

THE OPINION OF BASIC EDUCATION TEACHERS ON INCLUSIVE EDUCATION POLICIES

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— Abstract —

Inclusive education at an elementary level is important to foster environments that inspire students to continue their studies and achieve school and social success, and although it is the ideal proposed by the educational system, in practice it does not always turn out as it is expected in the speeches and educational documents, hence the need to carry out descriptive research with teachers from zone 063 located in Osumacinta Chiapas to identify their opinions regarding inclusive education policies. For this purpose, a deliberate sample of 17 teachers was formed who agreed to participate in the study and express their opinions in a questionnaire proposed by Both and Ainscow (2022). The results allow us to find that although the majority of the teachers agree that there is inclusive leadership, they also question the little recognition they have and which impacts the collaborative work they do in addition to the little preparation they have for their concern of diversity. Although the study is the first approach to know about the processes of inclusive education, it allowed us to have an idea of what the teachers think. More in-depth work is still necessary, with more qualitative methodologies to contrast their responses with practices and inclusive culture.

Keywords

Inclusive education, exclusion, opinion, teachers, academic training.

Chiapas is considered a state which is usually fell behind in many aspects. In the educational environment, the National Council for the Evaluation of Social Development Policy CONEVAL (2016) identified that there was a 53.25% illiterate population based on the social backwardness index in 2015. This data is considered a weighted measure that has a series of indicators covering education, access to health services, housing quality, basic services in housing, and household assets as the most representative. In this context, the research was carried out with the general objective of identifying the opinions of elementary education teachers in school zone 063 located in Osumacinta, Chiapas, on inclusive education policies.

The conditions in which some primary schools are located are often opposed in terms of access, language, the economy of the community where they are located, and other elements that configure school practices that can be different and that affect in different ways the degree to which students learn and are formed. It is not the same, the school of a municipal capital to one that is located in the periphery or even in a remote community that does not have basic services, where the most important thing is survival and the second is education.

We carried out our research within this context, in a school zone that houses seven different primary schools, CONAFE, of the complete organization, with buildings to house all the students and cover their needs. It is not possible, therefore, to speak of inclusion from the diverse contexts of the geography of Chiapas, since some school zones experience education in unequal conditions. This must be taken into account, together with the conditions of teacher training for the achievement of inclusive education and especially related to the working conditions for the achievement of educational improvement.

In this article, an initial theoretical approach to the concept of inclusive education as a fundamental right related to education for all is presented. This educational policy, implemented almost two decades ago at the international and national level, as a scheme that replaces educational integration in special education, is reviewed to account for the most significant concepts that are important for its implementation in the classroom. Secondly, a review is made of the progress that has been made in terms of teacher research on inclusive education practices. The third section presents the methodology, the contextual framework, the results, and the main conclusions reached in the study.

It is important to consider that, at the state level, there are still many deficiencies that need to be resolved, some related to the satisfaction of the basic needs of the populations; while others have to do with the development of quality educational processes that do not generate a risk of exclusion for

the student body, which persist in some educational spaces, as mentioned in some research results.

The findings provide elements of analysis to rethink the strategies of training and consolidation of the teaching staff to create a community, generate new values from the inclusive culture, and set the guidelines for new practices that generate learning opportunities for students within a framework of attention to diversity. These differences, which for many represent a challenge, from the language of inclusive education are presented as opportunities for learning and growth, of course, as long as they are understood in this way, leaving aside attitudes that favor the exclusion of those who are different from the educational spaces.

With these results, it is expected to encourage reflection on the diverse conditions in which it is intended to move from the discourse to the practice of educational inclusion, which requires a sustained, important, and permanent effort to meet the conditions that allow the creation of a community and especially an inclusive culture.

DEVELOPMENT

Inclusive education is a discourse at the level of education systems worldwide, which has as its main antecedent education for all in the exercise of promoting equity, proposed by UNESCO and international organizations that have considered the importance of every human being to exercise his or her right to be educated.

The proposals to promote equity have a long history, dating back to 1948 with the Universal Declaration of Human Rights, the Declaration against Discrimination in Education in 1960, in 1989 with the Declaration of the Rights of the Child, the World Declaration on Education for All signed in Jomtien Thailand in 1990, followed by a series of meetings and agreements in Salamanca, Dakar, Incheon, among others (UNESCO, 2008).

The concern has not been minor, especially when reviewing the statistics of highly impoverished countries where education is not the priority but the search for survival. In this scenario, diversity appears as a necessary concept to understand rights despite differences and that far from being considered an obstacle, they should be opportunities to enrich learning.

Inclusive education has an important antecedent in special education, which together with the concept of Special Educational Needs (SEN) sought and still seeks equality for all, particularly for the insertion of people with disabilities into regular schools. However, it is necessary to recognize that this confusion should give way to a broader approach, as a reform that aims to counteract the elimination of social exclusion, which may come from

various sources, but particularly from the beliefs and attitudes of society. It is therefore important to clarify the concept.

Echeita and Ainscow (2011) have established four elements that define it and give clarity to this concept, especially for its practice in the daily life of the classroom, these ideas are synthesized in the following premise: inclusion is a process that seeks not only the presence but also the participation and achievement of learning of all students. For this, it is necessary to identify and eliminate the barriers that may limit their participation to benefit from learning opportunities. However, it is necessary to pay attention to students who may be at risk of exclusion leading to school failure.

Generically, we must understand as barriers, those beliefs and attitudes that people have regarding this process and that are embodied in the school cultures, policies, and practices that they individually and collectively have and apply, and that when *interacting* with the personal, social, or cultural conditions of certain groups of students -within the framework of existing educational policies and resources at local, regional or national level-, generate exclusion, marginalization or school failure (Echeita and Ainscow, 2011, p. 33).

In the analysis of the barriers to carrying out the inclusive education process, Sancho, Jardón, and Grau, gather the following from the Spain Report published in 2010: the first, related to inadequate funding of the resources that should be allocated to ensure an accessible and comfortable environment. The second is related to discriminatory attitudes towards people with disabilities. The third, with scarce information and little training for teachers who must carry out inclusion practices. The fourth, with the distance between the school administration and the educational centers, in the sense of not identifying academic needs, and the fifth with the dissociation that exists between families and the school community.

Durán and Giné (2011) state that when talking about inclusion it is necessary to pay attention to the context and not to the student, since what is important is how the students are received, the concern for valuing them as integral human beings and responding to their needs, so it is necessary to focus as an educational institution on the construction of a solid educational proposal adapted to meet diversity. They also suggest that greater opportunities should be promoted for all children and not only for those who are at greater risk of exclusion and failure, thinking that everyone should benefit from institutional changes in the search for inclusion. It should also be understood that when talking about inclusion, it should be seen as a process (Ainscow & Miles, 2008) where institutional improvement is sought with the participation of all the actors of the educational community, so that

inclusion is not a goal of arrival, but a permanent commitment to change for improvement, understanding then the concept of school in movement.

Therefore, thinking inclusive education means a global change of the educational system and although it is recognized that it has its origin in the business world, it should be characterized according to Muntaner, Roselló, and Iglesia (2016) by two major objectives: the first related to the success of all in school, regardless of their condition and the second associated with the struggle to overthrow any form of exclusion and/or discrimination.

Therefore, they propose that good practices should have an innovative character, effectiveness, sustainability, and replicability. Based on these features, it is expected that the practices should serve to provide new and creative answers to existing problems, as well as demonstrate a positive and tangible impact for improvement. It is also expected that they can be sustained over time with lasting effects and can serve as a model for developing policies and actions in other areas.

Equity, quality, and inclusion are the key principles on which inclusive education is based, which is why working in classrooms to address student diversity is one of the great challenges facing today's education systems, which have not yet fully understood how to meet these challenges.

Although, the term has been redefined and in the discourse of inclusion we speak of Barriers to Learning and Participation (BAP), the intention is to favor the search for alternatives so that, regardless of their social, economic, or cultural condition among others, people can access all educational spaces.

UNESCO (2017) develops a guide to assist countries in the process of incorporating inclusion and equity in education policy to bring about system-wide changes in overcoming barriers to quality education that allows access, participation, processes, and learning outcomes. It is of fundamental interest that all students are valued and participate equally in school life.

This same document points out that the incorporation of the principles of equity and inclusion in education policy implies an important effort by all governments to achieve not only to value the presence of everyone in the classroom but also that they can be able to participate and have achievements, regardless of where they come from or their characteristics. (UNESCO, 2017). It does not matter the color of the skin or socioeconomic status, or disability in some cases.

Therefore, it is not necessary to assess those who are at risk of exclusion because they should not be. This also means that there should be broad participation of all educational actors because to that extent this collaboration will be to the benefit of the quality of education.

Teachers and their ongoing training become another of the pillars on which the inclusive education process must rest, who must carry out both adaptations to the curriculum and evidence-based interventions to diversify

teaching and promote changes that fundamentally take care of the socio-emotional aspect.

In coincidence with this concern for teachers, Fernández (2012) proposes a series of teaching competencies that, from her point of view can propitiate good educational practices concerning inclusion and that were the product of the descriptive and exploratory research she carried out with secondary education teachers, classifying them into:

- Pedagogical-didactic competencies in which he/she knows how to set goals, plan, evaluate, establish priorities, organize resources according to results, among others.
- Leadership skills with interpersonal skills to lead and make timely decisions, generating a climate of trust and communication. Ability to manage conflicts and act as a link between the different diversities of the school.
- Group management and cooperative learning skills in discussing objectives achieved, evaluating work relationships, managing methodologies, using different communication strategies.
- Research competencies, manifesting an attitude for research, particularly action research.
- Interactive competencies to generate a climate of tolerance, coexistence, cooperation, and solidarity among all students.
- Ethical competencies with a permanent concern for the welfare of the student body in which they are a role model.
- Social competencies for the establishment of trusting relationships with the family to favor communication and collaboration with other educational agents.

Both and Ainscow (2002) have developed the Index for inclusion conceived as "A set of materials designed to facilitate the development of inclusive education in our schools.

The objective is to build collaborative school communities that foster high levels of achievement in all students" (p. 7). This is proposed from an action-research exercise, expecting the commitment of schools to favor the conditions for inclusion.

To build these school communities, a process of self-evaluation must begin in three dimensions: a) culture, b) policies, and c) inclusive education practices. The participation includes teachers from the school or technical council, students, and families to identify the BAPS in the definition of priorities in the development and maintenance phases in the follow-up of the processes to be implemented.

In Mexico, the Ministry of Public Education (SEP) issues a document in 2018 called *Strategy for equity and inclusion in basic education: for students with disabilities, outstanding aptitudes, and severe learning, behavior, or communication difficulties*, to continue with the route to consolidate quality education. At the same time, it describes it as a guide for the transformation of new public policies and is based on the Index for Inclusion proposed by Both and Ainscow (2002).

In the analysis of the document, its novelty is that being a guide, it includes topics that help clarify concepts to avoid confusion about what it means to educate inclusively. For example, it introduces a table about correct and incorrect terms, as well as describes the transition from special education to inclusive education.

An important aspect is the way it addresses what should be eliminated, phased out, and promoted with inclusive practices. In this way, it hopes to eliminate segregating models that encouraged the separation of "special" students from the rest of the "normal" students. Likewise, it proposes that those models of attention characterized by attention in separate groups of people with special educational needs or what is now known as barriers to learning and participation should be gradually abandoned. Finally, it considers that care models should be promoted in contexts that are as standardized as possible.

In this scenario, he proposes a flexible curriculum, understanding curricular flexibility as an extremely important element that allows responding to the characteristics of students coming from diverse geographical, social, cultural, and linguistic contexts.

In our country, this is relevant because there is a wide socio-cultural diversity with living ethnic groups and populations living in unequal conditions of distribution of wealth and access to services. It is not the same to live and attend schools in metropolitan cities as in communities with difficult access, as is the case in some regions of Chiapas.

Lledó and Arnaiz, (2010) researched the educational practices of school teachers to identify indicators of improvement for inclusion. Their starting point is related to the importance of both the training and attitudes of these teachers to achieve inclusive education. A total of 545 teachers from pre-school and elementary schools in the province of Alicante, Spain, belonging to the public, private, and subsidized private schools were evaluated. A 30-question questionnaire was used to inquire about aspects related to teacher training in special needs education and about educational strategies and practices and organization of the regular classroom and their relationship with inclusive practices. In this last aspect, they explore learning strategies, adaptation measures, classroom organization, and inclusive

practices. Lledó and Arnaiz (2010) point out the following concerning the participants' responses based on the type of center to which they belong:

There are no significant differences between teachers from public and subsidized private schools in any of the aspects considered. The results of the one-way analysis of variance carried out on the total scores in each of the aspects considered indicate that in no case are there significant differences between urban, semi-urban, and rural centers. Both centers have similar perceptions of the different aspects involved in attention to diversity (p. 102).

These results suggest that, ten years after the research carried out, it could be assumed that there is a generalized version of the attention to diversity, regardless of the type of center, on the part of both tutor teachers and specialists.

González-Gil, Martín-Pastor, Poy, and Jenaro (2016) conducted a descriptive-correlational study and with ex-post-facto measures on teachers' perceptions of inclusion, with a sample of 402 teachers, who voluntarily decided to participate, in which they used a questionnaire developed ad hoc with 80 items to incorporate the three dimensions proposed by the Index for Inclusion.

The results found in this research show that there are differences in terms of the type of institution, whether public or private, as mentioned in the following:

Regarding Cultures and Policies, teachers from public schools offered significantly lower ratings than those belonging to subsidized schools. Regarding Practices, private centers obtained significantly lower scores than those belonging to subsidized centers (González-Gil *et al.* 2016, p. 18).

It is interesting to note that concerning the information held and the beliefs of teachers, there is diversity in the way inclusion is conceived. It also influences the degree to which schools are concerned with the ongoing training of teachers to break down these barriers that limit inclusive practices in the daily life of the classrooms.

Mellado, Chaucomo, Hueche, and Aravena (2016) investigated the perceptions on inclusive education of the teaching staff of a school with School Integration Program using the descriptive method with a mixed research approach to a purposive sample of 36 education professionals belonging to the team (School Integration Program (PIE) and classroom teachers of a school center in the Los Ríos Region, in Chile. To collect data they used a survey with a 28-item questionnaire, which evaluated the pedagogical-didactic dimension, cooperative learning, ethical, and social

performance, and the semi-structured interview that took up the dimensions of the questionnaire.

It was found in the didactic pedagogical dimension that "the teaching team tends to recurrently segregate students with special educational needs" (Mellado *et al.*, 2016). This is done through scarce didactic strategies with a weak pedagogical interaction that hinders meaningful learning. Likewise, it was found that homogeneous and individual teaching strategies predominate, favoring the exclusion of these students, in addition to showing traits of distrust to relate with them.

For their part, Peñalva, López-Goñi, and Barrientos (2017) explore through a documentary type research intended to establish the relationship between the concepts of burnout, engagement, emotional intelligence, and emotional skills. With the help of four databases, the aforementioned terms were introduced for their search, performing a content analysis of the articles.

In the case of the term burnout, they found that the review of personal factors such as self-esteem, perceived self-efficacy, dispositional optimism, and emotional skills are increasingly important. Through the analysis of research on this concept, they consider it important to generate teacher training programs, which should be based on the work of Salovey and Mayer (1990) based on the development of three skills:

- Emotional perception, which involves identifying our own.
- Emotional integration, as to how perceived and expressed emotions, influence cognition.
- Emotional regulation or the ability for one's thoughts to be promoters of emotional, intellectual, and personal growth (Peñalva, López-Goñi, and Barrientos, 2017, p. 209).

From a qualitative point of view Jiménez, Rodríguez, Sánchez, and Rodríguez (2018) researched the discourse around inclusive education with 12 school principals and 12 teachers of compensatory education, therapeutic pedagogy, hearing, language, and classroom tutors guided by an expert moderator. A discussion group about the meaning of inclusive education was held with the help of a scale (*Escala Acoge*) to evaluate the quality of education in the classroom from an inclusive perspective. Thus, through the studies presented, it is recognized how important it is to investigate teachers to review to what extent this factor affects inclusion processes. Both their beliefs and attitudes may to a large extent be affecting their teaching practice. However, in other cases, good practices have been identified, finding that it is possible to generate positive changes in schools. For this reason, various alternatives have been proposed to promote training.

METHODOLOGY

The research was carried out with a descriptive methodology, which allows for a series of tasks that include the description, recording, analysis, and interpretation of the current nature of an object of study (Rodríguez, 2005). This exercise implies the methodological decision to take into account a series of instruments such as the survey and observation to learn first-hand what the participants think and their traits that establish significant differences.

The research was carried out with a sample of 17 teachers who work in zone 063 of Osumacinta, Chiapas, which was composed of 82.4% of teachers in front of the group, 5.9% of principals, and an equal proportion of music teachers and assistant principals. A total of 58.8% (f. 10) have been teaching for 1 to 5 years. A 5.9% (f.1) have 6 to 10 years, while 17.9% have been teaching for 11 to 15 years. Finally, an equal proportion of 5.9% of teachers is in the 16 to 20 years, 21 to 25 years, and 26 to 30 years of age. 52.9% (f. 9) are male, and 47.1% are female. Of the sample, 64.7% were in the 25 to 30 years of age range. 5.9% are between 31 and 35 years of age, 11.8% are between 41 and 45 years of age, and the same percentage of respondents are between 46 and 50 years of age. A further 5.8% were in the 56 to 60 years of age range.

For this research, a questionnaire suggested by Ainscow and Both (2009) was used as an instrument that explores inclusive policies corresponding to Dimension B, Indicator B1, which explores the development of a school for everyone. In this dimension, it is expected to place inclusion at the center of the inclusion process since policies are fundamental in the process of change to improve the learning and participation of all students. It is necessary to understand that when thinking about inclusion, it must be recognized that the benefit is not for a few, but rather that, to the extent that institutional conditions change in search of improvement, together with all educational actors, everyone will benefit.

This instrument is composed of 13 Likert scaled questions with options a) agree, b) neither agree nor disagree, c) disagree, and d) need more information. This instrument was applied in the 2019 school year during September and October, due to the necessary consent of the teaching staff.

The decision to consider only this indicator is based on the assumption that the teaching staff has not managed, at least in this school zone, to generate inclusive culture and practices, hence the need to explore specific aspects related to the teaching staff in the categories that will be analyzed later.

The analysis and processing of the data were carried out with the Statistical Package for Social Sciences (SPSS), version 21 with the use of descriptive statistics.

CONTEXTUAL FRAMEWORK

The research was carried out in school zone 063, located in Osumacinta, Chiapas, and is composed of 7 elementary schools, 4 of which are considered general elementary schools with public support, dependent on the Ministry of Public Education. Of these, only one school has a complete organization with two groups per grade. Two are identified as primary schools of the *Consejo Nacional de Fomento Educativo* (CONAFE), with public support, and one as an indigenous primary school with public support and dependent on the *Dirección General de Educación Indígena*. All of them with a morning shift.

A characteristic that distinguishes the CONAFE type school is that the groups are organized according to the number of students, the locality can have a maximum of 29 children and can operate as a rural community, indigenous community, and migrant community elementary schools. The educational proposal for the renovation of pedagogical practices with learning based on collaboration and dialogue is proposed as a model that guarantees the right of children to receive a quality education that takes into account their needs based on the context to which they belong.

It is also expected that the efforts of the leaders will achieve the constitution of learning communities. (CONAFE, 2016). These leaders committed to promote in students the choice of a catalog of subjects of their interest and regularly work under the scheme of multilevel schools.

Of the total number of general elementary school teachers, only 17 agreed to participate in the study, two work at the Lázaro Cárdenas del Río school in Nueva Esperanza, one at the Dr. Jaime Torres Bodet school in El Paraíso, and the rest at the Vicente Guerrero school, located in the municipal capital of Osumacinta.

It is worth mentioning that, although they are considered to be fully organized, the material conditions are not sufficient, that is, the number of classrooms is not adequate; in the case of one of them, there are only two classrooms, one of them for students from first to third grade and the other for fourth, fifth, and sixth grade.

In addition to this situation, an interesting fact is that 75% of the teachers participating in the research are interim teachers, indicating that their employment situation is unstable; they terminate their contract when the person who has the permanent teaching position returns to the institution. This could explain to a great extent the answers found at the time of the application of the questionnaire.

RESULTS

Research on teachers' opinions is of utmost importance for understanding educational practices in the classroom, especially when changes are introduced in the usual ways of teaching. Throughout this article, it has become clear that this type of work is of great importance for making decisions in various aspects that may include changes in hiring, training, or resource management. For the case of this research, the opinion on the educational policies of inclusion was organized into the following categories:

- Inclusive leadership.
- Recognition of teachers' work.
- Collaborative work.
- Impact of preparation.
- Infrastructure.

Inclusive leadership

According to Muntaner *et al.* (2016), leadership is a fundamental factor because through it, conditions can be generated and practices can be developed so that students learn in a context of equality, respect, and excellence. This implies developing spaces for collaboration among teachers and with the members of the school community as a whole.

In the study, the interest was focused on analyzing the responses of the respondents according to their position, finding that 64.7% of the teachers responded that they agreed that the school has a participatory development process. Both the principal and other assistant teachers agreed with this question. Only 17.6% of the teachers in front of the group answered neither agreeing nor disagreeing.

About whether the school maintains an inclusive leadership, 58.8% of the teachers and the rest of the auxiliary personnel agree. However, 23.5% of the teachers answered neither agree nor disagree.

When asked about helping the whole team to integrate, 52.9% of the teachers in front of the group, the director, and auxiliary teachers answered agree, while 23.5% of the teachers indicated neither agreeing nor disagreeing and 5.9% disagreed. These results allow us to identify the conditions for carrying the same idea, there is no consensus and, therefore, although it is not the majority, it does represent a point of alert and attention for those who do not intend to join the commitment in favor of inclusion as suggested by Both and Ainscow (2002).

Recognition of teachers' work

The teacher in this process of inclusive education requires, as already mentioned, a fundamental element to generate changes in favor of inclusion, which requires a deep recognition of his or her experience, of what he or she can and should do and, as far as possible, support from the management.

The research found that the principal and 58.8% of classroom teachers agree that appointments and promotions are fair, but not 23.5% of classroom teachers and auxiliary staff. However, when asked about the recognition and utilization of their experience, the responses of classroom teachers were divided between 35.3% who agreed, the same as the principal and assistant teachers, but 11.8% of these teachers responded neither agreeing nor disagreeing and 35.3% responded disagreeing. In other words, the experience is not taken into account to generate possible changes, which is a symptom of uneasiness among the teaching staff.

These data show that the organizational climate around the recognition of the experience is not the most appropriate; there seems to be a kind of discontent among some of those who answered the instrument, which does not contribute to change for the improvement of the school.

Collaborative work

An important aspect to know is related to the form of organization of the schools concerning favoring equity in the support of all students. We found that the opinion is again divided among the teachers in front of the group, in such a way that 52.9% of the teachers in front of the group, together with the principal and assistant teachers, answered that they agree. However, 17.6% of the teachers answered neither agree nor disagree and 11.8% answered disagree, which implies a review of collaborative work by all members of the educational community.

If collaborative work is not part of the school community's life, it is difficult to reach an agreement on the changes that should be implemented for the development of inclusive practices. Inclusive education cannot be thought of if there is no readiness for collaboration and change.

Impact of readiness

Respondents were asked about how well prepared their students are to perform in non-academic contexts, with 17.6% of teachers, along with the principal and assistant teachers responding that they agreed. It is noteworthy that 47.1% of teachers responded neither agree nor disagree, while 11.8% responded disagree. This could mean that they doubt that a good formative

process is being carried out so that students can transfer what they have learned to non-school situations.

With this divided response, it is possible to notice the concern of some teachers, who assume that the quality of learning is not sufficient or expected, giving rise to new questions to know the reasons for their answers when they disagreed. Not receiving adequate preparation accentuates the barriers to learning and participation of students who suffer exclusion from the educational system.

Infrastructure

Infrastructure for inclusive education is very important because it involves not only curricular adaptations, but also access adaptations that have to do with ramps, bathrooms, specific didactic resources, translators in some cases, without which inclusion becomes complicated.

The teachers were asked about the accessibility conditions of the educational centers, finding that 64.7% of the teachers together with the director and assistant teachers answered in agreement. However, 5.9% answered neither agree nor disagree, and 11.8% disagreed.

Likewise, they were asked about the design of buildings and playgrounds to facilitate the participation of all, in which 52.9% of the teachers together with the principal and assistant teachers answered to agree. A 5.9% answered neither agree nor disagree, and 23.5% answered disagree.

The responses regarding disagreement are worrisome, due among other things, to the fact that the conditions for working with people who have physical barriers may impede access to the school and be at risk of exclusion. This is also the case for those students who, due to their sensory disability, do not have the personal and institutional resources to be able to access and remain in the classroom.

In many Mexican schools, infrastructure is a serious problem, especially in some rural contexts. Although efforts are made to solve it, the inequality of resources allocated to education compared to other areas causes them to live in a poor situation, as was observed in the research in the case of unitary organization schools.

CONCLUSIONS

This research opened many questions, from the reluctance of teachers to participate in the identification of the reasons for not accessing the study, to those aspects related to daily school life. This study constitutes the first approach to learn about the educational policy regarding inclusion in the classroom in an educational scenario characterized by a teaching staff that,

although it considers that it is changing, these are still not enough. The research opened the possibility of finding the issue related to job stability as a factor that can influence these changes.

Although other research has been carried out on the inclusion process, in this study it was possible to learn about a series of problems that, although they were not initially part of the study, were observed. For example, the presence of different educational modalities in the school zone, where some teachers have to work in unequal conditions. It is not the same to work in a fully organized school as in a CONAFE school.

Another important aspect evidenced by the research is that a medium-term immersion as a researcher in educational scenarios is necessary to understand the problems related to inclusion and the implications of teachers' work for the implementation of strategies to promote inclusive education, so it is necessary to carry out more qualitative research work.

The important role of inclusive leadership that can be transformative with the possibilities of empowerment to accept the commitment to accept the challenges of inclusive education is evident. Some authors talk about the concept of inclusive pedagogy to analyze good teaching practices so that the teacher believes in the changes, knows how to do it, and carries them out as suggested by Rouse (as cited in Orozco and Moriña, 2019).

These practices should not be taken as cooking recipes, especially for young teachers, but as possible horizons on which to build a more just education society (Orozco and Moriña, 2019) where the main thing is to ensure the rights of the student body.

It is necessary to advance with teacher training to break down beliefs regarding what it means to educate in contexts of diversity, which requires work both from the Ministry of Public Education and from the management teams to assume leadership in search of quality in educational improvement.

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