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INCLUSIVE EDUCATION A SCHOOL FOR DIVERSITY

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Abstract: Inclusive education focuses on creating learning environments where all students, regardless of their abilities, backgrounds or needs, can fully develop. This approach promotes diversity and equity in the classroom, recognizing that each student has a unique set of strengths and challenges. Equity in inclusive education is not about providing the same resources to everyone, but about ensuring that each student receives what he or she needs to reach his or her full potential. This requires a commitment from teachers and institutions to train and implement innovative pedagogical strategies, such as cooperative learning, differentiated instruction and the use of assistive technologies. The goal is to create a school culture that not only tolerates but celebrates diversity, promoting a sense of belonging and respect among students. The methodology is a qualitative approach, with a descriptive design, reviewing in the literature about this article. In conclusion, fostering diversity and equity in the classroom not only benefits students with specific needs, but enriches the learning of the whole group. It promotes a culture of respect and acceptance, preparing students to be empathetic and responsible citizens. Inclusive education is a step towards creating more just and equitable societies.

Keywords: Inclusive Education, Diversity, Equity, Respect

INTRODUCTION

Including students with different abilities not only benefits them, but also raises the quality of education. By integrating at advanced levels, these students will find their place in society, develop links that respond to their needs, generate shared learning spaces and prepare themselves more effectively to interact in the workplace.

The diversity of students in our educational system is a topic of discussion and relevant attention. Differences include aspects such as

language, culture, religion, gender, disability, sexual orientation, socioeconomic status, geographic location, among others, reflecting the multiculturalism present at all educational levels.

In the face of this reality, diversity is often perceived as a problem rather than an opportunity to learn about the different ways of life of other people and about the true meaning of being human: to be accepted, valued and respected for being oneself in a naturally diverse and pluralistic world.

RIGHT TO EDUCATION

The general principles of education are established in Article 3 of the Political Constitution of the United Mexican States, which reads as follows:

Every person has the right to education. The State, Federation, Mexico City and Municipalities will provide and guarantee early childhood, preschool, primary, secondary, high school and higher education.

In section II, subsection f), it shall be inclusive, taking into account the diverse capacities, circumstances and needs of the students. Based on the principle of accessibility, reasonable accommodations will be made and specific measures will be implemented with the objective of eliminating barriers to learning and participation.

In the General Education Law it mentions that in the:

Article 5° Every person has the right to education, which is a means to acquire, update, complete and broaden their knowledge, abilities, skills and aptitudes that allow them to achieve their personal and professional development; as a consequence, to contribute to their well-being, to the transformation and improvement of the society of which they are a part.

Article 7° The State shall be in charge of education; the education provided by the State, in addition to being compulsory, shall be:

fraction II. Inclusive, eliminating all forms of discrimination and exclusion, as well as other structural conditions that become barriers to learning and participation.

In the Agenda 2030 of the Sustainable Development Goals it mentions that:

Goal 4, which reads: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. Target 4.5 mentions that by 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for vulnerable people, including people with disabilities, indigenous peoples and children in vulnerable situations. (UN, 2024)

INCLUSIVE EDUCATION

Inclusive education implies that all young people and adults in a community can learn together, regardless of their origin, personal, social or cultural conditions, including those with learning difficulties or disabilities. (Pastor, n.d.).

Inclusive education is conceived as a human right with both an educational and a social sense while rejecting that education systems are entitled only to certain types of students. Therefore, each country is asked to design a school system capable of adapting to the needs of all children by creating inclusive schools. (Fernandez, 2003).

Inclusive education is about welcoming everyone, committing to do whatever it takes to provide every student in the community and every citizen of a democracy with the inalienable right to belong to a group, not to be excluded. Inclusion assumes that living and learning together as a group is the best way to benefit everyone, not just students labeled as different. (Martinez, 1997).

In the inclusive school, all students benefit from an education adapted to their needs and not only those with special educational needs.

The objectives of inclusive education are:

- Guarantee access to education, participation and equal opportunities for all young people and adults, with special focus on those in vulnerable situations or facing any form of discrimination.
- To foster democracy and social justice, promoting that all students in a community learn together, regardless of their personal, social or cultural characteristics, including those with disabilities. Raise awareness among public authorities and private organizations of the importance of adapting and making educational structures more flexible. (Pastor, n.d.).

Principles that give entity to inclusive education, according to (Martinez, 1997) the following are highlighted:

- Inclusion and respect for diversity are based on not judging people by their appearance, but looking for what unites us.
- Inclusion requires broadening the curriculum to encompass a wider variety of content.
- Inclusion means preparing and supporting teachers to teach interactively.
- Inclusion entails providing ongoing support for teachers in the classroom and overcoming barriers that foster professional isolation.
- Inclusion implies that parents are meaningfully involved in the educational planning process.

On the other hand, for (Pastor, n.d.) mentions these two principles for inclusive education:

1. Acceptance of community. Understanding the concept of community is critical to promoting it in schools. Many inclusive schools and classrooms that

achieve their goals and emphasize the importance of community focus on organizing in a way that makes everyone feel connected, accepted, and supported, where each member respects and supports their peers and others in the community while addressing their educational needs. (Stainback, 1999).

2. Respect for differences and recognition of diversity . The principle of the Inclusive School is mainly focused on the respect and recognition of differences among students, with the objective of orienting actions towards the attention to the culture and pedagogy of diversity. Respect and attention to diversity constitute the core of the Inclusive School, recognizing diversity must be understood as an indispensable personal characteristic and as a fundamental right of each individual, which must be recognized and promoted within the school environment.

A SCHOOL FOR ALL S

In a school for all, the classroom becomes a reflection of the society we wish to build: open, empathetic and committed to the formation of citizens capable of living together and cooperating in a diverse world.

The school for all leaves behind the instructional and traditional model, where students with different abilities lack the basic conditions to advance. This new approach promotes an inclusive school open to diversity, where efforts are made to respond to the specific needs of minorities without affecting the rest; on the contrary, it benefits all students by introducing changes, renovations and new resources and services that enrich the learning of the entire educational community.

The model of school for all implies changing structures, modifying teachers, recognizing that each student is different; he/she

has specific needs and progresses according to his/her possibilities. It is a new model that involves the school community and poses an effort to the whole institution. (Jiménez, 2002)

This school model guarantees the rights to education, equal opportunities and participation without establishing entrance requirements, selective mechanisms or any type of discrimination. It does not imply adapting special education models to the regular school; rather, it seeks a profound transformation in the structure, operation and pedagogical proposal of schools, so that they can respond to the educational needs of each student, allowing everyone to succeed in their learning and participate on an equal footing. (Fernandez, 2003).

An inclusive school is distinguished by its commitment to offer a common and individualized education, implementing varied actions within the same school environment. Its objective is to harmonize the principle of equality with that of diversity, based on the idea that true equality is achieved by providing each student with what he or she requires according to his or her needs. This equality, understood as recognition and attention to diversity, focuses on the full development of the educational capabilities of each student, and represents a firm commitment to an education that responds to individual differences. (Fernandez, 2003)

The educational model implemented in our country's schools has failed to respond effectively to the diverse social, economic, geographic, cultural and individual realities of students. This has caused many students to face school failure, which contributes to high failure and dropout rates, thus aggravating the situation of educational inequity.

The processes of educational integration that have been developed during the last few years in different countries around the world, including our own, pose a new way of concei-

ving special education, considering it as a source of resources and support for the school and its teachers, which will facilitate the possibility of providing diversified and individualized responses that will not only benefit students with special educational needs, but also many others. The displacement of teachers from therapeutic classrooms to schools and regular classrooms implies a profound change in the conception of special education and the functions that its professionals should achieve.

Transforming our education system involves making profound changes, and for schools to embrace them requires a strong individual and collective commitment and effort. This commitment requires the conviction that all students have the capacity to learn and succeed, that diversity benefits the entire community, and that those at risk of failure can overcome those challenges by integrating into a community where they develop skills for learning; therefore, it is important that communities and schools embrace the true meaning of inclusion.

According to (Maset, 2003) mentions that the postulates of the inclusive school are:

1. The school must celebrate diversity: Individual differences have great value, since diversity offers excellent learning opportunities. This implies, however, the need to balance inequalities and combat the injustices that generate them.
2. It must be possible to enjoy learning: at school, everyone should be comfortable and feel safe: although learning requires effort, it is possible to enjoy it and enjoy it. Anxiety, fear of failure and ridicule should not exist in the school environment, since each person should feel capable of achieving what he or she sets out to do, without being required to do something that exceeds his or her potential capabilities.
3. The school must be based on a policy of equality: The school must be based on principles of equality: each person has the right to a quality education in the school of his or her community and in the same classroom with peers of the same age.
4. The school must have teachers who facilitate learning: It is essential to create an adequate classroom environment, organize learning activities, provide resources and procedures, and establish the necessary practical conditions so that students not only have the opportunity to learn what they need to learn, but also the motivation to do so.
5. The school should prepare for cooperation, not competition: In school, cooperation should take precedence over competition. It is important that the institution teaches students to share and collaborate with others, promoting mutual respect, satisfaction and success for all.

METHODOLOGY

The approach of this research is qualitative with a descriptive design, with a bibliographic documentary collection process.

CONCLUSIONS

Inclusive education is a fundamental approach to creating a school where diversity is accepted, valued and celebrated. This model not only seeks to integrate students with different abilities, backgrounds and needs, but also promotes a profound change in the way we understand learning, favoring equity and mutual respect in the classroom. Inclusive education is committed to providing an environment where every student, regardless of his or her particularities, can reach his or her full potential and become an active part of the school community.

The key to inclusive education is that diversity enriches everyone's learning; the presence of students with diverse experiences and perspectives allows the school community to develop skills of empathy, tolerance and collaboration, forming citizens who will be better prepared to live together in a diverse society.

Implementing inclusive education requires a coordinated effort between teachers, families and the education system in general. Adequate resources, specialized training for teachers and a genuine commitment to adapt to the individual needs of each student

are necessary. Inclusive education requires a change of mindset that rejects exclusion and constantly seeks to adjust pedagogical practices to provide a fair and enriching educational experience for all.

In conclusion, a school for diversity not only benefits students with specific needs, but the entire educational community, promoting values of respect and equity. Through inclusive education, learning spaces are built where everyone can fully develop, contributing to the formation of a more just and understanding society.

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