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INTERSECTIONALITY AND EXCLUSION IN THE DEVELOPMENT OF EDUCATIONAL PRACTICE AT A HIGHER LEVEL WITHIN THE STATE OF PUEBLA

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Abstract: The deconstruction of preconceived concepts and social practices is not an easy task; For this reason, it is necessary to raise the importance of addressing issues that help to question the structures that exist without justification. Hence the relevance of studying the issue of intersectionality from addressing the diversity of identities that have historically been invisible. If one starts from the premise that education must be inclusive and the relationship that is kept with educational practice at a higher level, the regulatory framework that contemplates said inclusion can be found, taking into account what is presented in practice. These practices and interpretations are taken as empirical references for the problem under analysis. In general, the identification of inclusion processes in the field of higher education is sought. The methodology has also been permeated by an intersectional approach, from which indicators of sex, age, race or ethnicity, sexual orientation, socioeconomic status, and disability are considered. A qualitative methodology will be used to approach the research, based on a critical analysis that takes intersectionality as the instrument to identify whether discrimination, exclusion, invisibility, and inequality prevail at the higher level.

Keywords: Intersectionality, invisibility, higher education

INTRODUCTION

Discourses on education in Mexico have focused on showing that education is inclusive, which has been questioned throughout the history of education in the country. The different educational levels in theory keep that condition of being inclusive. I agree to what is expressed verbatim in Article 3 of the Political Constitution of the United Mexican States (CPEUM), in its second paragraph added to the Official

Gazette of the Federation on May 15, 2019, and which literally says:

“The State is responsible for the stewardship of education, the education provided by it, in addition to being mandatory, will be universal, inclusive, public, free and secular.”

In an effort to corroborate the degree of inclusivity and, therefore, of exclusion that higher education keeps in practice, this research work is carried out so that it can serve as a parameter in the lack of equity that commonly occurs, (Collins, 2019) and that is directly related to intersectionality, since it also generates several derived consequences, such as desertion, discrimination, exclusion, etc.

PROBLEM

At present, special interest has been given to the issue of inclusion in various fields of education. Inclusive education varies depending on the geographic region and the literature that is used; (Kozleski, Artiles, Waitoller, 2014).

In developed countries, such as the United States of America, the concept of inclusive education is used interchangeably with that of special education (McLaughlin, Jordan, 2005). However, in developing countries -such as Mexico- attempts are made to include under the term “inclusive” students who suffer from marginalization, not only those with disabilities.

Apart from the ambiguities about who are the students who require inclusion, what is stated in the General Law of Education in Mexico is addressed, which in its article 7, section II, states textually:

“The State is responsible for the stewardship of education; the one given by it, in addition to being mandatory, will be:

I (...)

II. Inclusive, eliminating all forms of discrimination and exclusion, as well as

other structural conditions that become barriers to learning and participation, so that:

- a) It will attend to the abilities, circumstances, needs, styles and rhythms of learning of the students;
- b) Eliminate the different barriers to learning and participation faced by each of the students, for which the educational authorities, within the scope of their competence, will adopt measures in favor of accessibility and reasonable adjustments;
- c) Provide the technical-pedagogical and material resources necessary for educational services, and
- d) It will establish the special education available for all types, levels, modalities and educational options, which will be provided under necessary conditions, based on the decision and prior assessment by the students, mothers and fathers or guardians, personal teacher and, where appropriate, due to a health condition;

Intersectionality is clearly addressed by the different sections of the article, when talking about circumstances, styles, and the different learning barriers, which are not always directed at cognitive difficulties when talking about exclusion due to disability.

For this reason, the following is the central problem of this research: What is the influence of intersectionality and exclusion in the development of educational practice at a higher level?

From the previous question, other questions arise: How does the university community experience intersectionality? How do you experience exclusion due to intersectionality? Do you find benefits in that there is no exclusion for reasons related to intersectionality? Do men think the same as women? What opinion do people of non-heteronormal sexual orientation have? What

opinion do people with an unfavorable socioeconomic status have? Is it the same experience for students as it is for teachers?

ABOUT THE GOALS

The objective of the research was to detect how intersectionality and exclusion influence higher educational practice to seek deconstruction and to ensure that these practices are avoided. The subjects investigated are students and teachers of a higher level, in the public sector.

GOALS

The goal to be met is to have a representative reference population of students and teachers from the state of Puebla that can corroborate whether intersectionality and exclusion are two factors that influence higher educational practice and its effects, to be published in a scientific journal.

THEORETICAL FRAMEWORK

INTERSECTIONALITY

The concept of intersectionality, according to the specialized literature, does not have a single registration date, since there is geopolitical evidence that speaks of the efforts that have been made in this area (Crenshaw, 1989).

Being, on the one hand, the struggle of black women in the United States between the 60's and 70's, who highlighted the importance of talking about the intersection of gender and race; and on the other, the struggle of Chicana activists (Zapata, 2013), who, in addition to gender, ethnic, and racial differences, included linguistic, national, and class differences. Subsequently, the movements against heterosexism and homophobia were united, until reaching the academic field where Kimberle Crenshaw introduced the term "intersectionality",

making from that moment the various forms and categories of multiple dimensions of experiences were integrated.

Beyond what can be imagined, intersectionality does not present an immovable list of situations of inequality, but rather strategic guidelines that intervene in scenarios considered inclusive (Expósito, 2012).

Intersectionality provides a set of guidelines that make it possible to critically and multidimensionally examine the effects of the multicategory problem faced by the construction of inclusive-type university policies (Platero, 2014).

EXCLUSION

The word exclusion derives from the Latin *exclusio*, which means “effect of excluding”; This concept is more common to talk about the unfavorable situation of a person, who, by not covering their basic needs, is considered excluded (Cruells, 2015).

Exclusion systems adopt their operation from the contributions of intersectionality; hence, the social positions of the intertwined systems of oppression focus, above all, on inequalities and oppressions (Collins, 2009).

Below are several positions from various authors who are for or against how they conceive intersectionality:

Arguments in favor	Counterarguments
Contemplating intersectionality makes a more plural environment	Intersectionality causes division and segregation in the members of society
Every person deserves to receive a higher education, regardless of their traits, their origin and any other element that differentiates them from the rest	The best results are obtained from separating the products from the beginning. The same happens in the educational field.
Intersectionality must be considered within some constitutional principle directly	Intersectional sectors must not be included in any legal system

It is necessary to take action against people who exclude others for reasons of intersectionality within the educational field	People who are excluded from the educational field for reasons of intersectionality, only do so by obeying the regulations and norms of the institution.
Intersectionality must be considered as an element that contributes to non-exclusion within the educational field	Individuals are excluded for a variety of reasons, unrelated to intersectionality

This table presents the arguments for and against intersectionality.

Table 1. Pros and cons of intersectionality.

The binary logic requires thinking about a mechanism of inequality and exclusion, which reproduces collective indifference, segregation and, therefore, oppression. Derived from this, the importance of printing a differentiating sense that the concept of intersectionality makes to the research, to end these schemes.

JUSTIFICATION

A) CONVENIENCE

All research seeks the acquisition of new knowledge, and can be defined as “the systematic procedure that seeks to respond to scientific problems through valid and reliable information” (Borsotti, C. 1989), for which this does not escape this concept and pursues the purpose of obtaining new knowledge from research within the problematic and specific situation that arises. Specifically, it is proposed to generate the deconstruction of concepts and social practices such as the influence of intersectionality and exclusion in the development of educational practice at a higher level.

B) SOCIAL RELEVANCE

As soon as the research is carried out and contributes to responding to the problem that occurs in public higher education institutions in the State of Puebla, they will benefit from

the proposed deconstruction and thus avoid excluding talents and abilities. for reasons related to intersectionality; taking into consideration the social impact that it will achieve, it will be really important, since it can symbolize a contribution to society in general, mainly, of course, the people of Puebla; taking into consideration that the research will be directed at higher level institutions and public education.

C) PRACTICAL IMPLICATIONS

Once the results of the investigation are put into operation, taking into account the elements of convenience and social relevance, a response will be given to the problem raised, the cause that motivated it. It will of course be necessary to include all educational agents in the knowledge to be able to put it into practice.

D) CONSEQUENCES OF THE STUDY

Once the deconstruction proposed in this research is carried out, the efforts of the different educational agents will find the line to follow that is in line with obtaining targeted results for all educational agents, whether they are Students or teachers. The most important benefit will be the one obtained by these same educational agents in the different educational processes that are affected by this phenomenon, consolidating itself as the positive impact that is needed in this area.

METHODOLOGY

A non-experimental, qualitative, descriptive and simple cross-sectional research was designed to analyze how intersectionality and exclusion influence the development of educational practice at a higher level in the state of Puebla.

It began with a documentary review of the concepts of intersectionality, exclusion and higher education.

A pilot test was applied to 100 students and 50 teachers, who are part of the higher level in public schools to make it more representative. The degree of reliability obtained was obtained based on Cronbach's Alpha.

An instrument (questionnaire) containing 30 items was applied, 20 on a Likert 5 scale, where position 1 corresponds to Totally I disagree, while position 5 meant Totally I agree. It also contains 10 questions with dichotomous answers.

The research subjects were Students or professors with the following characteristics:

- That they study or have their teaching practice at a higher level
- That they are public schools to which they are attached
- That they have some very specific condition considered within the spectrum of intersectionality.
- That some of them have been excluded for reasons of intersectionality

The instrument was applied to 574 students, from a universe of 680, and a Cronbach's Alpha of 901 was obtained; while it was applied to 123 teachers, from a universe of 139, obtaining a Cronbach's Alpha of 902, which makes it reliable.

RESULTS

From the application of instruments, results were obtained, of which the most representative are listed.

With respect to the exclusion that the respondents have experienced in relation to their sex, (Table 2), it is noteworthy that men do not consider that they have been excluded in any way due to intersectionality, while women in a high percentage, they do consider it that way. However, the percentage of people who self-identify as "non-binary" is even more conclusive, 99.68% of whom answered

Gender	I totally disagree	I disagree	Indifferent	I agree	I totally agree
<i>Man</i>	36.70%	50.00%	2.10%	5.00%	6.20%
<i>Women</i>	8.00%	10.00%	2.00%	39.00%	41%
<i>Other (non-binary)</i>	.02%	.30%	0.00%	47.70%	51.98%

Answers to the question of whether they have experienced exclusion from some work or academic activities due to intersectionality, taking into account the sex of the people surveyed (men, women and, at the request of some, non-binary).

Table 2. Exclusion because of your sex.

Students or professors	I totally disagree	I disagree	Indifferent	I agree	I totally agree
<i>Students</i>	11.00%	10.30%	1%	38.70%	39.00%
<i>Professors</i>	21.20%	24.70%	2.20%	21.20%	30.70%

Answers to the question of whether they have experienced exclusion from some work or academic activities due to intersectionality, taking into account whether the people surveyed are students or teachers.

Table 3. Students or professors.

Age range	I totally disagree	I disagree	Indifferent	I agree	I totally agree
<i>20-30</i>	8.10%	18.00%	2.00%	30.20%	41.70%
<i>31-40</i>	20.00%	30.40%	10.40%	26.10%	13.00%
<i>41-50</i>	41.00%	40.00%	7.00%	8.00%	4.00%
<i>51-60</i>	0.00%	0.00%	3.00%	49.00%	48.00%
<i>61 or over</i>	00.00%	00.00%	0.00%	40.00%	60.00%

Age ranges of respondents who have been excluded from various academic or work activities due to a factor related to intersectionality.

Table 4. They have suffered exclusion for reasons of intersectionality.

that they have experienced this exclusion, taking into account their sex. It is important to highlight the difficulty that it represents for this group of people to associate them with a certain sex (biological), since precisely they do not identify with either of them (man or woman).

The following table (Table 3) shows the information that students have experienced exclusion to a greater extent in relation to teachers, due to various causes of intersectionality, (which are listed in detail in Table 5).

However, according to the age ranges that were determined in the questionnaire, it is

notable that the oldest age ranges are those who have experienced the most exclusion from various academic or work activities, due to some factor related to intersectionality. It is likely that temporality plays an important role in this sense, since, with a greater number of years, the term “intersectionality” did not even appear in the context of research subjects of this range, nor were the terms fully respected. human rights of the general population. However, it is worth noting that the range between 41 and 50 years of age are the ones who least consider having experienced an exclusion of this nature.

Issues of exclusion due to intersectionality	I totally disagree	I disagree	Indifferent	I agree	I totally agree
<i>Intersectional exclusion, due to gender</i>	7.4%	11.8%	1.5%	22.1%	57.2%
<i>Intersectional exclusion due to age</i>	16.2%	35.3%	8.8%	27.9%	11.8%
<i>Intersectional exclusion due to socioeconomic status</i>	1.5%	13.2%	20.6%	50%	14.7%
<i>Intersectional exclusion due to ethnicity or race</i>	13.2%	22.1%	7.4%	17.6%	39.7%
<i>Intersectional exclusion because of sexual orientation</i>	25%	27.9%	5.9%	25%	16.2%

The response of the incidence was obtained in regards to the exclusion that the respondents have experienced due to various issues of intersectionality.

Table 5. Intersectionality issues that have caused exclusion.

Once listed in the instrument, the most common exclusion issues due to intersectionality were: due to gender, belonging to a certain ethnic group or race, and having a certain sexual orientation, all of them even above related issues. with age and socioeconomic level.

CONCLUSIONS

Talking about intersectionality within the educational practice at a higher level in the State of Puebla, as well as the framework that it implies, is talking about unrecognized privileges in some, and invisible to others, which automatically makes it a controversial issue, which it would not necessarily have to be treated this way.

Therefore, and based on the results found, the following conclusions were reached:

- The issue of intersectionality is little known in our context, which is why it is not known how to treat it within educational practice at a higher level in the State of Puebla.
- The subjects of this investigation are not clear about what intersectionality implies, although some have heard of it.

- Empathy as part of the intersectional themes, although it is often invoked within the development of activities at a higher level, is present in a discriminatory way; not in a general way, as a tool that helps to create healthier environments to be able to have better coexistence without exclusions
- Being located within one of the intersections where there are fewer privileges than some, but more privileges than others, must not be a cause to detract from the rights and freedom of individuals within the educational practice at a higher level.
- Despite the fact that there are regulations that tell us about the existence of inclusive education in Mexico, there is a lack of instances with the essential protocols that follow it up and do not leave these regulations as a dead letter.
- To the extent that more diverse spaces are generated in [higher] education, it will be possible to generate new ideas of thinking, new ways of socializing, since the diversity of the group will allow it and enrich the experience. educational based on inclusion

- Higher education, (like any other educational level) by its very nature, must favor socialization, reasoning, criticism and reflection, for which it is necessary to disseminate various perspectives that lead us to think, not to fear, since that fear is indoctrinating, not educational
- The educational practice without being exclusive for any of the causes that originate from the intersectionality framework, will be consolidated as a quality education to the extent that it becomes inclusive.
- Educational agents want to be considered based on their ability and willingness within the educational process, not by emphasizing any of its intersectional characteristics.

SUGGESTIONS

- It is recommended to continue deepening the research on intersectionality and exclusion within the educational practice at a higher level within the State of Puebla.
- The results derived from these investigations must be taken into account when they are put into practice.
- All educational agents that are directly or indirectly involved in educational practice at a higher level must be informed and sensitized to the issue of intersectionality and exclusion, so that the former can be considered as part of the characteristics that make up to an individual and his personality; and the second, so that it disappears from higher educational practice, since it does not contribute to improving it at all.
- It would be extremely important to carry out multidisciplinary research where, in addition to obtaining statistical data that tells us about the relevance of the

issue of exclusion due to some cause of intersectionality due to the impact it causes within educational practice at a higher level, strategies are proposed to raise awareness. to the educational community at a higher level, and to this extent, reduce its presence and the effects

- Inclusion processes must be identified within the educational practice at a higher level in the State of Puebla.
- Higher education institutions in the State of Puebla must commit to generating a culture of non-exclusion due to issues derived from intersectionality.

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