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From a Conventional to an Inclusive Teaching Classroom

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Abstract:

Inclusive education constitutes a point of inclination in policy development and care practices to student populations and social diversity. There are goals and strategies in the Mexican educational system which demonstrate the government's interest to promote equity and equality opportunities for the entire vulnerable population. These policies are based on the need to recognize the right of people with special educational needs to quality education. Consequently, one of the goals of Plan Nacional de Desarrollo 2019-2024, it is a social policy which has actions to offer education for the entire population and sustainable development.

Therefore, El Tecnológico Nacional de México contributes with a cross-cutting strategy to the evolution with inclusion, total equality and sustainable development through inclusive education.

In this understanding, the purpose of this project is to design an action plan which allows to change a conventional teaching classroom to an inclusive teaching classroom in order to attend people with special educational needs belonging to priority groups of Tecnológico Nacional de México.

Key words:

Inclusive Education, Social diversity, vulnerable population, sustainable development

Problem to be solved

In Mexico, 7,887,805 people with disabilities are estimated, of which almost 5% of the national population, 1,591,316 do not have schooling. This means 1 in 5 have formal education, coupled with this, only 1 in 10 has higher level studies.

Educational inclusion mentioned anyone; regardless of gender, socioeconomic status, religion, phenotype or biological traits can have access to decent quality and extensive education.

It is intended to actuate a plan of which the conditions of the educational environment and improve existing barriers are removed to attend higher education, in view of the diversity of students belonging to priority groups.

Background

According to the Convention relative to the Fight against Discrimination in the Sphere of Education (1960) and other international treaties on human rights, they prohibit all forms of exclusion or restriction of opportunities in the sphere of education based on the socially accepted or perceived differences, such as sex, ethnic or social origin, language, religion, nationality, economic position, skills. Consequently, the United Nations adopted in 2015 the 2030 Agenda for sustainable development, being in the Sustainable Development Goal, numeral 4, guarantee an inclusive and equitable quality education, and promote lifelong learning opportunities for all. Based on these new strategies, public policies and practices are adapted to an inclusive education. These policies are based on recognizing the right that people with special educational needs (SEN) have to quality education, so one of

the goals of the National Development Plan 2019-2024 is the social policy that includes actions aimed at promoting education for all and sustainable development. In this sense, the National Technology of Mexico contributes from its transversal strategy to evolution with inclusion, equality and sustainable development through education for inclusion.

Explanation

Educational inclusion is based on the actions implemented in educational areas aimed at guaranteeing equal opportunities in education.

Despite this, there is a sector of the student population called people with Necesidades Educativas Especiales (NES), who require specific school care at some point during their stay in school. In addition to this, we can add more variables that favor discrimination and educational rejection, such as belonging to an ethnic group, economic status, suffering from a disability or gender. In this sense, it is of utmost importance that students with NES are not the ones who have to adapt to educational conditions, but rather that the institutions are committed to creating environments with the necessary requirements in infrastructure, technology and personnel trained by the subject of care. in an inclusive classroom to offer quality attention to educational diversity.

For this reason, it seeks to promote culture in an inclusive classroom that involves changes and reasonable adjustments in content, approaches, structures and intervention strategies in a classroom.

General and Specific Objectives

Design an action plan which allows to change a conventional teaching classroom to an inclusive teaching classroom in order to attend people with special educational needs belonging to priority groups of Tecnológico Nacional de México.

- Diagnose identification of Special Educational Needs (SEN) at a higher level
- Design an action plan with teacher intervention strategies in inclusive education
- Design awareness and sensitization campaigns on inclusive education and inclusive classroom in the technological community
- Encourage the creation of institutional networks in order to show solidarity and disseminate educational inclusion practices

Development Methodology proposed in the Project

For the development of this project, the methodology used is through qualitative research supported with documentary research following the author Paulo Freire (2005) with contribution in critical pedagogy. Additionally, the Program for Attention to Diversity, Education and Inclusion (PADEEI) of the National Technology of Mexico is taken as a reference, which aims to develop basic competencies required in teachers so that they are in the possibilities of attending the inclusive classroom by conceptualizing the pertinent curricular adaptations, intervention strategies and reasonable adjustments corresponding to Special Educational Needs (SEN). Following this

line of SEN, for the purposes of this project, a student population with Special Educational Needs (SEN) is considered as: Indigenous population that seeks to prevail its roots, uses and customs with the aim of reducing discrimination and exclusion, the gifted or outstanding which are those subjects who show an IQ greater than 130 ”and people with disabilities (PCD) such as: motor disability, visual disability, intellectual disability, hearing disability, psychosocial disability.

In the same way, the international and national normative framework regarding inclusion is taken as a basis as a legal basis for the contribution of inclusive education. Quoting the World Conference on Education for All in 1990, focused on child-centered pedagogy; World Conference on Special Educational Needs: Access and Quality held in 1994, Salamanca, Spain. The United Nations declaration on the right of Indigenous Peoples, ODS (2015) and Agenda 2030; Convention on the Rights of Persons with Disabilities; Constitution of the Mexican Political States; General Education Law, National Program for Equality and non-discrimination; National Program for the Development and Inclusion of People with Disabilities 2014-2018, National Development Plan 2019: 2024 and the PIID 2019-2024 of the National Technology of Mexico.

Particularly, the National Development Plan 2019-2024 contemplates actions aimed at promoting education for all and sustainable development, at the same time the National Technology of Mexico contributes from its transversal strategy to the evolution with inclusion, equality and

sustainable development through education for the inclusion.

Following the approach of each normative framework that regulates quality education, it is taken as a reference to transform schools into inclusive spaces.

Project viability

By conducting a search in Mexican universities, if there were programs, activities, policies or agreements that took into account students with disabilities and thus consider their inclusion. Of the 53 universities that were studied, only 12 of them reported the existence of programs, actions, agreements, etc., which aim to achieve the inclusion of students with disabilities between 2014 and 2015.

While in Latin America, a significant number of HEIs were found that have programs where the focus is on serving students with disabilities.

At the National Technological level of Mexico, it contributes from its transversal strategy to the evolution with inclusion, equality and sustainable development through education for inclusion, therefore its campuses are regulated through the Mexican Standard NMX-R-025-SCFI-2015 on Labor Equality and Non-Discrimination.

Which implies new challenges in the educational work in transforming a new paradigm based on guidelines in political matters and adjustments of intervention in the educational process.

For this reason, the project has feasibility in two fundamental pillars the defense of equity and educational quality for all,

without exception, the fight against exclusion and segregation in the educational teaching processes, which allows paying for the fulfillment of the Objective of Sustainable development.

Originality and technical or scientific merit

One of the most significant changes in recent times is the increase in multicultural diversity and its adaptation to differences related to ethnic origin, social orientation, economic and social level, special educational needs, hence the importance of inclining in inclusion in the classroom.

This greater diversity requires a new adaptation to this multicultural society to which education cannot be alien. Educational integration represents a turning point in the development of policies to address social and school diversity. Considering this diversity an opportunity to foster an inclusive society through education.

As a result, providing all students, including those with significant disabilities, equitable opportunities to receive effective educational services, with the necessary supplementary aids and support services, in age-appropriate classrooms at the schools in their zone, in order to prepare them to have a productive life as full members of society.

In this context, UNESCO's action fosters inclusive education systems that remove obstacles to the participation and achievement of all learners, take into account the diversity of their needs, capacities and particularities, and

eliminate all forms of discrimination in the realm of learning

Risks associated to the Project

Inclusive education tries to embrace all people by committing to provide each student with the inalienable right to belong to a group, not to be excluded. Inclusion lets us know that group learning is the best way to benefit all students, not just those labeled "different."

Inclusion focuses on how to support the qualities and needs of each child and adolescent in the school context. All students are educated within a single educational system, providing them with appropriate educational programs (curricular adaptations) that are stimulating and appropriate to their abilities and needs.

The inclusive school benefits not only the integrated students but the entire educational community. School integration implies that no student leaves the classroom to receive support, but rather that the support is received within the classroom, which implies that the support professional performs an important task of coordination with the teacher in charge of the class. We must help students to develop to the maximum of their intellectual and social capacities.

Methodology to achieve the objective

The methodology used to achieve the objective, of the first stay, a questionnaire was applied to the technological community of Guanajuato with the purpose of identifying the SEN of the state technicians. We proceeded to design an action plan that allows making adjustments and teaching interventions in

an Inclusive Classroom, as a result we obtained that the facilities consider them adequately to serve people with disabilities in terms of infrastructure but not in curricular adaptation, lacks medical intervention, a interpreter of Mexican sign language and lack of use of technological tools.

The institutions lack an awareness program aimed at teaching, administrative and student staff on special educational needs. Therefore, it is important to carry out an action plan that allows converting a conventional classroom to an inclusive classroom as part of equality in education where all students without distinction have the same opportunities to study. One response to this is to make curricular adjustments, offer workshops, extra-curricular activities, programs focused on inclusive language such as Braille, sign language and the use of ICTs in inclusive classrooms. The participation of the surveyed students indicated an interest in participating in inclusive programs.

Description of the Technical Solution to the Problem

The actions to be carried out in the technological community are based on sensitizing and raising awareness among those involved in inclusive education through reasonable adjustments according to each Special Educational Need, to name a few examples: implement furniture, infrastructure, roads, curricular adjustments according to NEE. Medical, psychological / psychiatric and pedagogical intervention as the case may be and personal monitoring with tutoring activities.

Gifted people intervention strategies such as grouping, enrichment, teaching strategies for heterogeneity and inter-institutional linkage, the indigenous population carry out complementary support courses (extracurricular) on the language, customs, traditions).

Social and/or Economical impact elements of the Project

The Tecnológico Nacional de México (TecNM), under the Socially Responsible and Committed Institution, guarantees educational programs and administrative services. The program is aimed at students with special educational needs, promoted by the Department of Teaching and Educational Innovation. The TecNM implements actions aimed at reducing inequality gaps in support of people in vulnerable situations. It bases actions in the National Development Plan 2013-2018. The Laws of the TecNM: General Education for the Inclusion of People with Disabilities; Federal to Prevent and Eliminate Discrimination. As well as the Institutional Plan for Innovation and Development of the National Technological Institute of Mexico. Training programs will be included for the personal teacher, for learning, methodologies and design of adequate materials.

Project Requirements

The inclusive classroom requirements are: pertinent curricular adjustments, intervention strategies and the corresponding reasonable adjustments in attention to Special Educational Needs, for which human resources such as specialists in special education, psychologists, pedagogues, medical intervention,

teachers trained in inclusion are considered educational, physical resource is considered the infrastructure and adaptation furniture and roads, technological resource such as the use of typhlotechnology

Scaling/Escalation Plan

Innovation elements of the project with respect to the existing one.

The development of the inclusive classroom within Mexico is a discovery, because educational innovation includes aspects in didactic technology, pedagogy, processes and people, implying a specific change in the inclusive teaching-learning process. The main idea is to integrate people regardless of physical, mental and / or social conditions and can coexist within a classroom. This project will have a great educational impact since students with different conditions gave up on entering a University, since they are not adequate to the necessary requirements (classmates, teachers and / or administrative personnel). Innovating the way higher education is received within the State of Guanajuato, this benefits all students, empathizing with inclusive people and in turn learning new forms of communication.

The project of converting a conventional classroom into an inclusive classroom is located in different settings generating a transformation effect in curricular areas, materials and technologies; approaches and strategies, improving teaching and learning.

One of the criteria to assess the degree to which the educational effect is consistent is the degree to which these projects

address inclusion and respond to the diversity of students with SEN.

http://cresur.edu.mx/2019_/libros2019/5.pdf

For this reason, inclusive education has a complex impact on schools that adapt and respect the singularities of each student, it is one that creates opportunities by optimizing the personal and social development of each one. An equitable education, which values and respects differences, guarantees the rights of students, so that no one is left at a disadvantage.

Educating with an inclusive and non-discriminatory approach is educating in the training of each one so that they can develop freely.

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