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Art Teaching: Inclusive Factor and Attention to Diversity

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Abstract: The current research aims to analyze art teaching as an inclusive factor and pays attention to diversity in excluded populations to meet the needs of students in the pandemic context. In regard to methodology, we used the naturalistic paradigm, a qualitative approach, and an inductive method with a phenomenological and hermeneutical design. The data collection techniques we used were semi-structured interviews with teachers of the Regular Basic Education in Peru. The findings show that through the mediation of diverse artistic languages and the implementation of different didactic strategies, it is possible to achieve an interaction free from exclusion barriers, driven by good teaching practices that enable the inclusion and attention to the diversity of students, providing them with opportunities to develop capacities and skills to establish better coexistence. We concluded that art education comprises a lasting learning process that guarantees a healthy environment for peaceful coexistence, which today, inclusive teachers, parents, and students should keep in mind.

Keywords: *Artistic creation, art education, cultural diversity, inclusive education.*

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Introduction

According to reports presented by the Economic Commission for Latin America and the Caribbean (ECLAC), millions of students around the world were unable to attend classes due to the dire social and economic situation. This has led to the need for innovation in educational practice, posing a challenge for teachers who had to address these needs with flexible and innovative actions (Tunjo-Guerrero & Yangali Vicente, 2021).

In Peru, after the pandemic, situations of exclusion were observed due to economic, ethnic, geographical, religious, social, and cultural reasons (Pérez-Mora & Moreno Arellano, 2021).

The importance of this study lies in the need to attend inclusive population and diversity to enable the development of meaningful learning experiences mediated through art. Thus, art education can allow the development of expression in different forms, cultivating respect in children in regard to all aspects of human interaction and understanding differences as an opportunity to continue learning (Alsina et al., 2020).

The theoretical justification is focused on some scientific constructions that respond to the teaching and learning of art, such as that of Viktor Lowenfeld (as cited in Rojas, 2019), who focuses on it as an emotional dimension and as a free expression of the individual, starting from spontaneity; Eisner, who links art education in schools with individuals' experiences, with three components: productive, critical, and cultural aspects; Clark et al. (as cited in Díaz Fernández & Ledesma Gómez, 2021) introduce art as a discipline with objectives, contents, and methodology, allowing the development of creativity, self-expression, personality integration, and focusing on the child. Sánchez Carlessi, 2018; Vygotsky (1999, as cited in de Faria et al., 2019), from a sociocultural perspective, understands art as a component of human experiences that allows development and interaction with society. Gardner, with his multiple intelligences, allows students to have greater possibilities to express themselves and develop their own skills as part of human development (Puente Verde, 2017). According to Rojas (2019), art helps individuals understand social problems such as racism, social differences, and cultural diversity, so that people can understand different cultures. Postmodernity allows multiculturalism and interculturalism to become pillars of understanding diverse cultures, and students and educators respond to very important cultural questions for society.

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The practical justification focuses on being able to capture, through the educational institution's teachers, the methodology and strategies of art education, with the purpose of generating attention to inclusive students and as a tool to address cultural diversity, accepting and embracing those who are excluded (Saona Lozano et al., 2022). The methodological justification is framed within the naturalistic paradigm as it studies the people's expressions within their natural and daily context; in addition, it analyzes the events just as they occur without any type of manipulation of reality (Hernández-Sampieri & Mendoza, 2018). According to Descartes and Moore (as cited in Grimaltos, 2018), the epistemological justification has to do with the responsibility of researchers, since, to demonstrate their ideas, they have collected evidence, being careful not to bias the information and it is true and part of the reality where the study is carried out.

In the national context, we find very few authors who have researched this topic; however, Giuria Ulloa and Sifuentes Caceres (2021), Kamichi Miyashiro et al. (2021), Lima Cucho (2022) and Luis Ramos (2019), affirm that art education is a useful tool to allow personal development, as well as the inclusion of students, revaluing art, which allows multiculturalism and interculturalism, hence it is necessary to program it in schools.

In international contexts, we find Bayındır et al. (2023), Galiana Lloret (2022), Mela Contreras (2020), Moreno et al. (2023), Tumanyan and Huuki (2020), who affirm that art education proposes working with values that promote the acceptance of people from other contexts, realities, cultures, and prepares students so that they can be active participants and fight against all types of discrimination. In addition, it opens up the possibility for teachers to learn new methods and techniques that they can apply to a diverse range of students. However, even though art is used in an interdisciplinary manner in classrooms, in some cases, teachers may encounter difficulties in addressing the educational objectives of each field (Potočník et al., 2021).

This is why, in this study, we propose the following research question: How can art teaching promote inclusion and diversity? understanding art teaching as an instrument that enables the inclusion of all students by creating spaces for personal expression and encounters, breaking down barriers of exclusion. The general objective of this research is to analyze art teaching that permits inclusion and attention to diversity. We can mention the specific objectives as well: (a) to analyze art teaching as an inclusive factor (b) to analyze art teaching as a multicultural factor (c) to analyze art teaching as a factor for personal development.

Literature Review

Importance of Art in Education

Art promotes creativity and the expression of emotions. It serves as a catalyst and democratizer by being able to show a broad vision of a culture in its diverse artistic languages. For this reason, art can generate spaces that allow the fostering of integration of distinct individuals (Pazmiño, 2019).

According to ECLAC and UNESCO (2020), education is a very important human right, without any distinction, for which it is necessary to guarantee quality and access to it. Furthermore, according to Sigüenza Orellana and Guevara Vizcaíno (2022), through the teaching of art, emotions, feelings, and affections can be connected, humanizing individual development by enabling the communication of critical and reflective thinking through imagination and creativity. Moreover, it sensitizes on matters of inclusion to achieve mutual recognition and expand participation as a means of strengthening intercultural learning (Apostolidou, 2023).

In art education, there is a connection between making and creation that manifests itself in various forms, such as drama, music, graphic arts, and plastic arts, among others, which are part of the school curriculum (Research and Innovation Laboratory in Education for Latin America and the Caribbean, 2019). In addition, the basic objectives of art education are the following: To protect the right to education and cultural expressions, develop individuality, improve the quality of education, and promote cultural diversity (ECLAC & United Nations Educational, Scientific and Cultural Organization [UNESCO], 2020).

Art Education in Latin America

In Latin America, research related to art education is limited. However, in recent years and as a result of the pandemic, UNESCO has been promoting various activities and congresses to highlight art education. For example, in Chile, educational policies prioritize the training of basic education teachers, as well as the most appropriate technical and professional training for teaching art in various contexts that contribute to the dissemination and generation of proposals to improve art education in Chile.

In addition, in Colombia, art education is considered fundamental for promoting culture as a fundamental part of guaranteeing individuals' rights and allowing the democratization of artistic and cultural goods and services that are part of the nation's cultural ideal, where identities and expressions that make up the country are equitably valued and promoted (Bermúdez Franco, 2021). In Cuba, the training of artistic educators is very important since the beginning of their careers, and their cognitive, procedural, and attitudinal preparation is essential to assume artistic pedagogy, which focuses on educational inclusion as a process that defines a set of ideas and practices that guide pedagogy and educational processes in a particular direction (M. Gómez et al., 2020).

In Peru, according to the curriculum, the area of Art and Culture is developed within two competencies: to critically appreciate the country's cultural expressions and create diverse projects, in which they first know, interpret, and value art, and then, through imagination, knowledge, and creativity, are capable of creating and expressing themselves freely. This area comprises six capacities: perception, contextualization, creative and analytical deliberation, inquiry and experimentation through artistic expressions, evaluation, and socialization of techniques and projects, in order to form integral people who value, develop, and appreciate artistic expressions (Farro, 2020).

The Art and Culture approach in the Peruvian curriculum proposes different artistic experiences from the early years in kindergarten to secondary level, promoting activities that encourage students to engage equitably throughout their schooling, as well as in another Latin American context (See Table 1).

Table 1. Curricular Guidelines in Latin America

Country	Educational policies	Curricular Guidelines
Peru	Includes the appreciation of the Peruvian cultural ideal	Art and Culture: To appreciate critically the cultural manifestations of the country
Chile	Teacher training in basic education and technical and professional preparation in arts teaching.	Visual arts: creative and expressive capacity of students through visual language
Colombia	To promote culture from different artistic languages.	Visual and Plastic Arts: study of aesthetics, drama, dance, music, plastic arts, and literature
Mexico	To prioritize teacher training in art.	Arts education: bodily expression and dance, theater, plastic arts and music.

Art Education in Schools

Art education in schools does not aim to turn students into artists, but the achievement of communicative, mathematical, historical, geographical competencies. Hence, it is necessary for teachers to be trained in teaching arts in terms of appreciation, valuation, and artistic creation (Kamichi Miyashiro et al., 2021).

Teachers know that motivation is very important to achieve valuable learning. Thus, we know that creating a proper environment to develop imagination is necessary since it will allow students to manifest and express their emotions freely and confidently (Díaz Fernández & Ledesma Gómez, 2021).

Studying arts comprises creativity supported by behaviorism; however, art is linked to imagination as a mental construct that was defended by structuralism representatives such as Piaget and Chomsky. Art emerges in artistic comprehension and creation; this is a paradigmatic alternative, which is a characteristic of behaviorism-cognitivism defended by Vigotsky in his work entitled "Psychology of Art", which distinguishes lower or natural mental functions and higher or cultural mental functions.

The creative process starts with the challenge and inspiration through a significant situation, imagination that allows the generation of new ideas, work planning, the realization of the creation, exploration and experimentation with diverse materials, resources and revision of the details that let us share with others, reflecting and evaluation the work done (Ministry of Cultures, Arts and Heritage, 2020, p. 22).

Current studies in neuropsychology and neuroscience consider art as a means to enhance students' skills. Music, plastic arts, declamation, public speaking, dance, creative writing, poetry, and theater are expressions framed within artistic intelligence. Therefore, artistic education in schools should focus on developing skills to increase knowledge, abilities, and social interaction (Sánchez Carlessi, 2018). Developing artistic intelligences requires an art pedagogy that provides value and meaning to education. There are studies indicating that a properly programmed and structured artistic education achieves extraordinary results in students. Bloom, Gagné, Reis, Davidson, Stenberg and Bayer explain the nature and development of talent, stating that skills, creativity, and intelligence result from experiences and motivations that begin at home and in school (Altamirano Julca, 2015)

This leads us to think that the use of artistic tools to provide learning construction offers a promising perspective on holistic development, as it sensitizes us about the particularities of each individual (Sakaguchi, 2021).

Hence, it is crucial for educational institutions to establish an environment fostering equal opportunities, facilitating students' achievement, learning, and personal growth while granting access to knowledge and culture. This involves leveraging their intellectual and practical skills to realize their capabilities. Consequently, the imperative to advocate for artistic education emerges as a central axis, capable of engendering both equity and the cultivation of human potential, serving as a conduit to promote inclusivity (Navas Bonilla et al., 2023).

Art Teaching and Artistic Languages

Artistic languages are manifestations that shape society and are linked to cultural phenomena. Additionally, they are valuable for personal development as they promote communication (Tabares Zapata, 2021).

Art as a communication process facilitates the creation of a welcoming learning environment, where transdisciplinarity plays a significant role by employing diverse artistic expressions to address issues of non-verbal expression and communication. This contributes to establishing a more harmonious relationship between an individual's psychological and tangible realms. Consequently, the integration of art within education fosters the holistic development of students' imagination and creativity through various avenues such as music, theater, and drawing (Sigüenza Orellana & Guevara Vizcaíno, 2022).

Thus, we have that visual language is directed towards plastic arts, while bodily language is primarily associated with dance. Plastic expression requires analysis to assess form, color, etc., as expression stems from this evaluation. Musical language employs pleasant sounds, such as music, combining communication with musical expression, which conveys knowledge (Ministry of Education of Peru, 2018).

In literature, the artistic instrument is the word, and literary appreciation is associated with pictures and harmony. Theater utilizes a combination of speech, gestures, and spectacle. Traditional games involve physical activity, using motor skills for bodily expression (Guillén, 2015). Like any activity, art requires learning not only at an individual level. It also needs sociocultural interaction, combining technical skills, creative and artistic talent, and aesthetic, emotional, or intellectual appreciation. This leads to empowerment and autonomy by encouraging individuals to think differently, and teachers are the ones in charge of directing this process (Assante & Enescu, 2020)

Theories about Art Teaching

Some theories that address art teaching and learning include those of Lowenfield, Eisner, Gardner, Clark, Day and Gree, and Vygotsky (see Figure 1).

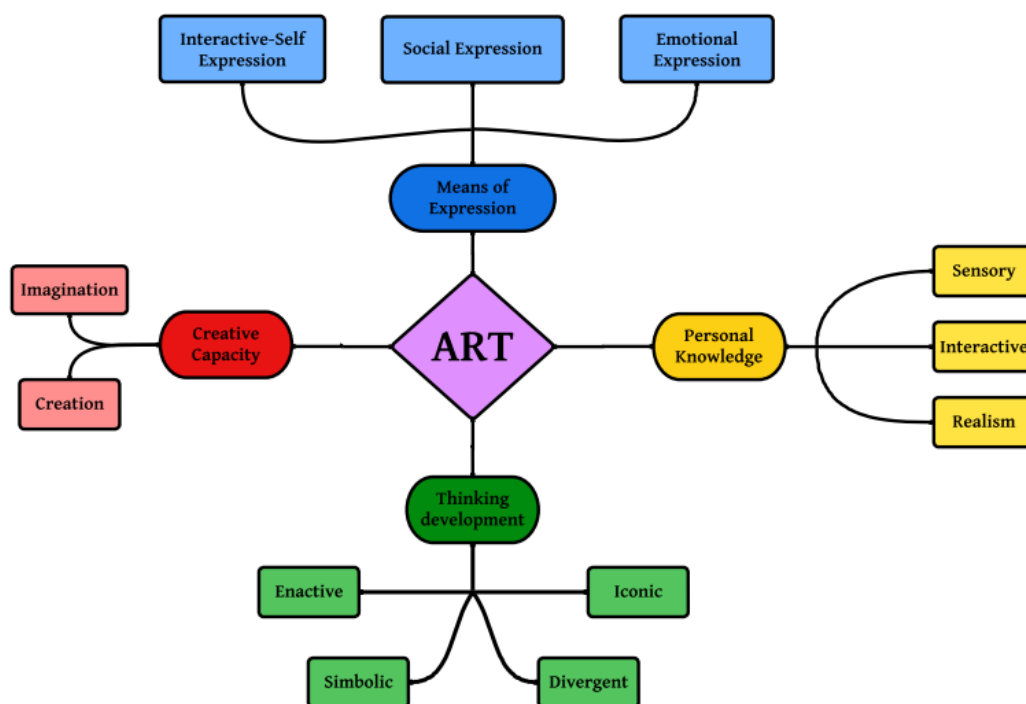


Figure 1. Graphic Representation of Art Teaching and Learning.

Eisner (2014, as cited in Díaz Fernández & Ledesma Gómez, 2021) asserts that art can contribute to education by facilitating the connection of elements and forms, encouraging a detailed gaze that leads to decision-making, thereby stimulating individual divergent and creative thinking. Eisner highlights the convergence of art education with the school's function, which promotes various forms of knowledge, such as language and writing, but neglects others, like arts education. Eisner advocates for the reevaluation of expression in its diverse forms (Juanola Terradelas & Masgrau Juanola, 2014). His theory highlights three fundamental aspects: first, Productivity—encompassing skills, aesthetics, expression, and creative imagination; second, Criticity—providing freedom to express emotions and exhibit attitudes, taking into account the psychological dimension and fostering the ability to articulate preferences; third, Cultural

Sensitivity—fostering the development of thinking and the assumption of contextually grounded stances for interpretation.

On the other hand, according to Díaz Fernández and Ledesma Gómez (2021), art serves as an instrument for cultivating socially conscious, empathetic, and socially committed awareness, offering an alternative means to address societal and cultural issues. Moreover, the narratives conveyed through art necessitate the integration of diverse disciplines to generate solution proposals for emerging challenges, thus contributing to the construction of learning outcomes (Díaz Fernández & Ledesma Gómez, 2021).

Similarly, according to M. S. Gómez and Carvajal (2015), an advantage of art education resides in the manifold ways through which a student can learn, fostering the integration of the multiple intelligences mentioned by Howard Gardner. Furthermore, Cabrera et al. (2019, as cited in Mírez Tarrillo de Delgado & Moreno Muro, 2023), advocate for the creation of educational environments and spaces that foster social development and innovation, enabling students to develop their potential by providing diverse avenues for creative thinking development. Díaz Fernández and Ledesma Gómez (2021) make a distinction between Art Education, which allows individuals to express themselves freely, and Art Education normed within a specific context to achieve a specific outcome. The former aims to develop students' creative capacity, self-expression, and personality development. The latter seeks to develop art as a discipline that builds upon knowledge of art, considering it necessary for holistic education.

According to Saona Lozano et al. (2022) and Vygotsky (1999, as cited in de Faria et al., 2019), art serves as a means of emotional expression and personal development. Therefore, teachers create activities for students to convey their experiences (Muñoz Escalada, 2018). According to Kisida and Bowen (2019), art education is important because it enables the development of creative problem-solving skills as well as motor, linguistic, social, and decision-making skills that stimulate critical thinking by providing challenges to connect students with their culture and others.

For all these reasons, it can be said that art education brings numerous benefits to students through various activities that stimulate imagination, creativity, reflective and critical thinking, resulting in meaningful learning and the inclusion of all students (Puente Verde, 2017). Inclusion is not only about acceptance of a group but also about providing opportunities for the transmission of emotions and feelings that enable greater active participation in society (Saona Lozano et al., 2022).

Art as a Tool for Inclusion, Multiculturalism, and Personal Development

In Peru, Law No. 30797, Law for the Promotion of Inclusive Education, states in Article 19 A that educational plans and programs should be adapted to include students, in order to provide them with the necessary facilities to access quality education and ensure their adaptability (Diario Oficial El Peruano, 2018).

Therefore, it is a priority for the State to guarantee access to the excluded population by implementing actions and services and sensitizing and training educational actors. Inclusive education is a right that prohibits discrimination but enables equity of opportunities.

Inclusive education, as defined by United Nations Sustainable Development Goals (n.d.), is about identifying and responding to the multiple needs of students, allowing them active participation in their learning, knowledge of their cultures, and involvement in communities.

In this context of diversity, integration of art in the curriculum involves the addressing of academic content through diverse artistic languages, making the teaching-learning process attractive to students, and developing socioemotional, behavioral, and psychomotor aspects (Srivastava, 2023). This is why it is crucial for teachers to acquire the necessary knowledge in methodology, techniques, and strategies that promote attention to all students (Kamichi Miyashiro et al., 2021). Equally important is the preparation of a competent professional in art appreciation, someone with a broad understanding of cultures, who can provide students with a diversity of experiences that enable them to reflect on and individually value their own culture (Mela Contreras, 2020).

Art as a Factor for Inclusion

Art, as a factor of inclusion, allows individuals to express themselves and improve their personal sphere by transcending barriers and difficulties of various kinds, facilitating efficient social communication even for those in situations of exclusion and vulnerability (Barbero González, 2020).

Art as a Multicultural Factor

Art, as a multicultural factor, enables the integration of diverse cultures in schools. It contributes to both individual and group identity, fostering reflection on equality and understanding historical barriers to the right to education of marginalized groups (Barbero González, 2020; UNESCO, 2023). However, some authors argue that multiculturalism helps understand diverse sociocultural realities and recognize different cultures, but it does not promote social transformation; it merely acknowledges the existence of cultures (Mullo Romero & Padilla Vargas, 2019).

Art as a Factor for Personal Development

Art, as a factor of personal development, provides opportunities to develop abstract and divergent thinking, leading to creative problem-solving, as well as generating interest in knowledge, developing perception, and human sensitivity. It also seeks interdisciplinary development by integrating learning from other areas that provide achievements and allow for the adoption of better attitudes (Mascarell Palau & Cardona Rojas, 2021).

Methodology*Research Design*

The research type was descriptive with a phenomenological and hermeneutic design. In this study, three categories have been identified. Category 1: Art as an inclusive factor, with subcategories: artistic languages, interdisciplinarity, inclusion, and attention to diversity. Category 2: Art as a multicultural factor, with subcategories: equity and multiculturality. Category 3: Art as a factor of personal development, with subcategories: personal development (See Table 2).

Study Setting

The study was conducted in educational institutions within the Callao Regional Directorate. The participants were twelve primary school teachers from Regular Basic Education aged between 30 and 50 years old. They all have permanent contracts and belong to the second and fourth scale of the teaching level with 5 to 25 years of experience teaching in urban public schools. Of the total, 11 are female and one is male. Most of them do not have postgraduate studies and only two hold a master's degree. The data collection technique used was a structured interview, and the instrument used was an structured interview guide administered to the teachers.

Procedure to Conduct this Research

After conducting a review of the background and framing the problem, the interview guide was developed, emerging from an exhaustive analysis of the literature. The instrument was continuously analyzed and refined through collaboration with academic advisors at a university in Peru, within the context of a doctoral thesis. It is important to mention that, according to Borjas García (2020), for internal validity in a qualitative instrument, significant changes in the studied context must be considered, along with the roles assumed by the researchers and the credibility of the information provided by participants. Regarding external validity, it should be recognized that prevailing structures of meaning within one group are not directly comparable to those of another. Furthermore, to ensure reliability, researchers must ensure that independent studies conducted across different realities, timeframes, and situations yield consistent results. Subsequently, arrangements were made with educators to determine the interview dates and times. Additionally, interviews were transcribed and coded using Atlas.ti 9 software. Finally, the data was triangulated, categorized, and subjected to information contrast, so they could be analyzed from different angles (Thakur & Chetty, 2020).

Scientific rigor is focused on established scientific criteria, such as credibility, transferability, dependence, and confirmability (Hernández-Sampieri & Mendoza, 2018). To achieve this, the researchers collected significant and detailed information about participants' experiences through observations and extensive conversations, yielding outcomes acknowledged by the interviewees. Furthermore, upon reviewing other studies, it was verified that certain points aligned with research conducted in analogous contexts. Consequently, it can be asserted that this study has the potential for applicability in comparable settings, thereby contributing to the expansion of knowledge on the subject. The information analysis method used was through the organization of categories in Excel.

Table 2. Aprioristic Matrix

Category	Subcategory	Indicators	Technique	Instrument
Art as an inclusive factor	Artistic languages	Creates projects using artistic language.	In-depth interviews	In-depth interview guide
	Interdisciplinarity	Involves diverse areas of learning through art.		
	Inclusion and attention to diversity	Demonstrates respect for inclusion.		
Accepts diversity as an enriching value.				
Art as a multicultural factor	Equity	Demonstrates equity		
		Promotes equity of opportunities		
Art as a personal development factor	Personal development	Promotes respect for multiculturality		
		Promotes interpersonal relationships		
		Makes decisions		

Results

According to United Nations Sustainable Development Goals (n.d.), each student is important; however, many individuals around the world are excluded from education for various reasons. Therefore, inclusive education aims to identify and eliminate obstacles that hinder access to education by working across multiple domains, from curriculum to teaching methodologies. As a result, the teaching of art emerges as an alternative that can help address these challenges (Ortega, 2020). The analysis and interpretation are presented as follows:

Table 3. Results from the Interviews about Educational Inclusion

Questions	Answers	Interpretation
1. According to your experience, what artistic activities can be planned in the lessons of art to give attention to inclusion and diversity?	<ul style="list-style-type: none"> • Drawing, painting, theater, models, crafts. Using different techniques and creativity. Dance and drama workshops • Art workshop, • Scenery observation. Listening to poetry. Using plastic arts techniques in a personal or group project. • Listening to Peruvian Music and interpreting it with an instrument. Moving our body in unison to a rhythm, for example, a landó. 	<ul style="list-style-type: none"> • The interviewees agree on a variety of activities to cater to and include all students, ranging from workshops in plastic arts, painting, dance, theater, music, and games, among others. • Interviewees EXP-DOC 1, 4, 6, and 8 propose diverse activities and provide examples of their proposals.
2. Based on your experience, in what ways do artistic languages address inclusion and diversity?	<ul style="list-style-type: none"> • Due to the diversity that exists in artistic language, it can be used extensively and globally as a way for children to express their needs and manifestations. Additionally, they can express their relationship with the environment and social surroundings. • It helps children express their emotions and their creativity. • Artistic languages help children express their creativity and imagination through various activities and subjects that are employed. • It is important because it helps children communicate, build confidence, participate actively, and express themselves, allowing them to feel in a pleasant and accepted environment. • Different artistic languages address inclusion and diversity through their various forms, thereby aiding and promoting interaction and integration among students. That's why they are essential in teaching and learning. 	<ul style="list-style-type: none"> • The interviewees express knowledge of artistic languages and how they can generate inclusive learning experiences. • Interviewees EXP-DOC 1, 2, 3, and 5 focus their remarks on the fact that art serves as a means of expressing emotions, ideas, and feelings, while actively and continuously interacting and integrating with their peers.
3. How can art education be linked to other learning areas?	<ul style="list-style-type: none"> • A student of Social Sciences can paint portraits of historical figures, such as a hero or martyr of Independence, or they can enact significant moments in the history of their locality. • Through drawing and painting, participating in dramatizations helps students overcome fear and embarrassment, allowing them to showcase their work in other areas. • Art helps increase expressive capacity in children through various activities, thereby strengthening other areas and aiding the learning process. 	<ul style="list-style-type: none"> • The interviewees express that art easily connects with all areas of learning. • Interviewees EXP-DOC 1, 2, 3, and 4 directly link art to areas such as social sciences, oral communication, literature, mathematics, and religious education.

Table 3. Continued

Questions	Answers	Interpretation
4. How does your institution promote art to address diversity and inclusion?	<ul style="list-style-type: none"> • Art is promoted through music and dance, although not extensively, but rather individually within the classrooms. • Art teachers consider the students' backgrounds when teaching their topics and teach them to value artistic traditions and the values of our country. • There is no institutional-level planning to promote art, but some teachers carry it out in a group setting. • In the annual plan, various competencies in the arts and culture field are selected. This includes drawing and cultural competitions, regional dances, etc., with the organization of contests and festivals. 	<ul style="list-style-type: none"> • Interviewees express that artistic activities that promote integration the most are music, dance, and dramatizations. • Likewise, they mention that not all institutions plan art-related activities to include everyone. • Artistic activities are mainly focused on drawing and painting. • Interviewees EXPE DOC 6, 7, and 9 states that there is no institutional-level planning, only a selection of competencies, and art activities are carried out within general activities.

Table 4. Multiculturalism Interviews Results

Questions	Answers	Interpretation
5. Do you think that artistic activities can serve as a means of intervention to eliminate discrimination?	<ul style="list-style-type: none"> • We all need to make an effort to discard our discriminatory attitudes; that would be the first step to stop discrimination in our society. Art is a great ally for expressing feelings and emotions freely and spontaneously. Everyone has the right to be free and express what they feel, but without hurting others. • I definitely think so because it involves everyone, strengthening relationships with their peers. • Yes, of course, because they help everyone participate and make their own culture known. At the same time, they allow students to share their reality, where they have lived, and thus feel accepted by all. 	<ul style="list-style-type: none"> • Interviewees express that art enables actions to prevent discrimination, as it allows free expression of emotions. • Interviewees EXPE DOC 1, 3, 4, and 5 agree that art enables the spontaneous expression of feelings and strengthens relationships with others. It allows for the appreciation of one's own culture, teamwork, respect for norms, and acceptance of all.
6. How is equity promoted through art?	<ul style="list-style-type: none"> • By ensuring that all children participate in the same activity while considering their individual needs. • By promoting integration activities that do not exclude any gender and providing equal opportunities to all. • By working with all students in each class so that they feel accepted and valued just like their peers. We should avoid making distinctions among them. • By providing equal opportunities in carrying out activities and expressing the feelings that arise from creating. • By promoting values related to equity, working in line with the Counseling area, and seeking activities that include students without any distinction, such as drawing and painting. 	<ul style="list-style-type: none"> • Interviewees express that equity is promoted by providing opportunities to everyone, avoiding differences, and demonstrating that each individual has different strengths and abilities. • Interviewees EXPE DOC 1, 3, and 8 states that ensuring the participation of all students in the same activity is important, aiming for students to feel accepted and valued and providing support to all without any distinction.

Table 4. Continued

Questions	Answers	Interpretation
7. According to your experience, how can we promote respect for multiculturalism?	<ul style="list-style-type: none"> • By understanding that each region has beautiful traditions that should be known and valued. • By introducing the customs of our country in meaningful activities. • By promoting inclusion as a right to equality (through videos) and promoting the values of respect and empathy. • By teaching respect through various activities, such as videos, participating in dramatizations and regional dances, which allows for the exchange of cultural diversity among all students. • You don't love what you don't know. Listening to songs, practicing dances. 	<ul style="list-style-type: none"> • The interviewees express that it is necessary to promote respect for multiculturalism by making known the traditions, customs, and cultural diversity of the country. This can be achieved by fostering knowledge and respect for one's own culture at the local, regional, and national levels, with a focus on the art field. • Interviewees EXPE DOC 3, 5, and 8 emphasize the need to instill love for one's own culture by exploring the various artistic expressions of each region.

Table 5. Personal Development Interviews Results

Questions	Answers	Interpretation
8. From your personal experience, how does art contribute to personal development?	<ul style="list-style-type: none"> • It helps improve self-esteem, confidence, reduces stress, anxiety, and enhances attention and concentration. • It fosters autonomy, improves psychomotor skills, and enhances coexistence. • Through the expression of feelings, emotions, and putting oneself in the shoes of others. • Thanks to art, each person develops skills that are not fostered in other areas. 	<ul style="list-style-type: none"> • Interviewees express that art primarily improves self-esteem, confidence, autonomy, concentration, develops skills, and enables the exchange of thoughts, ideas, and feelings. • Interviewees EXPE DOC 5, 8, and 9 state that art enables socialization through the development of skills that enhance concentration and elevate self-esteem.
9. Based on your experience, how teaching art allow the development of autonomy and self-esteem?	<ul style="list-style-type: none"> • It helps because it allows individuals to make decisions, appreciate their talents, and develop them to become better. • Art provides confidence as it allows unrestricted expression of thoughts and emotions. 	<ul style="list-style-type: none"> • The interviewees manifest that art develops autonomy and self-esteem by developing the capacity to make decisions, express themselves freely and value themselves.
10. How do artistic activities promote emotional control?	<ul style="list-style-type: none"> • Because by applying different techniques, agreements or rules are established for working, which helps in controlling emotions. • Children learn to manage tolerance, allowing them to control themselves and socialize. • Reflection on emotions and their control is part of the integral formation of the student. Art activities help individuals feel more secure, in control, and with improved self-esteem. 	<ul style="list-style-type: none"> • The interviewees state that the control of emotions is promoted through working with rules and agreements, practicing tolerance and respect, and expressing oneself without fear. By gaining security and confidence, individuals are able to allow their emotions to flow properly.

Discussion

The majority of interviewed teachers assert that art is interdisciplinary, and through its teaching, inclusion can be achieved. Also, through art catering to the diversity of students coexisting within the same educational space is possible through the use of diverse activities such as music, theater, drawing, etc. These activities facilitate an approach to multiculturalism and provide spaces that foster comprehensive development. What is mentioned by the participants resembles various studies, such as those of Sigüenza Orellana and Guevara Vizcaíno (2022), who posit that art education facilitates an approach to cross-cutting content, interculturality, and inclusive education. Likewise, M. S. Gómez and Carvajal (2015) mention that art serves as a tool enabling access to knowledge and enables students to have an

opportunity to express themselves in diverse ways through artistic activities. Moreover, ECLAC and UNESCO (2020) highlight that safeguarding the right to education, cultural manifestations, autonomy development, and the promotion of cultural diversity constitute fundamental objectives within art education.

Category I: Art as a Factor of Inclusion

Education is founded upon four fundamental pillars, with one of them being learning to coexist. This pillar enables students to develop respect and tolerance for others, embracing individuality and distinctive characteristics. Consequently, the importance of art education becomes evident. Through diverse artistic activities, students express themselves freely, fostering self-awareness, self-esteem, respect, and tolerance. This inclusive approach allows diverse students to be integrated into the classroom, as supported by studies such as that of Sánchez Carlessi (2018), who advocates for planning activities that involve different languages of expression, given that art enables unfettered self-expression and imaginative empowerment. This instructional focus channels creative capacities to encompass and cater to excluded and disadvantaged populations. Barbero González's (2020) study emphasizes that art serves as a communication tool enabling individuals, particularly the excluded and vulnerable, to freely express themselves:

"Drawing, painting, and music sessions can be planned, as well as activities involving body expression, dance workshops, and theater." EXPE-DOC1.

This is why we state that artistic languages permit human beings to connect to themselves and interact with others more easily (Tabares Zapata, 2021). Therefore, the use of these languages in the classroom is fundamental in order to include all the students, as mentioned by Puente Verde, 2017, who emphasizes the benefits of art education and the inclusion of all students. On the other hand, the study by Saona Lozano et al. (2022), states that inclusion is not only about the acceptance of these excluded populations within a group but also the opportunities are given to participate in society:

"It is important as it helps children communicate, create confidence, participate actively and express themselves, letting them feel in a warm environment of acceptance" EXPE-DOC3.

In addition, artistic education is interdisciplinary (Mascarell Palau & Cardona Rojas, 2021). Hence, linking it with other disciplines is not only necessary but also allows the recognition of diverse perspectives, promoting communication and the implementation of solutions for problem-solving, among other benefits. Similarly, Sigüenza Orellana and Guevara Vizcaíno's study (2022) underscores art's interdisciplinary nature by proposing activities involving music, drawing, and dance for teaching mathematics, communication, and science:

"Through drawing and painting, participating in dramatizations helps students overcome fear and shyness, allowing them to showcase their work in other contexts. This applies to expression during presentations or explanations." EXPE-DOC2

On the other hand, it is necessary to properly integrate the study objectives of the disciplines involved in order to generate a holistic learning process for the students. (Potočnik et al., 2021). Thus, by meticulously planning activities, educators ensure that interaction, commitment, and value formation are fostered, enabling students to respect and display tolerance for their peers while appreciating and enjoying each other's creations and contributions (Luis Ramos, 2019). Accordingly, Muñoz Escalada's (2018) study emphasizes the necessity of interactivity for students to convey their experiences, as expressed by the interviewed teachers:

"The annual plan selects various competencies in the arts and culture field. It includes drawing and cultural contests, regional dances, etc., and the organization of competitions and festivals." EXPE-DOC7.

Category II: Art as a Multicultural Factor

Participants in this study express that promoting respect for multiculturalism is achievable through implementing artistic activities that enable the exploration and reevaluation of different cultures. This process seeks to enhance students' cultural and social identity. Puente Verde (2017) and Rojas (2019) concur, advocating for promoting multiculturalism within schools to enable learning about other cultures and thereby mitigating issues of discrimination and exclusion. Lima Cucho's (2022) study also aligns with this idea, asserting that art education facilitates individuals' integration and appreciation of different cultures. Likewise, studies by Mullo Romero and Padilla Vargas (2019) affirm that art enables the understanding and acceptance of various sociocultural realities, thereby promoting positive social transformation:

"Yes, of course, because it helps everyone participate and share their own culture. At the same time, it allows students to share their lived experiences, where they come from, and thus feel accepted by everyone." EXPE-DOC4.

Hence, various studies, such as that of Pepler et al. (2022), affirm that through art and education, individual and social aspects must be improved), nurturing an appreciation for roots and fortifying identity by valuing history, enabling culturally sustainable practices to shorten learning spaces where equity is cultivated. Barbero González's (2020) study emphasizes that art encourages reflection on the equality and equity that must exist among individuals:

"Through the beauty of art, we can tap into people's emotions, observe problems, and support this group of children who require our attention." EXPE-DOC8.

Consequently, fostering a cultural identity is important and necessary. Art education can promote various activities that revalue the cultural richness of each community. This notion corresponds with the statements of Bermúdez Franco (2021) and Barbero González (2020), who assert that art contributes to and facilitates the democratization and integration of cultural goods and services within a social group.

"Teaching respect through different activities, such as videos, participation in dramatizations, and regional dances, allowing the exchange of cultural diversity among all students." EXPE-DOC4.

Category III: Art as a Personal Development Factor

Continuing with the analysis, it can be stated that art contributes to personal development (Kamichi Miyashiro et al., 2021; Lima Cucho, 2022) as various artistic expressions bring forth intimate emotions, enabling each individual to understand, value, and respect themselves as unique entities. Thus, art education fosters a distinctive talent in every individual, rendering them capable of addressing the challenges currently faced by our society, thereby enabling effective emotional management, as evidenced by studies by Pazmiño (2019) and Sigüenza Orellana and Guevara Vizcaíno (2022).

"Art helps us in exchanging forms of thought, feelings, and ideas about human nature and personal characteristics, expressed through our own abilities or skills. It permits individual expressions." EXPE-DOC9.

Art teaching facilitates cognitive processes that empower individuals with autonomy, allowing them to express their feelings and desires, make timely and desirable decisions, communicate their ideas, and enhance their self-expression, all while addressing their educational needs (Díaz Fernández & Ledesma Gómez, 2021). By actively participating in society, the promotion of decision-making and alternative solutions to the various challenges afflicting individuals is encouraged, enabling them to express and articulate their thoughts (Saona Lozano et al., 2022). Additionally, Eisner (2014, as cited in Díaz Fernández & Ledesma Gómez, 2021), underscores the importance of comprehending cognition in a broad sense, without isolating it from affect, given that these processes occur in parallel.

"In an efficient and meaningful manner, art fosters individual expression and connects individuals with others." EXPE-DOC6

Artistic activities mobilize processes of attention, concentration, memory, as well as attitudes of tolerance, patience, effort, and perseverance, all of which are necessary for emotional control that allows integration and acceptance of others (Pazmiño, 2019). However, as highlighted by Navas Bonilla et al. (2023), it is essential to create conditions to assist students in their development and access to knowledge and culture, thereby providing opportunities for personal, intellectual, and emotional growth.

"Artistic activities help individuals feel more confident, in control, and with greater self-esteem." EXPE-DOC6.

Conclusion

Art teaching develops skills and competencies that allow individuals to develop themselves in their environment with autonomy and confidence, proposing improvements in interpersonal relationships. It facilitates a connection with emotions, awakening imagination, creativity, respect, tolerance, and empathy in individuals and others.

These aspects enable individuals to develop their potential and enrich their emotional intelligence and other intelligence connected to emotions, which are expressed freely and spontaneously. This helps reduce inequality gaps, prevent discrimination, and provide support through emotional management for those who are excluded. However, further research is needed to promote and effectively implement interdisciplinary, multicultural, and inclusive art education during times of pandemic.

However, it is worth highlighting that there are various art activities that students enjoy engaging in, but these activities may not necessarily foster the development of their divergent, critical, or creative thinking. Instead, they serve to contribute to their comprehensive education, aiding in the development of motor and aesthetic skills.

Recommendations

It is recommended that educators design activities that enhance creativity and critical thinking through art, as it sensitizes individuals. Examples include geometric drawing, which demands precision in spatial usage; dance, which promotes collective expression and nurtures personality; and theater, which fosters spontaneity and the expression of ideas and emotions. Moreover, further research is recommended regarding how art education supports inclusion, multiculturalism, and personal development, utilizing alternative research designs and methods. Additionally, we recommend conducting quasi-experimental research involving program implementation in the field, as it allows a direct expansion of knowledge on how art comprehensively benefits students.

Limitations

The main limitation of this study was the lack of research conducted in our context.

Ethical considerations

This study was guided by the principles of beneficence, as the research aims to benefit the surrounding environment; autonomy, as participants were given the opportunity to express themselves freely and share their opinions; and justice, as the sample was representative of the context (see Table 2).

Each participant provided informed consent to participate in the research.

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Author Contribution Statement

Arévalo Vásquez: Conceptualization, design, analysis, drafting manuscript, & writing. Yangali Vicente: Securing funding, technical or material support, supervision. Sánchez Ortega: Editing/reviewing, supervision, technical or material support, admin.

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