interviewed. A decisive step towards the approval of equal marriage, was given by the Colombian Constitutional Court after a vote of six magistrates against three. This is the fifth advance given by the high court. In 2008 the marital union had already been recognized. A year later, in 2008, the right to a pension came to people from the LGBTI community. In 2011 the determination that homosexual couples are family came up and last year, in 2015, the adoption of children was approved. (Noticiascaracol.com, 2016, April 8)

Financial inclusion: (access to an account at a formal banking institution, access to credit card, access to debit card); It refers to the opportunity that people with a disability have against the services provided by a banking entity, however, the subjects of this investigation report that they have experienced some discriminative situations in this regard.

Access to formal employment: (formal job access, pension beneficiary); at this point the research wants highlight the employment inclusion of people in situation of disabilities. According to the results of this research, this is the most infringed right, which affects their quality of life, have economic conditions of limited resources, belong to social strata 1, 2 or 3, which makes it difficult to access education, health, recreation among others; most of them are unemployed and forced to have an informal job.

Access to adequate housing: (access to drinkable water, electricity, severe overcrowding); people in situation of disability have the right to live in adequate conditions to face the challenges of their condition. The subjects interviewed, showed that most of them rent their houses, therefore they cannot adapt this houses according to their needs.

Access to education: (access to primary education, secondary education, vocational media, technical, technological and higher education) according to article 67 of the constitution (Constituent Assembly, [article 67], 1991) it is a fundamental right. In the sportsmen of the Vida Independiente Club, it was possible to register that several of them have acquired training at different levels, basic education, media, technical, technological and professional, most had acquired it before the situation of disability and that they have hardly been able to continue, although they understand that education enables them to keep their mind occupied and to progress.

Access to health: (timely and preferential care) this fundamental right should be guaranteed to every person, (Constituent Assembly, [article 49, 47], 1991). In this study, it was found that at the time of the accident and along the process of rehabilitation care by the health professionals and entities was adequate. However, wheelchair athletes state that they experience what happens with the majority of Colombians, there is attention but not immediate, waiting hours, appointments with specialists at one, within three months or deferred plus unauthorized drugs, among others, which has sometimes generated complications to their health.

Access to mobility and transportation: within the public policies that are part of the inclusion in Colombia, it is very important to talk about accessibility to any place for people in situations of disability. For this, it is necessary to rely on Resolution 14861, in some of its Articles: Article 6 - Accessibility, Article 8 - International symbol of access, Article 16 - Pedestrian access ramps to buildings and Article 40 - Accessibility to buildings. (Ministry of Health [Resolution 14861], 1985). In this aspect, progress was made by adapting accessibility to public spaces but there are too many difficulties if wanted to be transported, especially in small municipalities because in the big cities, public transport has been adequate.

Victims of violence: In a country where violence with different actors, causes, manifestations and scenarios; has marked the history of countless families and affected the social and cultural fabric of society, it is a priority with the victims to guarantee their right to be repaired in an adequate, differentiated, transformative and effective way for the damage they have suffered. Most of the subjects of this investigation are victims of the armed conflict therefore it makes them creditors of benefits that by law correspond to them (Congress of the Republic [Ley1448], 2011).

Conclusion

As a colophon, Colombia has public policy on social inclusion for people with disabilities, but this population has not yet appropriated it. The subjects of study at the beginning of the diagnosis presented ignorance in rights for people in situation of disability , when the intervention was performed, the need was identified to develop an educational work, which was carried out through strategies of Social Pedagogy and a

contribution was evidenced in processes of social inclusion, especially on the real and effective possibility of access, participation, relationship and enjoy equality of conditions with respect to the fundamental rights that allow them to enjoy a good quality of life, taking into account that it was found that the most commonly infringed, is the right to work and the disability situation as a result of violence. Progress was made with regard to public policy in the construction of the public agenda, with the purpose that the municipal administration could study the proposal and consider it within the government agenda, to streamline processes of citizen participation and guarantee fundamental rights of the population in situation of disability. It is important to continue the practice of this educational proposal based on Social Pedagogy, involving interdisciplinary and intersect oral strategies in the search for alternatives that contribute to the formation of social and political subjects in the construction of a sensitive citizen culture in social inclusion and, in addition, recommends strengthening these educational processes in populations with other types of disabilities.

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