

International Journal of Human Sciences Research

ISSN 2764-0558

vol. 5, n. 13, 2025

... ARTICLE 1

Acceptance date: 24/12/2025

INCLUSIVE EDUCATIONAL GUIDANCE. BEST PRACTICES. JAMAY REGIONAL HIGH SCHOOL

Margarita Ortega González

M.A. Jamay Regional Preparatory School. Higher Secondary Education System. University of Guadalajara. Licensed.

Brenda Guadalupe González Bolaños

M.A. Jamay Regional High School. Upper Secondary Education System. University of Guadalajara.

Iván Alejandro Parra Roa

M.A. Higher Secondary Education System. La Barca Regional Preparatory School. University of Guadalajara



All content published in this journal is licensed under the Creative Commons Attribution 4.0 International License (CC BY 4.0).

ABSTRACT: This is an ethnographic study based on oral history. It focuses on good practices in inclusive educational guidance services that support sexually diverse students at the Jamay Regional High School of the University of Guadalajara. Ethnography prioritizes giving a voice to minority groups, who are generally excluded from quantitative research. This results in the inclusion of all subjects in the scope of the research. The following were found to be good practices in Inclusive Educational Guidance: listening, providing an environment of acceptance and good treatment, and providing strategies for coping with emotional situations arising from sexual orientations other than heterosexual.

KEYWORDS: Educational guidance for inclusion. Lesbian guidance. Lesbian inclusion. Homosexual guidance. Homosexual inclusion.

Development

Inclusive education refers to offering educational attention to all people, addressing the specific characteristics that each student may present. This requires the adaptation of the educational institution's infrastructure, the acquisition of materials, movable property, technological equipment, green areas, investment in bibliography, and specific software. In addition to the essential financial and time investment, training and preparation of the staff working at the educational institution is also required. Training and preparation for staff includes managers, academics, administrators, technicians, operational staff, and others. In other words, all staff must be up to date in order to provide their services in accordance with the requirements

of inclusive education. And, of course, financial resources must be available for the continuous updating of staff, given that the specific characteristics of students may vary due to human diversity. All of the above is intended solely to enable the educational institution to provide inclusive education.

A key component within educational institutions is Educational Guidance, which aims to design strategies that contribute to the comprehensive development of students in the academic, human, vocational, and family spheres. Through workshops, conferences, exhibitions, guided tours, and group and individual attention, Educational Guidance has an impact on the comprehensive development of high school students, thereby contributing to the achievement of the graduate profile.

Educational counselors require a specific profile and certain generic skills to provide this service. Ortega (2015). For sexual diversity, that is, homosexuals, lesbians, and bisexuals, in adolescence, a stage in which most subjects of sexual diversity study high school. The Educational Guidance service provides immeasurable support in working with their orientation, due to the myths, taboos, and social discrimination that exist in this regard. This is a further justification for professionals in this role to have the appropriate training to provide this support.

Research question

What are some of the best practices of Inclusive Educational Guidance in caring for high school students who are lesbian, gay, and bisexual?

Theoretical framework

In 2008, UNESCO defined Inclusive Education as a process that aims to respond to student diversity by increasing participation and reducing exclusion in all forms of education. This relates to serving, engaging, and nurturing all students, especially those who, for various reasons, are excluded or at risk of being marginalized. This is an essential element in advancing the Education for All agenda.

Inclusion implies access to high-quality education without discrimination of any kind. Without inclusion, many groups of students would be excluded. Inclusion must be the guiding principle of all education policies and programs so that education is for all, not just for the majority. UNESCO (2008).

In 1994, UNESCO established that schools must adapt their frameworks to ensure that all children are cared for, regardless of their physical, intellectual, emotional, social, or language condition. UNESCO (2001).

Inclusive education strategies include all interventions that contribute to providing education to all persons belonging to minorities. In other words, establishing the necessary conditions for everyone to have access to education. The aim is to ensure that the right to education for all is reflected in educational actions. (UNESCO 2015).

Some strategic principles for inclusive education are: a) Be aware that inclusive education is a system and a continuous process, which requires the registration of new learning needs in order to reduce barriers. b) Institutionalization and updating of inclusive education at all levels, systems, and subsystems of education at the national

level. c) Decentralization of authority and accountability, including investment capacity, construction, and research on inclusive education. d) Cooperation and networking to ensure the participation of social, local, national, and international institutions in the exchange of successful experiences in inclusive education. e) Empowerment of women, girls, ethnic groups, and other disadvantaged groups to ensure their active participation in decision-making for the implementation of inclusive education programs. f) Development of innovative research that seeks educational quality for disadvantaged groups. Ministry of Education and Sports (2011).

A central element in the empowerment of sexual minorities, i.e., individuals of diverse sexual orientations, whether homosexual, lesbian, or bisexual, is educational guidance, which aims to support students throughout their high school years so that they achieve academic efficiency and effectiveness. To this end, the basic manual for Educational Guidance at the University of Guadalajara establishes four lines of action for Guidance: a) Academic Guidance, which works with study habits and methods; b) Vocational Guidance, which works with interests, skills, work environments, and life plans; c) Guidance for human development, where psychotherapy, psychological counseling, and the promotion of life skills are areas of development; d) Family Guidance, which focuses on parenting classes and counseling for parents, with the aim of ensuring that the family environment contributes to academic achievement in high school. It also establishes the professionals who are qualified to work in educational guidance, such as doctors, social workers, educators, and psychologists (UdG 2010).

To this end, Secretariat Agreement 442 proposes the CREATION OF SPACES FOR EDUCATIONAL GUIDANCE and attention to the needs of students, taking into account the characteristics of the population of high school age. Within these spaces, it is expected that the professionals who provide this service will have the ideal profile to implement good practices of Inclusive Educational Guidance.

In order to define what is meant by good practices in Inclusive Educational Guidance, we return to some concepts of good practices, including those proposed by Epper and Bates (2004 in Cid-Sabucedo, Alfonso. 2009). They attribute the following characteristics to this concept: contributing to the improvement of a process's performance, responding to a systematized, documented, and experienced experience, and applying methods of excellence based on innovation. The concept of good practices can refer to both teaching practice and teaching methods. For Benavente (in Zabalza 2012), good practices are those diverse ways of responding effectively and satisfactorily to the different educational demands of the context.

Therefore, good practices in inclusive educational guidance are understood to be all those interventions that the educational counselor makes to ensure that all students who use this service receive attention that provides them with strategies to achieve their emotional, personal, family, academic, and vocational well-being. In this way, after receiving guidance, the student feels, lives, and functions effectively and efficiently in the areas for which they sought advice.

Methodology

This is a study of best practices in educational counseling, focusing on human development for students of diverse sexual orientations (lesbian, gay, and bisexual) at the Jamay Regional High School of the University of Guadalajara.

It recovers the voices of sexually diverse students who requested emotional and therapeutic support in relation to discovery, personal and others' rejection, acceptance, assimilation, personal suffering, social discrimination, and family violence derived from their sexual orientation. These are high school students who, due to their sexual orientation, energy, thoughts, and mental capacity, are focused on how to adapt them to their present and future lives. As a result, academics take a back seat to their interests. Hence the importance of good practices in inclusive educational guidance. This provides them with a critical path for developing a life plan that reconciles both personal and academic growth.

The methodological framework of the research is that of Educational Ethnography and Oral History. In-depth interviews were conducted with three students who came to the Educational Guidance service seeking guidance for human development that would support them in the emotional situations they were experiencing due to their sexual orientation. They were provided with strategies for inner peace, acceptance, and life, including personal, family, and social aspects, that would reconcile their academic development and personal growth. The goal was always to improve their emotional quality of life.

Conclusion

The students interviewed reported a feeling of improvement in their mood, their experience of living and feeling as subjects of sexual diversity, once the educational counselor who attended to them provided empathetic support and acceptance of their diverse sexual orientation, whether homosexual, lesbian, or bisexual. They acknowledged having considered dropping out of school due to the stress they were experiencing in relation to discrimination and rejection, both personal and familial, of their sexual orientation. For this reason, concentrating on academic tasks was almost impossible for them. In addition, they were overwhelmed by a lack of motivation to do academic work and homework, given that they were experiencing a personal situation that they found exhausting. They also found themselves at a crossroads between what they feel and what they would like to feel, according to what is patriarchal and socially established as “correct.”

Some excerpts from the interview are:

“It’s good that you listen to me, that you’re not afraid of anything.”

“If my parents knew what I am, they would be ashamed of me, and they would even take me out of school.”

“I think if I talk to my parents about how I feel, they would give me a really good beating.”

“I thought I was weird because I like men and women, and I haven’t met anyone who has told me that they also like men and women.”

“If I like men and women, does that mean I haven’t defined who I am? Or what’s wrong with me? Am I normal?”

List of best practices for inclusive educational guidance.

1.	Empathetic and respectful listening to the feelings of diversity
2.	Offers actions that promote personal emotional well-being
3.	Encourages good family relationships. Respect
4.	Provides guidance based on scientific, proven, and accurate information
5.	Contributes to the elimination of myths about sexual orientation
6.	Provides strategies for stress management
7.	Promotes the design of an emotionally healthy life plan
8.	Accepts feelings regarding sexual orientation
9.	Promotes emotional intelligence in sexual orientation
10.	Facilitates the expression of doubts and fears. Offers solutions for this
11.	Offers key elements for romantic relationships
12.	Promotes the ability to analyze good relationships

References

Benavente, (en Zabalza 2012). El estudio de las buenas prácticas docentes en la enseñanza universitaria. España.

Epper y Bates. (2004) en Cid-Sabucedo, Alfonso. (2009). Las prácticas de enseñanza declaradas de los “mejores profesores” de la Universidad de Vigo. RELIEVE. V.15, N.2.http://www.uv.es/RELIEVE/v15n2/RELIEVEv15n2_7.htm

Ministry of Education and Sports. (2011). National Strategy And Plan Of Action On Inclusive Education 2011-2015. Lao People’s Democratic Republic.

http://planipolis.iiep.unesco.org/upload/Lao%20PDR/Lao_PDR_National_strategy_plan_action_inclusive_education_2011-2015.pdf

SEP. (2008). Acuerdo Secretarial 442. DOF. México.

Ortega, G. Margarita. Et al. (2015). Investigaciones y reflexiones doctorales sobre educación. Umbral. México.

UdeG. (2010). Orientación Educativa del Sistema de Educación Media Superior. Manual Base. Universidad de Guadalajara. Sistema de Educación Media Superior. México

UNESCO, New Delhi Office. (2015). Inclusive education.

<http://www.unesco.org/new/en/newdelhi/areas-of-action/education/inclusive-education/>

UNESCO. (2001). Inclusive education. <http://www.unesco.org/education/sne/>

UNESCO. (2008). Defining an Inclusive Education Agenda: Reflections around the 48th session of the International Conference of Education. November 25-28. Switzerland. http://www.ibe.unesco.org/fileadmin/user_upload/Policy_Dialogue/48th_ICE/Defining_Inclusive_Education_Agenda_2009.pdf