Resemantizando la noción de Inclusión en docentes de educación básica de Querétaro, México

Re-semantizing the notion of Inclusion in basic education teachers in Querétaro, Mexico

Ressemantizando a noção de Inclusão em professores de educação básica em Querétaro, México

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Resumen

La educación inclusiva se considera un proyecto que busca garantizar un derecho humano fundamental: la educación. Sin embargo, se identifican barreras actitudinales por parte del personal docente, derivadas de creencias en torno a la inclusión. Desde este contexto, se pretende generar procesos de sensibilización de docentes para mejorar la atención a la diversidad en la educación básica. Este documento muestra los resultados de la sistematización de una experiencia de intervención que tuvo como objetivo reconocer las posibilidades de resemantizar la noción de inclusión para potenciar el trabajo docente en la atención a la diversidad. La intervención se basó en grupos de reflexión dirigidos a 60 docentes de educación básica. Como resultados, se identificaron cinco elementos centrales en el proceso de resemantización: la conceptualización de la inclusión, la inclusión como compromiso institucional, la formación para la inclusión, las necesidades de reorganización institucional y la paradoja de los valores. Se concluye que, para avanzar en procesos de sensibilización docente, es importante considerar a los docentes como actores inmersos en procesos organizativos, profesionales y laborales complejos. Además, el cambio más significativo del proyecto radicó en transformar la noción de inclusión de un enfoque centrado en el aprendizaje a uno centrado en la participación.

Abstract

Inclusive education is seen as a project aimed at guaranteeing a fundamental human right: education. However, attitudinal barriers were identified among teaching staff, stemming from beliefs about inclusion. In this context, we seek to generate awareness-raising processes for teachers to improve attention to diversity issues in basic education. This document presents the results of the systematization of an intervention experience aimed at recognizing the possibilities of resemantizing the notion of inclusion to enhance teaching work in addressing diversity. The intervention was based on reflection groups involving 60 basic education teachers. As a result, five central elements were identified in the resemantization process: the conceptualization of inclusion, inclusion as an institutional commitment, training for inclusion, institutional reorganization needs, and the paradox of values. It is concluded that to approach teacher awareness processes, it is essential to consider teachers as actors involved in complex organizational, professional, and work processes. Furthermore, a key aspect of the project was shifting the focus on diversity from learning to participation.

Resumo

A educação inclusiva é considerada um projeto que busca garantir um direito humano fundamental: a educação. Entretanto, são identificadas barreiras atitudinais por parte do corpo docente, derivadas de crenças sobre inclusão. Neste contexto, pretende-se gerar processos de sensibilização dos professores para melhorar a atenção à diversidade na educação básica. Este documento apresenta os resultados da sistematização de uma experiência de intervenção que objetivou reconhecer as possibilidades de ressemantização da noção de inclusão para potencializar o trabalho docente no enfrentamento da diversidade. A intervenção baseou-se em grupos de reflexão dirigidos a 60 professores do ensino básico. Como resultado, cinco elementos centrais foram identificados no processo de ressemantização: a conceituação da inclusão, a inclusão como compromisso institucional, a formação para a inclusão, as necessidades de reorganização institucional e o paradoxo dos valores. Conclui-se que, para avançar nos processos de conscientização docente, é importante considerá-los como atores imersos em complexos processos organizacionais, profissionais e

Introduction

The right to education, as a fundamental prerogative of citizenship, acquires special relevance in formal institutions. Schools represent a key space for the comprehensive development of children, being a privileged environment for the acquisition of knowledge and social skills necessary to interact with otherness in complex situations. According to García-Rubio (2017), the passage through school must guarantee that children and adolescents acquire essential and fundamental learning. For their part, Seguel-Arriagada and Vera-Sagredo (2023) maintain that the relationships established at school are crucial for the construction of identity and the confrontation with otherness. In this sense, Echavarría-Grajales (2003) identifies four fundamental axes in personal development that are promoted at school: academic training, socialization, identity construction and morality.

However, access to this right has not achieved universal coverage. Economic, social or cultural factors, as well as the presence of notable differences, hinder the access, permanence or graduation of many people. Since the World Forum on Education in 2000, the importance of guaranteeing this right to vulnerable populations, such as indigenous people, migrants, people living in poverty or with disabilities, has been underlined (Pano-Fuentes et al., 2018). Along the same lines, Objective 4 of the 2030 Agenda establishes that it is a priority to offer quality education and promote learning opportunities for all people throughout their lives.

In Mexico, the statistics are worrying. The basic schooling rate has decreased from 96.8% in 2013 to 90.8% in 2022 (Secretaría de Educación Pública, 2023a). In addition, 2.8 million students between 3 and 17 years of age have educational lag, and 648,101 people live with some disability or high intellectual abilities, without current strategies being able to cover this population (Secretaría de Educación Pública, 2018). These figures reveal that inclusive education and attention to diversity must be priority objectives to guarantee decent living conditions and equitable education.

Inclusive education in Mexico has followed a progressive development, from the inclusion of Special Education Needs (SEN) in the 1994 reform to the modification of Article 3 of the Constitution in 2019, which establishes the obligation of inclusive, universal, free and secular education (Gobierno de México, 2019). However, recent research indicates that organizational, attitudinal and pedagogical limitations still persist in educational centers that hinder the fulfillment of this right (Solís del Moral & Tinajero, 2022; Niembro et al., 2021).

The education inclusive either the attention educational to the diversity has focused on disabilities and social vulnerabilities arising from the precarization, Liesa -Hernández et al. (2012) affirm that Educational centers are faced with increasingly diverse particular needs in their students, investigations have identified populations that present particular needs in childhood with chronic conditions of health (Hernández-González and Morales-Osornio, 2021), migrants (Liesa -Hernández, 2012), Trans* (Cruz, 2018; Sánchez-Sainz et al., 2023) Intersexuals (Granero and García, 2020), among others.

In this way, it is important to have a broad conceptualization of inclusive education, following Niembro et al. (2021) it is not about covering the needs of a particular group but about considering the needs of the students, while recognizing their skills and abilities; while for García- Leos (2020) it is a project that legitimizes diversity, recognizing that there are in the classroom different rhythms of learning, differences in behavior and classroom participation, as well as diverse contexts.

For Barrio de la Puente (2009) attend the diversity implies a project ethical that the institution assumes to guarantee learning and equitable participation, Booth and Ainscow (2000) propose that the priority aspect of attention to diversity is the elimination of the Barriers to Learning and Participation (known in Spanish as BAPS), which are not found ontologically in people, but rather derive from elements organizational, attitudinal and pedagogical of the centers educational.

Niembro et al. (2021) argues that attention to diversity must be based on what they call radical inclusive education, that is, one that views diversity as a chance of improvement of the process educational for all the people, which, although it has as its central axis the reduction of discrimination towards those who face barriers of the learning and participation, this is achieved by identifying the needs of the groups, while the group will collectively resolve individual needs.

Muñoz-Cantero et al. (2007) proposes the guiding principles of a profound transformation of the centers educational: flexibility, creativity and openness, functional operability, stake and consensus, and training of the staff educational. It previous demands a effort constant on the part of all the actors educational, well as Muntaner-Guasp and Forteza-Forteza affirm "we must incorporate into the general dynamic of the ordinaries centers and classrooms those strategies that favor the implementation of the principles of the inclusive education and that meet the requirements of active methodologies" (2021, p. 307).

In this way, the teaching work is fundamental to achieve transformations that effectively address the diversity of children in the classroom; however, a series of limitations have been identified that hinder inclusion processes.

One of the main limitations tt is the lack of training teaching (Hernánndez-González and Osornio - Hernández, 2021; Garbus et al, 2019, García - García,2020; González-Gil et al, 2019), although a series of prejudices are also observed about people who face Barriers to Learning and Participation (BAPS) (Muskat, 1998, Solís-García and Real-Castelao, 2023) and lack of organization and follow-up by part of the institution (Liesa-Hernández et al., 2012).

Collado -Sanchis et al. (2020) identifies in teachers that, although there is a positive attitude towards the benefits of attention to diversity, At the same time, there is a low feeling of self-efficacy, making their attitude in cases concrete sea negative, especially when there are disruptive behaviors associated with a disability either no-standard development. Solis - García and Real - Castelao (2023) obtain similar results by finding positive attitudes towards inclusive philosophy in teachers, accompanied of attitudes negative for carry to the practice processes of inclusion. By other part, is found as a limitation that the actions of inclusion little is known identify as a process institutional, either of access to rights, but as a matter of goodwill on the part of teachers (Hernández-González, 2023).

In this way, it is important to generate awareness processes for teachers, which directly impact the placement they have in relation to attention to diversity, recognizing their privileged place as promoters of access. universal to the education. As raises Zemelman (2021) its requires of a process of constructing epistemic thought, that is, emptying the notion of inclusive education of content, since what is thought about it is a obstacle for operate in the reality and to resignify it in function of new coordinates of thought, in concrete

a process of resemanticization, is to say the expansion of the semantic aspect based on the contextual conditions of the subjects.

In this context, this article aims to recognize the possibilities of re-semanticizing the notion of inclusion to enhance teaching work in addressing diversity. This analysis seeks to offer a broad and contextualized perspective to strengthen inclusive educational strategies and guarantee the right to education for all people.

Materials and methods

This section presents the systematization of the results of an intervention process whose objective was to re-semanticize the notion of inclusion. The systematization is framed within an exploratory-descriptive study with a qualitative research approach.

The intervention was built from the premises of the epistemology of the potential present, which seeks to expand the subject's rationality to face the demands of reality. According to Zemelman (2019), this approach allows "understanding the circumstances from the historical necessity that exceeds the limits of the theoretical" (p. 346). In this context, it was suggested that questioning what is thought about inclusion could expand its content and transform its meaning. This resemanticization process facilitates the construction of projects oriented to the present, in this case, allowing a new approach to inclusive education to improve educational practices and attention to diversity.

According to Paredes (2014), working from this approach implies proposing processes of appropriation of historical reality to direct them within specific contextual frameworks, which requires questioning everyday practices and opening new directions of action.

Study population

The intervention was aimed at 60 public primary education teachers, organized into five groups: one for preschool, three for primary and one for secondary. Participation was voluntary and coordinated by the educational authorities of the area. Although sociodemographic indicators were not systematized, a majority of women were observed, especially in preschool and primary, and a greater presence of men in secondary. Most of the teachers were young, with less than 10 years of experience, and had graduated from the State Teachers' College.

From a methodological perspective, the work did not seek to "teach" or "train" teachers, but rather to recognize them as complex social actors who face tensions arising from their professional roles, labor rights, and historical contexts. The intervention was designed as a reflection group, understood as a device that, according to Ravenna de Selvatici (1998), allows us to denaturalize what is known and question established ways of understanding the world through dialogue.

Procedure

The intervention was carried out during the School Technical Council meetings, lasting 1 to 1.5 hours per session. The topics addressed included:

- Definition of inclusive education.
- Expectations around students.
- Institutional and working conditions.
- Personal conditions for inclusion.

These problematic nodes allowed us to identify the obstacles perceived by teachers in the transformation of educational processes to address diversity.

Systematization tools:

Field reports and diaries were used to record the discursive elements that emerged in the sessions. These tools made it possible to identify changes in the participants' perspectives based on the dialogue generated in the reflection groups.

Results

Based on the reflection groups, possibilities for re-semanticization in inclusive education processes were identified, grouped into five central elements: the conceptualization of inclusion, inclusion as an institutional commitment, training for inclusion, needs for institutional reorganization and the paradox of values.

1. **Conceptualizing inclusion:**

Initially, teachers understood inclusion as a person-centered integration model, focused primarily on disabilities, behavioral and learning problems. After the intervention, they expanded this vision to include migrant students, trans* children, and people with psychosocial disabilities. They also discussed how to adapt activities

for those facing chronic health conditions, promoting a notion of inclusion focused on participation rather than learning.

2. **Inclusion as an institutional commitment:**

Initially, teachers perceived inclusion as a responsibility of educational authorities, disconnected from their daily actions. The reflection allowed them to identify their role as public officials responsible for guaranteeing the right to education, recognizing that their concrete work reflects the institutional commitment.

3. **Teacher training for inclusion:**
A lack of training in inclusive education was identified. The intervention questioned the traditional notion of training as something exclusive to formal courses, proposing strategies such as the use of social networks and materials available online. In addition, the need to approach training as a continuous and preventive process was discussed.

4. **Institutional reorganization:**

Teachers pointed out the lack of support and overload when dealing with cases with special requirements. The importance of equitably distributing cases, involving management and fostering collegial collaboration to overcome the idea that the tenured teacher is the only one responsible for reasonable adjustments was highlighted.

5. **Paradox of values:**

The role of the school in the construction of values was reflected upon, highlighting tensions between family and school values. In cases such as visible disability or trans* children, the need to build spaces for ethical and plural coexistence was recognised.

Emerging conclusion

The intervention revealed changes in the way of thinking about inclusion, highlighting the importance of focusing on participation and institutional collaboration. In addition, key needs were identified: strengthening collaborative work, knowing the current regulations, promoting managerial co-responsibility and ensuring an equitable distribution of cases.

Discussion

The analysis of the results of the reflection spaces aimed at the re-semanticization of inclusion processes allowed us to identify relevant aspects in accordance with previous studies (Collado-Sánchez et al., 2020; Solís-García and Real-Castelao, 2023). Although the participating teachers recognize the importance and benefits of inclusion for children and adolescents, they show resistance to assuming active co-responsibility in its implementation. This is due, in part, to the fact that they maintain a vision focused on disabilities and reasonable content adjustments, relating inclusion exclusively to barriers to learning. Thus, their focus is limited to the academic axis, leaving aside three other fundamental aspects pointed out by Echevarría-Grajales (2003).

The initial conceptualization of inclusion is closer to an integration model, which, according to Niembro et al. (2021), limits the full recognition of diversity. A person-centered vision predominates, where the student and his/her family must adapt to institutional dynamics, while the group teacher assumes all responsibility, ignoring the need for networking and a community perspective (Hernández-González and Morales-Osornio, 2021).

Recurring themes such as the lack of specialized training (Hernández-González & Osornio-Hernández, 2021; Garbus et al., 2019; García-García, 2020) and the perception of a lack of institutional support (Liesa -Hernández et al., 2012) emerged consistently across the groups. Although teachers demand training and institutional support, their discourses reflect a tension between their responsibilities and organizational and academic demands. This is aggravated by the precarious and technocratic working conditions of the education sector (Trujillo-Holguín, 2023), which prioritize metrics such as "educational quality" and "effectiveness" over inclusive pedagogical processes.

Following Aguirre-Medrano (2016), while teacher training seeks to promote better educational practices, participants perceive it as an increase in workload, which generates attitudes of resistance to additional requests related to inclusion. In this context, attention to diversity is interpreted as an overload of work, especially when the focus is exclusively on learning and curricular adjustments.

Following the intervention, it was concluded that teachers experience constant tension between their working conditions and institutional demands. Although they recognize the importance of inclusion, attitudinal and organizational barriers persist that hinder its effective implementation. These findings underline the need for institutional restructuring that reduces

the perception of overload and fosters more equitable and effective collaboration in addressing diversity.

Conclusions

It can be concluded that, although the movements towards the resemanticization of inclusive education did not represent great psychoaffective changes, they did allow each teacher to begin a process of questioning their position regarding the processes of attention to diversity and to explore ways of transforming it.

One of the most relevant elements was the refocusing of inclusion towards participation in daily activities, which helped reduce the burden associated with learning as the only institutional objective ("that everyone learns everything"). This change allowed teachers to rethink the concept of "notable differences" and to be motivated to act creatively to eliminate Barriers to Participation.

The experience also highlighted the importance of the ethical commitment of the educational institution and its stakeholders, helping teachers to differentiate between their direct responsibilities and those that must be assumed by other levels of management. This allowed the initiation of a process of reflection on organizational tensions and the need for a collaborative approach.

Despite these advances, the road to transforming educational spaces into institutions that value and address diversity without replicating the paradigm of integration centered on the person remains long. The resistances built are deep, but the implementation of intervention devices that consider the complexity of teaching work and institutional tensions can reduce attitudinal barriers and open discussions on necessary organizational changes.

Future Lines of Research

Based on the results obtained, it is proposed to deepen the understanding of tensions within teaching as a key element to improve attention to diversity. These findings can serve as a basis for designing awareness and training strategies that guarantee universal access to the right to education.

It is also necessary to investigate the organizational barriers and the participation of the different levels of educational management in addressing diversity. This implies approaching inclusive education from a complex perspective that promotes its adoption as a

daily practice in various educational spaces. Finally, the results obtained can guide the formulation of lines of action for future interventions and more inclusive educational policies.

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