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INCLUSION APPLIED IN HIGHER EDUCATION INSTITUTIONS IN MEXICO

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Abstract: In this globalized and constantly evolving world, the importance of inclusion and diversity in education cannot be underestimated. These factors play a crucial role in students’ personal and professional development, as well as shaping their perspectives on society. It is therefore imperative that educational curricula are constantly adapted to ensure that future generations are well equipped to cope with these changes. The thought of what lies ahead for education is unsettling, but with an education system that prioritizes inclusion, diversity and equality, we can strive for a better future. To achieve this, it is essential that educational leaders, teachers, students, and administrative staff collaborate and implement strategies that foster a positive impact on the learning process. To achieve certain Sustainable Development Goals (SDGs) implemented by the UN, as it promotes equality between people and contributes to a more peaceful society. It also promotes the recognition and acceptance of diversity to guarantee the inclusion of all people in all environments, specifically in education, since it is an element to achieve social progress so that there are opportunities and a life with quality.

Keywords: Inclusion, Higher Education Institutions, Sustainable Development Goals, Diversity

INTRODUCTION

In recent years, there has been a rise in popularity around the term “inclusion”, leading organizations, companies and governments to design strategies aimed at fostering this new culture of inclusion. Consequently, it is imperative that education respects the principles of justice and compassion towards all individuals, as it is not only a fundamental human right, but also serves as a crucial indicator of the quality of life. Furthermore,

education plays a fundamental role in promoting social cohesion, justice and equal opportunities for all. Therefore, it is important to include inclusive educational experiences in all programs of educational institutions.

The way in which students reflect and accept all people regardless of their religion, disability, immigration, African or Aboriginal origin and gender diversity is imperative. Integration in classrooms is a process aimed at guaranteeing the equal rights of all students to quality education, taking into consideration, equal opportunities to participate in an integrated teaching and learning process. Since September 2015, most governments, companies and educational institutions around the world have been working hard to implement parts of the 2030 Agenda for the Sustainable Development Goals issued by the United Nations.

The objective is to empower the people of both countries, as well as the people of all countries, to achieve sustainable development that includes not only actions beneficial to the planet, but also a peaceful, inclusive, egalitarian and prosperous coexistence in accordance with the declared agenda. of civilization implemented through educational institutions, which is capable of raising awareness among students, will bring benefits to human well-being. Positive results.

INCLUSION APPLIED IN EDUCATION IN MEXICO

The desire for a society in which all human beings had equal opportunities was universal; However, unfortunately, this ideal did not become a reality as many people lived without the fundamental rights they must have. Consequently, a social division emerged that distinguished those included from those excluded.

The Universal Declaration of Human Rights establishes that “We are all equal before the law, without distinction and against all discrimination” (article 7). This Declaration has promoted the States that subscribe to it to incorporate human rights into their national legislation to link them to their development policies and plans. (Secretary of Public Education, 2018).

To guarantee equal opportunities for all students, the educational system must establish the necessary circumstances. It is imperative that all students have the ability to thrive, acquire cultural knowledge and understanding, use their intellectual and practical skills, and achieve optimal growth and development.

Therefore, to promote inclusion and ensure holistic learning for all students, educational institutions must undergo a transformation that values diversity.

Regarding the aforementioned (De Boer et al.) they consider that the school is key in the implementation of inclusive education. A positive attitude plays an essential role in implementing successful educational changes. A basic foundation of the inclusive school is the so-called principle of normalization, which postulates the need for the child to be educated in the most normal conditions possible, in the least restrictive, most socializing and developmental environment possible. (2011)

The importance of inclusion and diversity lies in their ability to foster principles that must be instilled in educational environments, such as respect. Likewise, they contribute to creating an environment where people feel esteemed and appreciated.

Cardona Moltó tells us that students differ in their characteristics is something that does not allow discussion. They differ in level of performance, in how quickly they learn, in learning style. Some suffer from a disability, while others are gifted or have special talents. These and other differences (cultural, ethnic, and/or social) can have

important implications for education, teaching, curriculum, and educational policy. (2006).

At all stages of life, diversity is manifested through various behaviors and lifestyles exhibited by individuals. Therefore, it is imperative that educational institutions recognize and address the diverse needs of students as they play a vital role in promoting inclusive education.

In the opinion of (Rodríguez & Alvarado Martínez) Diversity refers to the variety, richness and difference between things in a given area or space. The term comes from the Latin *diversitas*, which comes from *diversus*, the past participle of the verb *divertere* (to turn, to leave, to turn in the opposite direction). The word variety expresses variety, or quality of different things (the suffix - father means quality), and since it is variety, it must be diverse and abundant. (Legal Forum, 2021).

Ensuring that all students receive a quality education in a respectful and safe environment is called educational inclusion. In addition to creating a classroom atmosphere that accepts and values diversity, this includes providing additional services and resources to support students with special needs or disabilities, inclusive education involves teaching and learning to teach knowledge to students. Students are strengthened through teachers' teaching in various ways. Therefore, teachers must commit to inclusive education and students must embrace and include on their teams inclusive people who will determine whether their efforts will be successful.

It is considerably important that classrooms and environments in educational institutions are suitable for students to benefit and adapt.

Arnaiz Sánchez states that education aims to eradicate all these forms of oppression and aims to create an educational system for all based on equality, participation and non-discrimination within a truly democratic society. Inclusive education is the opposite

of competition and choice, which focuses on individualized models of action, because it understands that it is a matter of law, justice and the fight against inequality. (2019, p. 33).

There are issues that affect inclusion, which allows a person to join a group, participate and contribute their skills, and benefit from the contributions of others, even though women also enter the labor market and experience discrimination. For example, lower salaries than men, offensive jokes, all kinds of harassment and other obstacles that exist, so it is important to make use of their rights so that they can find a decent job in any sense of the word. The new educational experiences that are integrated into educational institutions are highly inclusive, and this is the potential that allows individuals to integrate and be part of a group interacting with others, helping them develop their skills and take advantage of them for the benefit of others. common interests.

Regarding the issue of inclusion in education, in the educational care of learners with developmental disabilities and special educational needs, the principles of normalization, integration, division of departments and personalization of learning, and the right to receive a flexible and quality education. It has to be done. (Quijano Chacón, 2008).

According to the author:

(Soto Calderón) When talking about inclusion we talk about tolerance, respect and solidarity, but, above all, acceptance of people, regardless of their conditions. Without making differences, without overprotecting or rejecting the other for their characteristics, needs, interests and potentials, much less for their limitations; as Heward (1997) notes "(...) to survive, a social group must adapt and modify the environment in which it lives" (2003)

APPLICATION OF THE SUSTAINABLE DEVELOPMENT GOALS IN EDUCATION

The Sustainable Development Goals (SDGs) are a planning tool for global initiatives with a long-term vision to address the economic, social and environmental challenges of today's world as a civilizational agenda in which human dignity comes first. It is used by people, companies, institutions and is initiated by governments through their public policies under indications from the United Nations.

“The 2030 Sustainable Development Goals agenda includes 17 goals and 169 targets that establish an ambitious vision for sustainable development and integrate its economic, social and environmental dimensions.” (Bárcena Ibarra, 2019, page 8)

Education is key to achieving many other Sustainable Development Goals (SDGs). When people have access to quality education, they can escape the cycle of poverty, education helps reduce inequality and achieve gender equality. It also enables people around the world to live healthier and more sustainable lives.

The Sustainable Development Goals are a planning and monitoring tool for countries, both at the national and local level. Thanks to their long-term vision, they will provide support for each country on its path towards sustained, inclusive development in harmony with the environment, through public policies and budget, monitoring and evaluation instruments. (United Nations, 2018)

Education is also crucial in fostering tolerance among people and helps create a more peaceful society. The recognition and acceptance of diversity to achieve the inclusion of all people in all environments, especially in education, are fundamental measures to achieve social progress, creating an inclusive environment, where equity, justice, and respect are learned. and the peace.

Of the Sustainable Development goals that can have an impact on promoting inclusive education, diversity and gender equality, they would be:

Objective 4: Mentions about guaranteeing inclusive, equitable and quality education, so we must all promote teaching without discrimination, gender parity. Races and social levels, decent schools, school facilities that have adequate services for students who have disabilities.

Objective 5: This SDG refers to gender equality, so it must be promoted from the classroom, promoting both the management part in issues of equal positions for women and men, and promoting the empowerment of women in issues of inclusion. financial, legal areas, among others.

Objective 10: Deals with the reduction of inequalities, this can be worked on from the classroom to offer development opportunities equally until companies that have links with Universities promote the application of human rights, equitable income, etc. (United Nations, 2018, pp. 27,31 and 47)

IMPLEMENTATION OF INCLUSION AT THE UNIVERSIDAD VERACRUZANA, HIGHER EDUCATION INSTITUTION OF THE STATE OF VERACRUZ, MEXICO

Dr. Martín Gerardo Aguilar Sánchez, Rector of the Universidad Veracruzana, included in his 2021 – 2025 Work Program “For a Comprehensive Transformation” two transversal axes that are: 1) Sustainability and 2) Human Rights, within which all university students They must apply the transversality of both axes in their academic work and impact the themes of 1) Teaching and academic innovation, 2) Research, post-graduation studies and innovation, 3) Dissemination of culture and extension of services and Administration and 4) institutional

management, which are the substantive activities, and these in turn are related to the Sustainable Development Goals, such as inclusion, diversity and equity. (Veracruzana University, 2021)

In activities that the Universidad Veracruzana aims to fulfill, it includes the Study Plans and Programs, in this case the Administration Program, which was approved in 2019 and included an Educational Experience (subject) specifically "Management of the Inclusion" that is found within the curricular map in the fourth period or semester, which among its objectives is:

"The student implements mechanisms to promote an inclusive culture in organizations based on the right to equality and non-discrimination, which allows the development of good practices in organizations and at the same time promotes respect for diversity. The above is based on the information obtained by diagnosing the prevailing conditions in the different units on the diversity and inclusion indicators." (Veracruzana University, 2019).

By integrating educational experiences with inclusive management in management courses, we seek to train students to implement inclusive management, specifically through initiatives and practices related to an inclusive culture in relation to the company and its environment. Suitable for personal life and social environment.

ANALYSIS AND STUDIES IN ADMINISTRATION STUDENTS

At the Universidad Veracruzana students are received every year during the month of August, so it was decided to apply a survey to 2023 enrollments who are new entrants, the objective is to know if they have identified the topics of secondary education, that is, high school. inclusion, this through a diagnostic survey with topics of inclusion, diversity and equality, since, as previously described,

the University has already included in its programs an Educational Experience called Inclusion Management and the students that make up the enrollments in 2023, which is the case study, they have still taken it.

On the other hand, we want to make a comparison with the students enrolled in 2020 who have so far completed 6 semesters and it is estimated that many of them have already taken the Inclusion Management Educational Experience, since this is taught in the fourth semester, therefore A survey was also applied to them in order to perceive the level of knowledge and application regarding the subject. Next, the methodology is described in order to have a clearer vision of the case study.

METHODOLOGY

This research presents a qualitative, exploratory and descriptive methodology, with study variables including Inclusion, diversity, and equity. The study subjects are new students enrolled in 2023 and enrolled in 2020, at the university level of the Educational Administration Program of the Open Education System of the Universidad Veracruzana.

For the technique used in data collection, an instrument called (survey) was created and distributed through the computer tool Google Forms, and it was also shared for application through the institutional platform of the Universidad Veracruzana called "EMINUS", said instrument consists of 13 questions for the 2023 enrollments and 13 for the 2020 enrollments, questions aimed at their perception and elementary knowledge that they have obtained in the classroom of their educational institution on inclusion issues.

The study is based on probabilistic sampling in a universe of 95 students from the 2023 enrollments and 60 students from the 2020 enrollments; The representative sample

for enrollments in 2023 indicates that 77 responses must be obtained and enrollments in 2022 must have 52 responses.

As a result of the application, 74 students responded for the 2023 enrollments, meaning that a smaller percentage of the sample size was missing, however, it fits and is acceptable in the ranges for the purposes of the confidence level of the results obtained by said study. and for the 2022 enrollments, 52 students responded, an exact number to comply with the follow-up of the study.

CALCULATION OF THE SAMPLE IN THE 2023 AND 2020 REGISTRATIONS

For the analysis of the sample, the formula for finite universes indicated was used.

$$n = \frac{z^2 N p q}{e (N-1) + z^2 p q}$$

Where:

n = is the sample size to be calculated

z = is a constant, it represents 95% confidence, in this case 1.9599

N = is the size of the population

p and q = are the probabilities of success or failure that have a value of 50% (so P and $q = 50$)

and = It is the error selected by the researcher recommended between 5 and 9.

Formula for enrollments result 2023

$$n = \frac{(1.9599)^2 \times 95 \times 0.5 \times 0.5}{(0.050)^2 (95-1) + (1.9599)^2 \times 0.5 \times 0.5} = 77$$

Formula for registration result 2020

$$n = \frac{(1.9599)^2 \times 60 \times 0.5 \times 0.5}{(0.050)^2 (60-1) + (1.9599)^2 \times 0.5 \times 0.5} = 52$$

Table 1. Sample calculation. Own elaboration.

Source: (Aguilar Barojas, 2006)

RESULTS

The graphs are interpreted to have a clearer perspective of the result of the comparative study between 2023 and 2020 enrollments, according to the following development:



Chart 1: Indicate your age

Source: own elaboration

Of the total respondents from the two 2020-2023 enrollments, their ages were between 18 and 25 years old, which implies that the majority are young people with a greater possibility of continuing their studies.

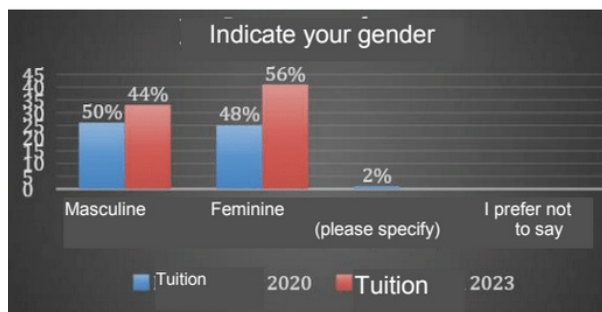
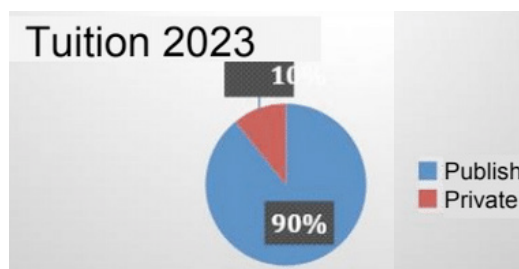


Chart 2: Indicate your gender

Source: own elaboration

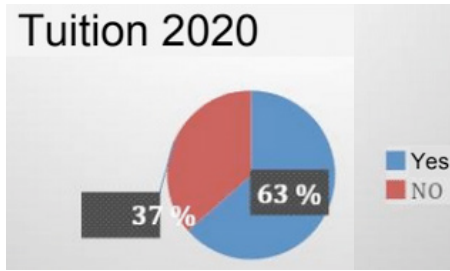
Of the respondents from the 2023 enrollments, in relation to gender, the highest percentage, 56%, was female, however in the 2020 enrollments, the percentage greater than 50% was male, the difference regarding another gender in the 2020 enrollments was 2%.



Graph 3: Secondary Education Institution where you completed your Baccalaureate

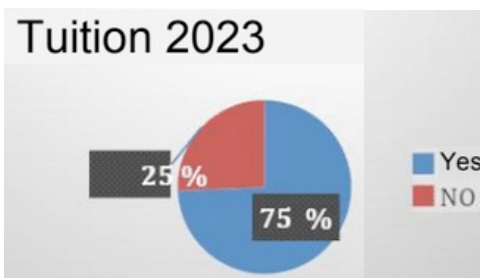
Source: own elaboration

This question was only asked of new students, enrollments in 2023, as we can see through the graph, 90% studied high school in public school.



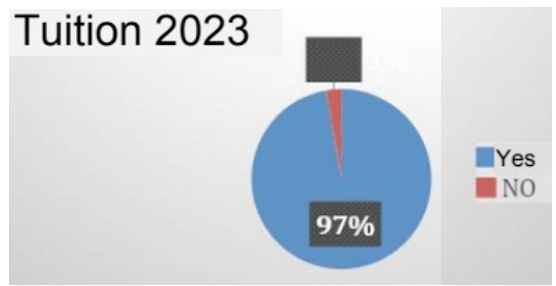
Graph 4 - You have already taken the Inclusion Management Educational Experience
Source: own elaboration

This question was asked to the 2020 enrollments, as we can see through the graph, more than 63% have already completed the educational experience of Inclusion Management, so they know the importance of this topic.



Graph 5: Knowledge of diversity, inclusion and equality was promoted where you attended high school
Source: own elaboration

Through this graph, it is detected that of the respondents surveyed for new enrollment in 2023, with a percentage of 75%, the students were encouraged to learn about Inclusion, diversity and equality, but 25% were not prepared to know the topic.



Graph 6: Do you know the term Inclusion
Source: own elaboration

Of the 2023 enrollments, 93% of the students responded that they know the term Inclusion, as we can see only 3% do not know this term.



Graph 7 - How do you react when you see a classmate in your class in a wheelchair
Source: own elaboration

In relation to how they would react to having a disabled partner, the respondents agreed on trying to support them.

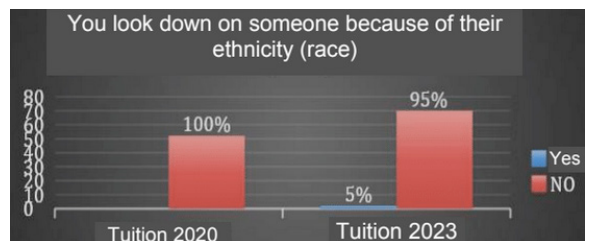
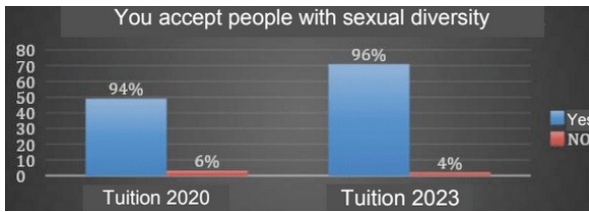


Chart 8 - You belittle someone because of their ethnicity (race)
Source: own elaboration

Of the new students of the 2023 enrollments, 95% answered that they would belittle the university community because of their ethnicity (race), and in the 2020 enrollments, 100% of the students who were

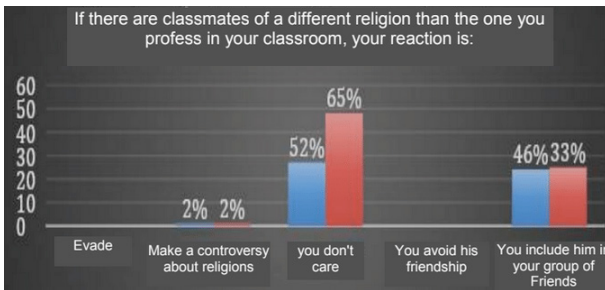
surveyed responded that they would not belittle people of another race.



Graph 9 - You accept people with sexual diversity

Source: own elaboration

As we can see, both groups of students responded that they accepted people with sexual diversity.



Graph 10 - If there are classmates of a different religion than the one you profess in your classroom, your reaction is:

Source: own elaboration

Through this graph, it is detected that of the respondents newly enrolled in 2023 enrollment with a percentage of 65% indicating that they care about the religion of their classmates, almost equally the students enrolled in 2020 answered 52% that they did not. They care about religion.

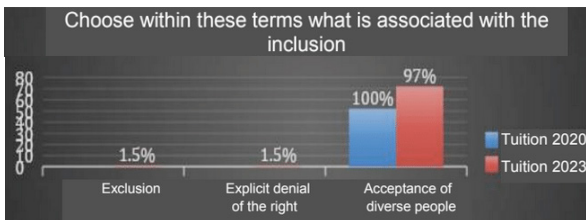
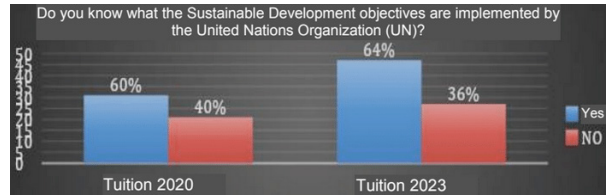


Chart 11 - Choose from these terms that is associated with Inclusion

Source: own elaboration

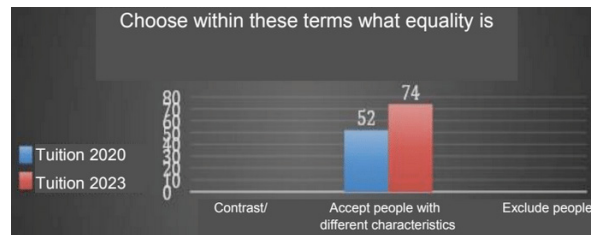
As we can see, the students from both enrollments agree regarding the term associated with Inclusion, where they indicate the term of acceptance of diverse people.



Graph 12 - Do you know what the Sustainable Development Goals implemented by the United Nations (UN) are?

Source: own elaboration

Of the 2020 enrollments students, 60% indicated that they know the objectives of Sustainable Development implemented by the United Nations (UN), likewise the 2023 enrollment almost coincided with 64% accepting that they know the objectives.



Graph 13 - Choose from these terms what equality is

Source: own elaboration

As we can see in the graph, 100% of the students from each of the surveyed enrollments agreed in accepting people with different characteristics.

CONCLUSIONS

Globalization has significantly changed the world in recent years, bringing some positive results, but also negative effects, such as prejudice and exclusion. Discrimination against people with disabilities is fundamental, so it is necessary to seek and provide new perspectives of inclusion and tolerance through education as a way to address this issue and change these trends, creating opportunities not only for people

with disabilities or with sexual diversity, orientation, culture, language, genetics, etc.

Education is fundamental, from the most basic to the most advanced, inclusion and diversity must be addressed so that the next generation accepts it as something shared, that is why teachers must do so in their teaching methods. Work together to ensure that everyone follows procedures that incorporate concepts of inclusion and adapt teaching to diversity and inclusive education.

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