

Inclusive Practices In A Technological Baccalaureate In Its Two Shifts, A Research Proposal

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Abstract:

Background: This article provides an overview of the context of inclusive education in Mexico and proposes a study at a technological high school to understand the current state of inclusive education practices in the school's two shifts. To ensure the school fulfills its mission of providing quality education, conducting this research is vitally important. This research will allow us to propose improvements in teaching practices and the institution's administrative services, and help ensure that each and every student achieves meaningful learning.

Materials and Methods: To achieve the objectives of this research, an instrument will be used to collect and store data: the Questionnaire on Inclusive Practices in Upper Secondary Education. This questionnaire is adapted from two instruments designed to assess the existence of inclusive practices at the primary education level: the Index for Inclusion (Index) and the Guide to the Evaluation of Inclusive Practices in the Classroom (GEPIA), since no instruments were found for the upper secondary education level. **Conclusion:** Once this research proposal is completed, the aim is to conclude with a suggestion for inclusive practices that adapt to the specific characteristics of the double-shift Technological Baccalaureate, promoting active participation, valuing diversity, and eliminating barriers to learning.

Key Word: Inclusion, Inclusive Practices, High School. GEPIA. Index.

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I. Introduction

For a country to be prosperous, it requires an essential component of its cultural and social policy: education. The International Covenant on Economic, Social and Cultural Rights, formulated by the United Nations¹, promotes universal and effective respect for human rights and freedoms, and specifically recognizes in its Article 13 this essential right of every human being: the right to education.

In Mexico, the 2020-2024 Sectoral Education Program² aims to deepen the comprehensive education of students, regardless of whether they continue their studies or enter the world of work at the end of this stage, as indicated in Article Three of the Political Constitution of the United Mexican States in its latest reform³: "Every individual has the right to receive education. The State—Federation, States, Federal District and Municipalities—will provide preschool, primary, secondary and upper secondary education. Preschool, primary and secondary education make up basic education; this and upper secondary education will be mandatory."

In order to carry out continuous training actions for the success of the Comprehensive Reform of Basic Education at the primary education level, Ruiz⁴ maintains that hard work has been done. But while Basic Education has benefited from reforms, what can be said about Upper Secondary Education in the country? In this regard, Almazán⁵ mentions that paradoxically, in Upper Secondary Education (EMS) there is no connection with either Basic Education or Higher Education, since it has not been properly promoted. In 2008, the Undersecretary of Upper Secondary Education (SEMS) announced the Comprehensive Reform of Upper Secondary Education (RIEMS) in order to reduce the deficit it was going through; Despite this, Uribe, López-Córdova, Mancera and Barrios⁶ cite the Organization for Economic Cooperation and Development (2012), stating that the level of EMS in Mexico presented a significant lag and its growth at this level in the last 30 years has been slower than that of other countries.

Regarding school dropouts, Bridgeland, DiIulio and Burke⁷ argue that students who drop out of upper secondary education are more likely to be unemployed, live in poverty, commit crimes, be more likely to get sick, be unable to have a life as a couple and be single parents with children who in turn will drop out of high school, among others. According to this idea, it is clear that education is a process that will greatly depend on the economic, political and social context of each country.

One of the organizations created in 1945, responsible for promoting peace and security in the world through education, is the United Nations Educational, Scientific and Cultural Organization (UNESCO), which has the firm purpose of guaranteeing universal respect for justice, the rule of law, human rights and fundamental

freedoms, aspects that the United Nations Charter recognizes for all peoples without distinction of race, sex, language or religion, the inclusion of the human being in the 20th century becomes a right.

In the twenty-second edition of the Dictionary of the Spanish Language⁸, the term "include" is described in two ways: 1. To place something within something else or within its limits. 2. To contain something else, or imply it. The term "include" can be used in relation to different situations or circumstances in the social, economic, labor, and other areas, but without a doubt, in the context of the right to education, the term "inclusive education" cannot go unnoticed.

Regarding inclusive education, Booth and Ainscow⁹ conceptualize it in the following different ways: Valuing all students and staff equitably. Increasing students' participation in the cultures, curricula, and communities of local schools, reducing their exclusion from them. Eliminating barriers to learning and participation for all students, not just those with disabilities or those labeled as having "special educational needs." View differences between students as resources to sustain learning, not as problems to be overcome.

In 2013, the United Nations Educational, Scientific and Cultural Organization (UNESCO)¹⁰ described inclusion as a movement aimed at transforming education systems to respond to student diversity. It also asserts that the right to education with equal opportunities requires the access, retention, participation, and achievement of all students, especially those who, for various reasons, are excluded or at risk of marginalization. This is how the United Nations reorganizes the development of education systems around the world.

Inclusion, not integration, in education goes beyond being a new direction, guide or approach. The National Institute of Educational Technologies and Teacher Training -INTEF-¹¹ cites Parrillas (2002), who argues that inclusive education has to do with how, where and why, and with what consequences we educate all students. Regarding inclusive education, Aranda¹² points out: "Inclusive education is promoting education for all, so that each person can exercise the rights of equality, equity and social justice. This statement brings with it the idea that there will be many areas involved in inclusive education: a) Equal opportunities, that is, equity. b) Innovation and didactic improvement, inclusion. c) Success in learning regardless of the circumstances of each student, that is, quality."

The intention of inclusive education is for the actors involved - students, teachers and institutions - to accept diversity and perceive it as a challenge and an opportunity to dignify the different ways of teaching and learning. The National Education Program 2001-2006¹³ in Mexico, in order of priority, establishes that the first strategic objective of basic education is to achieve educational justice and equity, understood as guaranteeing the right to education expressed as equal opportunities for access, permanence and educational achievement of all children and young people in the country in basic education.

In the case of disabilities, the General Law for the Inclusion of Persons with Disabilities¹⁴ promotes their right to education and to non-discrimination in schools within the National Education System. Thus, in Mexico, laws favoring educational inclusion have been gradually developed, raising public awareness of the need for collaborative participation among teachers, students, and parents. The Special Education Glossary¹⁵ of the National Program to Strengthen Special Education and Educational Integration states the following: "Persons with disabilities include those with long-term physical, mental, intellectual, or sensory deficiencies that, when interacting with various barriers, may impede their full and effective participation in society on an equal footing with others." To globalize and provide a more refined term for inclusive education, the same Glossary states that inclusive education guarantees access, retention, participation, and learning for all students.

Ensuring access, retention, participation, and learning, in turn, places exclusive emphasis on all students who are excluded, marginalized, or at risk of being so, and on implementing actions to eliminate or minimize barriers that may limit student learning and participation, resulting from the relationship between students and their contexts; these barriers are people, policies, institutions, cultures, and practices. The Regional Program for Inclusive Education¹⁶ summarizes that an inclusive school is one that: "Seeks to provide higher quality education for all students, in order to achieve their full participation in the different contexts in which they interact, to be a space in which everyone learns to live together and where they have the opportunity to develop their capabilities to the fullest."

Aside from the above, it refers to opening up to diversity, the use of tolerance, ensuring equal opportunities and thus exercising the right to education for all. To respond to the needs that arise among students in institutions or classrooms, evaluation instruments have been developed for institutions, among the best known are the following: a) The Ainscow and Booth Index for Inclusion in 2000; b) The Duk Model for Evaluating the Quality of a School's Response to Diversity in 2009; c) The Guide for the Reflection and Assessment of Inclusive Practices of the Organization of Ibero-American States (OEI) for Education, Science and Culture, validated in Panama in 2009; d) The Guide for the Evaluation of Inclusive Practices in the Classroom, the latter carried out in Mexico in 2011, with the specific characteristics of the country.

Diversity assessment tools are intended to identify strengths and aspects of inclusive practices in schools. They also detect conflicts and contradictions, problems and uncertainties that impact the dynamics and relationships among members of the educational community. This allows them to take action, make adjustments,

and make changes that favor the process of progress or improvement toward more inclusive schools. Regarding the importance of social interaction in educational institutions, the implementation of inclusive practices in the classroom is proposed, as stated by García, Romero and Escalante¹⁷ who undertake the task of creating an evaluation instrument to understand the current status of inclusive practices in basic education schools in the country and to assess the teacher's practices in the classroom, an instrument that is named: Guide to the Evaluation of Inclusive Practices in the Classroom (GEPIA), this is proof that Inclusive Education in Mexico was beginning to manifest itself, this guide being an undeniable example of the growth that has been taking place in the field of inclusion, as well as the value of inclusive practices.

The Guide for the reflection and assessment of inclusive practices¹⁸, which is part of the Organization of Ibero-American States for Education, Science and Culture, defines a good practice as any action that is oriented, based on the commitment of educators, students and their families, to promote the presence, participation and success of all, especially those who find themselves in different situations. This means that when there is an environment of respect in any school, it is being included and therefore inclusion is being practiced. The difference would be noticeable if an educational culture were created in which, through these practices, the seal and particularity of each student and their context are respected, so that each personal and school life story is reflected.

Finding answers to how to create an inclusive environment at school requires school staff to be trained, committed, and committed to the education of all students. The 2020-2024 Sectoral Education Program establishes six objectives, the first of which clearly states: Guarantee the right of the Mexican population to an equitable, inclusive, intercultural, and comprehensive education, with the best interests of children, adolescents, and young people as its primary focus. The same program states that schools must produce meaningful learning experiences free of gender stereotypes for all students, from the moment they enter school until they complete their education. This requires all schools and educational institutions in the country to address the specific needs of the population groups that most need it, including students who face learning barriers.

On the other hand, Ainscow¹⁹ asserts that those who learn how to work together in a given context participate in inclusive practices, in order to identify and address the barriers that hinder the participation and learning of the members of their communities. Based on inclusive practices, this research proposal will be carried out with students from a Technological High School located in Los Mochis, Sinaloa, seeking to find out if more inclusive practices are carried out in the afternoon shift than in the morning shift.

According to García, Escalante, Escandón, Fernández, Mustri and Puga²⁰, the Mexican Educational System has shown, over the years, the concern to respond to the educational needs of people with disabilities. They state that it was practically in 1876 when the history of special education formally began with the National School for the Deaf, and three years later the National School for the Blind. It was not until the mid-seventies when integrative practices that other countries were already promoting began to be formally implemented. In 1993, the Ministry of Public Education promoted a research project on special education, which was established in 2002 as the National Program to Strengthen Special Education and Educational Integration (PFEEIE), with the general objective of "guaranteeing quality educational care for children and young people with special educational needs, giving priority to those with disabilities, by strengthening the educational integration process and Special Education services."

With the implementation of actions aimed at inclusive education, in 2010 the Guide to Facilitate the Inclusion of Students with Disabilities in Schools Participating in the Quality Schools Program was issued, giving due importance to the term "Inclusive Education." In that same year²¹, Article 2 of the General Education Law states that: "Special education must promote the integration of these children and young people into early childhood, preschool, primary, and secondary education establishments in their various modalities, and into secondary and higher education institutions, applying specific methods, techniques, and materials, as well as providing guidance to both parents and teaching staff at regular schools through support and guidance services."

Based on the above, Article 2 of the General Education Law promotes students to regular basic education schools for autonomous social and productive coexistence. Consequently, it initiates a new form of basic education, considering the special education department as part of the department and moving toward an orientation that leads to the inclusion of students with disabilities in regular schools. It is necessary to identify the specific aspects that currently impede, hinder, and obstruct the proper functioning of educational centers in order to promote the conditions for learning and participation for all students, with or without disabilities. This raises the following questions: How can we know if teachers and the institution in an educational institution are implementing inclusive practices? What guarantee is there for students that the school in which they are enrolled does not engage in discriminatory practices or that teachers are trained to work with diversity?

To ensure that schools fulfill their mission of providing quality education, inclusive practices are considered vital, as they ensure that each and every student achieves meaningful learning.

Problem statement

Inclusive practices in educational institutions are of great importance, as the European Commission²² considers, stating that every school should carry out activities that value diversity and achieve educational improvements based on differences. It also cites Soodak (2003), who indicates that inclusive schools must foster a sense of community by developing certain values such as respect for differences, solidarity, collaboration, friendship, and belonging.

In Mexico, the Ministry of Public Education, through The Guide to Facilitate the Inclusion of Students with Disabilities²³, clearly reveals how inclusion implies the transformation of schools and teachers, and that this effort cannot be just for one student, but for the entire student body. This position clearly demonstrates how school staff have the responsibility to be informed, trained, committed, and committed to the education of all their students, and particularly to those students who require the most support, such as those with disabilities. Under this assumption, everyone benefits, since addressing diversity brings many benefits, as inclusive practices promote optimal development for all students.

Regarding inclusion, Ainscow and Booth²⁴ believe that actions must be taken to eliminate the physical, personal, and institutional barriers that limit learning opportunities and the full access and participation of all students in educational activities. Educational inclusion, transformed into inclusive practices within schools, can be affected by factors such as ignorance and negative attitudes of education workers, and poor physical facilities and spaces. However, there is one factor that has not been considered important but is likely to influence the implementation of these practices: school shifts.

Two-shift schooling has been implemented in several countries around the world, as stated by Cárdenas²⁵, who specifies that since the late 1950s, Mexico has adopted it as a strategy that would help achieve universal access to basic education. To understand the characteristics that exist between the morning and afternoon shifts, Cárdenas²⁵ maintains that when comparing a morning shift school with an afternoon shift school, on average the latter generally has a greater number of low-income students, low academic evaluations, as well as higher dropout rates, failure rates, and students who are behind. In this regard, Cárdenas²⁵ cites Saucedo-Ramos (2005), who also reports some unfavorable effects associated with the implementation of double-shift schooling in Mexico: "In the enrollment system in double-shift schools, principals intentionally enroll students who are over-age, repeaters, or who have been reported for discipline problems in the afternoon school. Furthermore, it describes how teachers and principals have different expectations and attitudes toward students in afternoon schools."

There is evidence of inequalities due to student characteristics and academic outcomes associated with the operation of double-shift schools. Tejada²⁶ cites Bray (1989), who refers to the differences in double-shift schooling (DTS) as: one group of students attends [school] in the morning and a completely different group attends in the afternoon, typically using the same school and teachers.

Considering both the implementation of inclusive practices and the existence of two shifts—morning and afternoon—at the same school, the following research question is posed:

Are more inclusive practices carried out in the afternoon shift at the Technological High School than in the morning shift?

General objective

To propose identifying whether more inclusive practices are carried out in the afternoon shift at Industrial and Services High School No. 43 in Los Mochis, Sinaloa, than in the morning shift.

Specific objective

- To understand the theoretical foundations of inclusion to determine inclusive practices.
- To analyze the historical development of upper secondary education.
- To review the relationship between inclusion and upper secondary education.

II. Material And Methods

The hypothesis in this research proposal seeks to identify whether more inclusive practices are carried out in the afternoon shift than in the morning shift. Obtaining valid results requires an adequate methodological foundation. In this case, the research is proposed to be conducted during the 2024-2025 school year in the city of Los Mochis, Sinaloa, at the CBTIS No. 43 campus, with students enrolled in the fourth semester. Due to the characteristics of the method employed, it is considered a quantitative approach, as stated by Hernández, Fernández, and Baptista²⁷, describing it as a method that uses data collection to test a hypothesis based on numerical measurement and statistical analysis to establish behavioral patterns.

Quantitative research aims to generalize the results found in a group or segment (sample) to a larger community (universe or population). It also seeks to ensure that the studies conducted can be replicated. If this process is followed, the data generated meet the standards of validity and reliability, and the conclusions derived will contribute to the generation of knowledge²⁸.

Because the data are collected at a single point in time, this research is considered cross-sectional. The research method used is the deductive method, which follows a series of processes that lead to a direct conclusion when the premises are true and the deductive reasoning is valid. There is no way for the conclusion to be false, as its function is to infer new knowledge or laws not yet known.

Population and sample

This research is proposed to be conducted in Los Mochis, Sinaloa, at the upper secondary education level, specifically at the Technological, Industrial, and Services High School No. 43, with a total population of 2,007 students across both shifts.

The sample size was statistically determined with a 90% confidence level and a sampling error of 10%. Calculating the sample size is one of the aspects to be finalized in the preliminary phases of the research and determines the degree of credibility that will be given to the results obtained.

A validated formula that guides the calculation of the sample size is the one suggested by Hernández, Fernández, and Baptista (2014b). 28 Solving the formula specifies the minimum number of questionnaires to be administered; for the present study, it is 194 questionnaires. Once the sample size was calculated, 200 questionnaires were administered: 100 for the morning shift and 100 for the afternoon shift.

The sample type is non-probabilistic, since students enrolled in the fourth semester will be selected to meet the following research characteristic: To understand the functioning of the school and therefore the majority of teachers, since they had completed three semesters at the institution.

Instruments

To achieve the objectives of this research, an instrument will be used to collect and store data: the Questionnaire on Inclusive Practices in Upper Secondary Education. This questionnaire is adapted from two instruments designed to determine the existence of inclusive practices at the primary education level: the Index for Inclusion (Index) and the Guide to the Evaluation of Inclusive Practices in the Classroom (GEPIA), since no instruments were found for the upper secondary education level.

It is a closed-ended questionnaire whose purpose is to gather information on inclusive practices carried out at the school. Regarding the advantages of this instrument, Jiménez, García and González (2006)²⁹ state that the questionnaire requires less effort on the part of the respondents, limits the responses of the sample, is easy to fill out, keeps the subject on the topic, is relatively objective and finally, is easy to classify and analyze, for this reason it is considered an adequate or more pertinent instrument for the development of research in the field of social sciences, as is the case of this instrument. It maintains objectivity because, due to the very characteristics of the questionnaire, any risk of subjective interpretation is avoided. It also maintains validity with the measurement instrument because it quantifies the objective for which it was designed in a revealing and significant way.

III. Conclusion

Having completed this research proposal, we hope to conclude with a suggestion for inclusive practices that adapt to the specific characteristics of the double-shift Technological Baccalaureate, promoting active participation, valuing diversity, and eliminating barriers to learning. It should be emphasized that education is a vital human right and an essential pillar for the development of countries, as established by international organizations such as the UN and UNESCO, as well as by Mexican laws. In this way, inclusive education becomes a key element in ensuring equity, access, retention, and well-being for all students, especially those who face various types of barriers: disabilities, adverse economic contexts, or discrimination.

Despite progress in inclusion, upper secondary education in Mexico has faced significant challenges over time, not only facing gaps but also dropouts and disconnection from different educational levels. One of the factors that could influence educational quality and equity is the school shift, with afternoon shifts generally associated with more unfavorable conditions.

The proposal should be based on research findings and aimed at the continuous improvement of educational quality and equity for all students. It seeks to identify whether more inclusive practices are carried out in the afternoon shift at an upper secondary school than in the morning shift, based on the hypothesis that diversity and social conditions may motivate greater effort on the part of teachers during this shift. The proposed methodology—a quantitative, cross-sectional approach with a representative sample—aims to provide reliable data that contributes to the analysis and improvement of inclusive practices.

In conclusion, moving toward truly inclusive education requires not only legislative reforms or formal programs, but also a profound transformation in everyday school practices, the attitude of teaching staff, institutional culture, and the system's ability to adapt to diversity as a strength rather than an obstacle.

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