

The influence of reverse inclusion in the educational context*

Influencia del proceso de inclusión a la inversa en el contexto educativo*

Influência do processo de inclusão à inversa no contexto educativo

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Abstract

The following article is presented in order to offer a better understanding regarding reverse inclusion and how it influences the educational context. Moreover, it is supported by six research backgrounds which are divided into international, national and local ones. On the other hand, a set of concepts that have to do with the matter inclusion, reverse inclusion and the ways those ones are lived within the school context are determined here. Likewise, this study is descriptive and conducted by a qualitative paradigm; also, the type of study chosen was the ethnography. As a result, some findings are shown, those ones were gathered by the corresponding data collection techniques (a participant observation, semi-structures interviews and a focus group). Consequently, the participants selected for this research were children from preschool to fifth grade, and the sample, 20 students.

Finally, the study that supports this article was named *Inclusión a la inversa y cultura de paz en el contexto educativo*, and some educational institutions were involved throughout the research process: *Institución educativa Francisco Luis Hernández Betancur* and *Universidad Católica Luis amigó*, both from the city of Medellín.

Keywords: gender violence, sessual violence, discrimination, gender perspective, general prevention.

Resumen

El artículo es realizado con el objetivo de ofrecer un acercamiento al proceso de inclusión a la inversa, identificando su influencia en el contexto educativo. Además, se apoya en 6 antecedentes divididos en contextos internacionales, nacionales y locales. De igual manera, se determinan una serie de conceptos que tienen que ver con el tema de la inclusión, inclusión a la inversa y las formas como se presentan en el contexto escolar. Asimismo, este estudio se acoge a un paradigma cualitativo de corte descriptivo y se orienta bajo el tipo de investigación etnografía; a su vez, se muestran una serie de resultados, producto de la aplicación de técnicas de recolección de información (Observación participante, entrevistas semi-estructuradas y grupo focal). Con base a lo anterior, la población seleccionada para esta investigación corresponde a estudiantes del grado preescolar a quinto de primaria y la muestra seleccionada consta de 20 participantes.

Consecuentemente, la investigación de la cual se deriva la escritura de este artículo, tuvo como nombre '*Inclusión a la inversa y cultura de paz en el contexto educativo*', en la que participaron la *Institución educativa Francisco Luis Hernández Betancur* y la *Universidad Católica Luis amigó*, ambas ubicadas en la ciudad de Medellín.

Palabras Claves: Inclusión, Inclusión inversa, Contexto educativo, Discapacidad, Interacción.



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Resumo

O artigo foi escrito com o objetivo de oferecer uma proximidade ao processo de inclusão à inversa, identificando sua influência no contexto educativo. Se apoia em seis antecedentes divididos em contextos internacionais, nacionais e locais. Se determinam uma serie de conceitos ao redor do tema da inclusão, inclusão à inversa e as formas como se apresentam no contexto escolar. Da mesma forma, este estudo acolhe um paradigma qualitativo de corte descritivo e se orienta sob o tipo de pesquisa etnográfica; por sua vez, mostra-se uma série de resultados, produto de aplicação de técnicas de obtenção de informação (observação participante, entrevistas semiestruturadas e grupo focal). Baseado no anterior exposto, a população selecionada para esta pesquisa corresponde a estudantes da pré-escola até o quinto grau da educação primária, e a mostra selecionada consta de 20 participantes. Deste modo, a pesquisa da qual se deriva este texto tem por título: Inclusão à inversa e cultura de paz no contexto educativo", na qual participaram a instituição educativa Francisco Luis Hernández Betancur e a Universidad Católica Luis Amigó, ambas localizadas na cidade de Medellín.

Palavras-chave: Inclusão, Inclusão inversa, Contexto educativo, Incapacidade, Interação.

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Introducción

Educational inclusion is a process that has been working in order to accept diversity while respecting differences in people; and as proof of this, the Francisco Luis Hernández Betancur Educational Institution carried out a process of educational inclusion in reverse, in which a minority of regular students is included in a space where the majority are boys, girls and young people with some sensory disability. Such inclusion can result in a culture in which rejection of the other is not allowed, and where respect for differences is promoted, which has probably not been related to inclusion in reverse.

Likewise, this article seeks to offer an approach to the inclusion process in reverse, identifying its influence in the educational context and, in the same way, how such inclusion can develop characteristics of the educational community where it is carried out; generating a possible culture that has not been related to inclusion in reverse.

Initially, it is necessary to define several concepts that will be recurrent throughout this article, in order to clarify the terms used in the study carried out, such as inclusion in reverse and educational context, to later establish possible relationships between them.

First, it is necessary to clarify a series of conceptions that have to do with the core of this writing; In this sense, it begins to define what is understood by 'Educational

context', since, in this way, it will be possible to understand at length what this space means and contributes. According to Uriza (2014), "the educational context is a specific space of enormous complexity, by virtue of the fact that it is a place of intersection between the public and the private. Consequently, it is an area where people affected by various forms of discrimi-

nation and violence converge" (p. 9). So, in the educational field, this space enables the development of the student; In addition, it allows you to interact with others. Based on the above, González (2007) mentions: "We must not forget that each educational context is different from another and that it is convenient to adapt knowledge to the specific forms of operation that govern each of them" (p. 12).

It should be added that the educational context can be conceived as a space for coexistence, which allows students to face the types of violence and discrimination that occur in it; Likewise, it is of great relevance for educational practice, since it becomes a mediating environment for school coexistence, in which the differences of the other are recognized and respected.

Then, it is perceived that the educational context makes it possible to propose alternatives, in which it is intended to generate changes that have a positive impact on society, and that become a useful tool to face educational and social challenges, such as the issue of inclusion, which It is necessary to address it properly, bearing in mind the diversity and differences present in the school context. The Ministry of Education of Ecuador (2013), specifies:

The role of the educational context is of utmost importance in the care of the student with SEN. A student, regardless of their particular condition, will better develop their potential in a quality training environment that offers them stimuli, that weighs their abilities as well as their limitations and that has useful resources for the different variants in the learning processes (p. 86).

It is for this reason that the educational context is an essential part of inclusion, because within it individualistic attitudes can be avoided, and

strategies that respond to the diversity of students can be carried out, taking into account emotional, academic and social factors. to achieve mutual benefit among the educational population. Thus, Pacheco and Berrocal (2013) state that "the educational context is an ideal showcase for observing individual differences in the way of experiencing, perceiving and expressing emotions. Through interaction in the classroom we can, almost instantaneously, classify students in our minds" (p. 34). In relation to the above, the educational context favors the recognition of individual differences with which the acceptance of diversity is achieved, which constitutes a fundamental factor in inclusion.

Second, it will give way to the conceptualization of what is understood by 'Inclusion'. Inclusion, as its name implies, makes it easy for all students to participate within communities, regardless of their needs. For Sapon (2013), inclusion "means including students with disabilities in traditional educational settings and, on occasions, it is considered an extension of the principle previously known as integration or the attempt to return children with disabilities to educational normality." (P.72).

It is worth mentioning that inclusion causes students with disabilities to be integrated into educational environments; But to achieve this, it is important to take into account their characteristics, capacities and learning rhythms, so it is necessary to make adaptations in the educational context when necessary. Likewise, to achieve this it is necessary to start from equity, in which all students have the same guarantees of receiving an education that allows them to develop their potential regardless of their needs and conditions, thus motivating them to respect differences without exclusions.

After giving meaning to the term "inclusion", we continue with the definition of what is un-

derstood by inclusion in reverse. To which Díaz (2012) affirms:

This is how the Educational Institution of the city of Medellín, Antioquia, Colombia, has been the flagship institution in the care of children and young people with sensory disabilities (deaf and blind), however, since 2002, responding to In the policies of inclusive education, students without any disability were included, giving this institution a type of inclusion in reverse where "regular or hearing" students, as they are called in the institutional space, are in the minority. (p.5)

According to Díaz's affirmation, the Francisco Luis Hernández Betancur institution has promoted the inclusion process in reverse, in which "regular" students were admitted to share the academic environment and coexistence with those who They have some type of disability, thus achieving a different inclusive education, in which everyone is offered the same possibilities of being included.

Therefore, what is intended to be made known is a different inclusion, in which students who do not present any type of educational need are those who attend the educational institution as a minority, and where students with special educational needs predominate, to which would be called inclusion in reverse.

Taking into account the aforementioned, inclusion in reverse is the opposite of the aspect of educational inclusion, not in terms of definition, but in relation to the

population that is addressed, providing a new vision to inclusive education. In this regard, Mejía (2015) states "The search for an inclusion in an inverse way that allows the majority to be the group that has to adapt its knowledge and lifestyles to that of minorities." (p. 11).

Inverse inclusion allows students to strengthen their knowledge and at the same time adapt their behavior to that of the population with disabilities, enabling them to communicate with each other; and in this way, achieve better relationships of coexistence from the acceptance of differences. In this regard, the Puerto Rico Department of Education (2015) mentions: "In the same way, you can choose for your classmates to come and participate in the special education classroom as a type of inclusion in reverse" (p. 6).

In this way, this segment of literature review is concluded, which will allow the reader to better understand the sections coming.

Method

The present study responds to a qualitative paradigm, because it leads to describe and interpret the social and cultural life of the participants from the experience of the inclusion process in reverse; allowing an analysis of the influence of this process in the construction of a culture of peace for boys and girls from preschool to fifth year of the Francisco Luis Hernández Betancur educational institution; all of the above, taking into account their experiences.

In the same sense, the type of study is descriptive, since it is focused on the identification and description of the characteristics and important facts of a group or population. "Descriptive research is a form of study to know who, where, when, how and why of the subject of the study" (Naghi, 2005, p. 91). In turn, it uses ethnography as a methodological strategy. In this regard, Quesada (2004) states that "The ethnographic method studies the ways of life of human community groups from the perspective of these societies" (p. 329). For this reason, the research project claims the singularities of the actors and the context where their life experiences unfold.

Based on the above, the population corresponds to students from preschool to fifth grade of the Francisco Luis Hernández Betancur Institution. This is located in the Aranjuez neighborhood of Medellín, department of Antioquia, Colombia. This institution serves the population with visual, auditory and cognitive disabilities, reduced mobility, among others, and without disabilities.

Thus, the selected sample focused on boys and girls with and without disabilities from the Institution in question. In total there were 20 students, of which 16 are boys and 4 girls; in turn, 6 of them without disabilities and 4 with disabilities.

With reference to the above, for data collection, information collection techniques were used, such as participant observation, semi-structured interviews and focus groups, which were used to comply with the proposed objectives, taking into account the aforementioned methodological strategy. Consequently, the information was analyzed and interpreted by means of categorical matrices, starting from the triangulation of the data obtained from the instruments.

Results and discussion

This section presents the qualitative data produced by the instruments applied to students from preschool to fifth grade who were part of this research. All those aspects of the inclusion process in reverse that influence the educational context were selected.

First of all, the information obtained after having applied participant observation, which was designed for this study, will be socialized. According to the Reverse Inclusion category,

it can be seen that there is greater inclusion in areas such as the dining room and the court; In addition, regular students share the spaces respecting the place of the other, they act without any type of rejection towards those with a disability, they treat them respectfully, help them to carry out activities in which they need support, and there is respect towards differences on their part. Likewise, they mention that the best thing about being in the institution is respect, for differences, because all boys and girls look and feel the same.

In line with the above, on the influence of the reverse inclusion process in the educational context, it can be said that -as the spaces of the institution are wide- students can interact and talk about topics of their interest. Likewise, said inclusion allows students to build a culture of non-rejection, which enables them to relate and live with others, recognizing differences. Similarly, an investigation carried out in 2014 in Medellín, called *Inclusión y convivencia en contexto de ciudad*, which sought to publicize the experience carried out in the Francisco Luis Hernández Betancur educational institution for several years, and in which the beneficiary population of the same were Students, teachers, managers, families, community, university students, pedagogical support staff, logistics and general services, evidenced the following among its results:

Familiarity in the treatment of each of the populations, where they recognize that there are differences, but that these do not prevent relating and sharing, are critical in a conflict situation, listening and using empathy as a form of construction in the mediation processes . (Institution Francisco Luis Hernández Betancur, 2014, p.19).

Therefore, the process of inclusion in reverse generates a culture of non-rejection, which enables respect among students, encouraging

them to share different places in the educational context and mutually support each other in various activities. Congruent with this, said inclusion promotes the recognition of differences, enabling students to interact and live with others, sharing spaces and ideas, producing in the school a culture of respect for the diversity of the other, which has not been related to the process. inclusion in reverse.

Giving continuity to what was found in this study, what was mentioned in the statement of one of the students who was part of this research was a common denominator in the reports of the participants in the interviews and focus group, in which the regular students expressed that there is no rejection regarding the different disabilities of their peers; Similarly, those with some type of disability state that there are no fights or teasing related to them and that the physical and cognitive conditions are not given relevance for the socialization process. Additionally, a student stated the following: "They do not ask me almost by the ear, it is like one to be so normal, without any defect" (Interviewed student 1, Personal communication, March 3, 2018).

The above statement shows that children constantly work on institutional principles in which respect and recognition of difference are part of the institutional culture, which leads them to keep in mind the importance of helping and not rejecting others. An investigation with primary school students, carried out in 2017 in Cáceres, Spain, in three public educational centers located in the province of this city, called *An intervention in cooperative learning on the profile of the observer in the dynamics of bullying*, in which was intended to determine if the application of cooperative learning techniques in the classroom reduces the frequency of bullying behaviors, in Primary Education students it demonstrated, based on bullying behaviors, the following: "The results

support the hypothesis , that after the application of cooperative learning techniques in the classroom, the observers found a reduction in direct verbal and physical aggression, indirect physical and social exclusion "(Polo, Mendo, Fajardo & León, 2017, p. 9)

According to what was expressed by the students, the physical or cognitive conditions for relating to each other are not relevant, which is why social exclusion is not visible, and this causes them to work together, producing an adequate coexistence among all. Thus, it is emphasized that physical and verbal aggressive behaviors can be reduced if cooperative learning is applied, in which students are interested and concerned about each other. The foregoing favors the decrease in the modalities of direct and indirect verbal and physical aggressions in the educational context, generating a culture in which respect for differences is essential, and where rejection of the other is not allowed.

Regarding inclusion, it is evident that it is an important aspect within the educational context, because students who present some type of disability are included all the time in school activities, and have an interdisciplinary group that enables educational inclusion. Likewise, there are wide spaces with easy access, signage for people with visual disabilities and assertive social relations among the educational community in general. In relation to the above, through educational inclusion it is achieved that the student enhances both cognitive and emotional skills, and an acceptance of diversity is achieved, which serves to transform and strengthen the teaching process, providing students with an education quality regardless of their needs.

In an investigation on inclusive education of students in vulnerable conditions, due to special educational needs within a diverse school

context, carried out during 2015 in Bogotá, Colombia, with elementary school students from Colegio Sierra Morena , venue B, of the session tomorrow, called Inclusion Experiences in the Sierra Morena district educational institution, an analysis was made of the significant experiences of the educational community, on the inclusive education of students in conditions of vulnerability due to educational needs special; all of the above, within a diverse school context. In the results you will find:

The collected experiences illustrated the favorable changes exhibited by parents and teachers in relation to the relationships between students with SEN and the educational community, supported from the process of integration to the classrooms, until today they propose the exercise of reflection of the need for a culture of inclusion in the IED District Educational Institution Sierra Morena supported not only from the requirements of public policy but also incorporating the experience of the subjects that participate in the process, in order to consolidate transformations at the pedagogical, didactic and curricular level, making adaptability an enriching transformation experience for all actors (Ojeda, 2015, p.75-76).

Thus, it is highlighted that in the educational institution individualistic attitudes are avoided in the various activities carried out within it, and it is sought that regular students interact with those who have a disability. Likewise, pedagogical strategies are applied by the educational community, which respond to the needs of the students. According to the above, inclusion in the school and the support of the educational community in general, contributes to students so that they are able to face discriminatory acts found in their context; and that through

interpersonal relationships, they achieve acceptance of diversity, which is a fundamental factor in inclusion, which makes the process of school coexistence and learning strengthened regardless of the needs of the students, where everyone has the same guarantees of receiving a quality education, which is centered on the human being and which motivates them to respect differences without exclusions; Conditions that must be characteristic and essential of initial education: "This education must be characterized by being inclusive and supportive, and taking into account the ethnic, cultural, geographical, economic and political diversity of each country; and therefore, the educational needs of boys and girls" (p. 124).

On the other hand, it is observed that there is inclusion from the teaching and learning of sign language to all students, with and without hearing disabilities in the educational institution. In the same way, regular students express that learning sign language is a necessity to communicate with their non-hearing peers, and they also say that they feel satisfaction when they learn this language that the institution offers as a subject. This is given by the constant need of students to communicate, to be able to express ideas and opinions that bring them closer to the context in which they operate. Based on the above, a study on the problem regarding the establishment of interpersonal relationships, between students with and without sensory disabilities who are part of the same educational institution through collaborative work, called Artistic education as a mediator in social integration and academic study of students with and without sensory disabilities, which was carried out in a public educational institution located in the Aranjuez neighborhood, northeastern commune of the city of Medellín, Department of Antioquia, Colombia, with groups of deaf 11th grade students. and 11 ° C listeners, evidenced that:

Communication and discrimination are part of the differences mentioned in inclusive education, in which it is intended to integrate all those students who present various conditions such as hearing impairment, blindness, and the very absence of disability, which within the particularities from the other populations that share the institutional space, it also becomes a difference. (Díaz, 2012, p. 104)

After the aforementioned, inclusion in reverse generates that hearing students see the need to communicate with non-hearing people to improve social relations between them, an act that is reflected in the participation and learning obtained by them in the sign language classes provided by the educational institution. In the same sense, communication plays an essential role in people's interaction, and sign language becomes a form of learning that encourages regular students to communicate and interact with their non-hearing peers; which generates integration between them, resulting in a true educational inclusion.

Conclusions

According to what was evidenced during the research, the inclusion process in reverse can develop characteristics of the educational community where it is carried out; generating a culture of peace that has not been related to inclusion in reverse.

The existence of physical spaces suitable for the needs of students with sensory and cognitive disabilities and reduced mobility, as well as the application of pedagogical strategies and the accompaniment of the educational community in general, which respond to the diversity of the aforementioned population, allow a true educational inclusion in the school context.

The teaching of Colombian sign language is an educational inclusion strategy that allows regular students to communicate and interact with their non-hearing peers; in addition, it favors the teaching-learning process.

According to a large percentage of the participants in this research, they express that the process of inclusion in reverse enables a culture in which rejection of the other is not allowed, in which relevance is not given to the physical or cognitive conditions of the children. others, and where respect for differences is promoted.

The process of inclusion in reverse, approached from the educational context and greatly influences the relationships of school coexistence, because it generates respect for the diversity of people, allowing regular students to interact and help their classmates with some type of disability.

It is found as a relevant result of this research, that within the educational institution the inclusion process in an inverse way has offered benefits, in terms of school coexistence and the educational community, since it has generated awareness of an institutional culture of peace..

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