

Perception of educational inclusion of students in higher education institutions in the Comarca Lagunera

La percepción de los docentes sobre la inclusión de personas con discapacidad en las Universidades de la Comarca Lagunera

CARRILLO-ROBLES, Diana*†, ORTÍZ-FAUDO, María Argentina, VALENCIA-GARCÍA, Julieta and MATA-ORTIZ, Gerardo Edgar

Universidad Tecnológica de Torreón, Highway Torreón-Matamoros Ejido El Águila CP 27400 Torreón Coahuila. Mexico.

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Abstract

In Mexico, the National Institute for Geography and Statistics, INEGI has calculated a population of 5.1% with a disability. Approximately 6 million Mexicans suffer from disability. Less than the 30% of children with disabilities study. This research arises as a concern to meet existing data on the issue of inclusion and its perception after taking a course at the Technical University of Torreón. In this situation the objective of this research is to identify among students in higher institutions both public and private, the level of knowledge of the regulatory framework on human rights and disability, knowledge of visual, auditory, motor, psychosocial disability and if their institutions are informed and have a universal design that allows accessibility to people with a disability in their environment, in order to conduct educational inclusion. The results show that most students have no knowledge of the regulatory framework and the institutions do not have a universal and needed infrastructure for people with disabilities. However, they are interested in the subject.

Resumen

En México, el Instituto Nacional de Geografía y Estadística, INEGI, ha calculado una población del 5,1% con discapacidad. Aproximadamente 6 millones de mexicanos padecen discapacidad. Menos del 30% de los niños con discapacidad estudian. Esta investigación surge como una inquietud de conocer los datos existentes sobre el tema de inclusión y su percepción después de tomar un curso en la Universidad Politécnica de Torreón. Ante esta situación el objetivo de esta investigación es identificar entre los estudiantes de instituciones superiores tanto públicas como privadas, el nivel de conocimiento del marco normativo en materia de derechos humanos y discapacidad, el conocimiento de la discapacidad visual, auditiva, motriz, psicosocial y si sus instituciones están informadas y cuentan con un diseño universal que permita la accesibilidad a las personas con alguna discapacidad en su entorno, con el fin de llevar a cabo la inclusión educativa. Los resultados muestran que la mayoría de los estudiantes no tienen conocimiento del marco normativo y las instituciones no tienen una infraestructura universal y necesaria para las personas con discapacidad. Sin embargo, están interesados en el tema.

Inclusion, Education, Disability, Mexico

Inclusión, Educación, Discapacidad, México

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* Correspondence to the Author (E-mail: antonia_a25@hotmail.com)

† Researcher contributing as first author.

Introduction

According to the statistics of the United Nations organization, there are approximately 650 million people in the world with some type of disability, whether physical, sensory or intellectual, that is, 10% of the world population.

Faced with this situation, on December 13, 2006, the United Nations General Assembly approved the Convention on the Rights of Persons with Disabilities, for which Mexico signed the convention and ratified its optional protocol on March 30, 2007, whose fundamental purpose ensure the full and equal enjoyment of all human rights for all persons with disabilities, becoming the first international convention on human rights approved in the 21st century.

Following up on this convention, it is presented in the Education Sector Program 2013-2018, where it mentions that quality education is of the utmost importance for the political, social, economic and cultural development of Mexico. And that it is the way to achieve a respectful and harmonious coexistence, in a democratic, fair, peaceful, productive and prosperous society. Quality education should be a true instrument that helps overcome the serious inequalities that millions of Mexicans suffer and favor a panorama of opportunities available to all.

The National Development Plan 2013-2018 (PND) prioritizes quality education by including it as one of its five national goals. The high hierarchy that it grants to education is because today, more than ever, the country's development possibilities depend on quality education.

A good educational system must be inclusive, favour equity and never a means to maintain or reproduce privileges. Although the task of educational inclusion for all population groups still needs to be completed, work is already being done on this issue.

In the 2013-2018 Education Sectoral Program (PSE), six objectives are foreseen to articulate the educational effort in this sexennial, the first three being those related to this investigation, each of these objectives is accompanied by their respective strategies and lines of action.

Objective 1: Ensure the quality of learning in basic education and the comprehensive training of all population groups.

Objective 2: Strengthen the quality and relevance of upper secondary education, higher education and training for work, so that it contributes to the development of Mexico.

Objective 3: Ensure greater educational coverage, inclusion and equity among all population groups for the construction of a fairer society.

The PND points out that in order to guarantee inclusion and equity in the education system, opportunities for access to education, permanence and advancement in studies must be expanded to all regions and sectors of the population. This requires creating new educational services, expanding existing ones and taking advantage of the installed capacity of the campuses, as well as increasing support for children and young people at a disadvantage or vulnerability.

Relating it to the above in days past, the Technological University of Torreón (UTT), received from the Ministry of Labor and Social Welfare.

“Gilberto Rincón Gallardo” Inclusive Company Distinction, which is given to distinguish public, private and social institutions that are committed to good labour practices towards vulnerable groups.

The basis for this distinction is that the university is creating favourable conditions for the participation of people in vulnerable situations without discrimination and with equal opportunities in access, permanence, remuneration and promotion in employment.

Quality education is of the utmost importance for the political, social, economic and cultural development of Mexico. It is the way to achieve a respectful and harmonious coexistence, in a democratic, fair, peaceful, productive and prosperous society. Quality education should be a true instrument that helps overcome the serious inequalities that millions of Mexicans suffer and favour a panorama of opportunities available to all.

The educational task must benefit all groups of the population; hence the importance of strengthening the principle of inclusion. Coverage will have to be extended to facilitate access to education at all levels. The increase in coverage must necessarily be complemented with actions that address the particularities of vulnerable groups that, for various reasons, face barriers that prevent access and permanence in education. The education system must consider cultural and linguistic diversity, the requirements of the population with disabilities and other factors that limit the exercise of the right of men and women to a quality education. Equally important is offering options to adults who are illiterate or who have not completed basic education.

Comprehensive education is a human right and a mandate of article 3 of the Constitution. The proposed task is aimed at training people who are responsible with themselves and with their environment, aware of their rights and respectful of those of others, capable of dialoguing, respecting differences and learning from them. The educational task must be nurtured by the philosophical, humanistic and social foundations that have sustained public education. Physical and sports activities, art and culture, science and technology have a place in the comprehensive training that the Federal Government will support.

The educational task is everyone's responsibility. Authorities, teachers, students, parents, researchers, civil society organizations, philanthropic groups and society as a whole will have to work harmoniously and constructively for the educational improvement that the country requires.

The Education Sector Program 2013-2018 is designed to give a place to all those who participate or join the educational task. Only with the collaboration of all will we achieve the progress in education that the country requires. Education in all its types, levels and modalities constitutes a priority commitment of the Government of the Republic.

The Educational reforms should not forget that educating is not limited to reading and writing, or acquiring only some skills, it is about guaranteeing mechanisms of inclusion and social mobility to give all citizens' status (UNESCO).

Hypothesis 1: Students have little knowledge about the regulatory framework on human rights.

Hypothesis 2: Students are regularly aware of visual, hearing, motor, and psychosocial disabilities.

Hypothesis 3: The students think that there are no facilities in their university with a universal design to be used by all people.

Hence our next hypothesis:

Hypothesis 5: There is a great lack of knowledge about disability among students.

Consequently, the following hypothesis is proposed:

Hypothesis 6: There is a great lack of interest in the topic of disability in universities. Therefore, the following hypothesis is proposed:

Hypothesis 7: If there is enough of a climate of cooperation and empathy among your classmates, AND the students consider that there is a relationship of respect for diversity among all those who belong to their university

Hypothesis 8: The students consider it quite necessary to improve the infrastructure in their university.

Hypothesis 9: We believe that universities do not report on the importance of disability and inclusion within their institution.

Methodology

This research, which is exploratory and descriptive, information was collected from secondary sources and the primary information was obtained through the use of surveys through the structured questionnaire instrument composed of 12 variables using a Likert scale, and applied online. The reference instrument is made up of several sections, in the first of which the instructions and the identification of the respondent are specified, in the second the signal variables appear with a total of 12. A simple random sampling without replacement was used, surveying to 58 students from 7 public and private universities in the region of the 32 registered in CIESLAG Laguna region.

Results

At the beginning of the investigation, there was the perception that with the educational reform, there would be more information in the universities and that they would be carrying out more actions in terms of improving their infrastructure.

But the results were as follows:

When students are asked if they have knowledge about the regulatory framework on human rights, 74% chose regular and little, the least chosen option being A lot with "1.72%" affirming the proposed hypothesis.

Regarding the question about the knowledge of the types of visual, auditory, and motor disabilities, the hypothesis is affirmed since 74% regularly know about the subject, but in psychosocial disability the hypothesis is ruled out since 68 % chose that they know little about said disability."

When students are asked if their universities have universal design facilities, they choose "56.90%" Regular, discarding the hypothesis since we thought that universities do not have universal design.

The students consider that there is a lack of knowledge about disability by choosing with a "62.07%" much, affirming the hypothesis. Likewise, it is considered enough with a "62.07%" the lack of interest in the institutions on the issue of disabilities.

In the question about the climate of cooperation and empathy among your classmates, we found that there is enough with "72.41%" and regarding the relationship of respect for diversity among all those who belong to their university, "67.24%" They also chose quite a lot. Affirming both hypotheses.

When the students are asked if they consider it necessary to improve the infrastructure in their university, they chose with "72.41%" the option a lot, being reasonable since when they are asked if their university has facilities of universal design they choose they think that on a regular basis, because they have certain infrastructure, such as accesses, elevators, etc.

The results as for if your university has informed them about disability and inclusion was little with a "58.62%", also affirming the hypothesis.

Conclusions

In this research, a quantitative analysis of the knowledge of educational inclusion between students has been presented.

The results indicate that students do not have sufficient knowledge about the normative framework on human rights, since in the universities they are informed little about this topic.

It is also concluded that there is a lack of knowledge about the type of visual, auditory and motor disabilities, and that in general they have little knowledge about psychosocial disability.

It is also important to highlight that the results obtained show that the students consider that there is a great lack of knowledge about disk opacity and their universities and that there is also a lack of interest on the subject of educational inclusion. It is important to highlight that there is a lot of empathy and cooperation among the students and that there is a relationship of respect among them in terms of diversity, so we do not doubt that by presenting the importance of the subject, they would be sensitized to such a situation.

In general, the students consider that it is necessary to improve the infrastructure in their university since most of them do not have a universal design. The students stated that in their university they at least have advances in their infrastructure, the basic ones by law, such as: access, elevators etc.

We can conclude that more work needs to be done on this issue, since these are the bases, it is necessary to know the way in which the subjects will be adapted, the preparation of the teacher, and the complete adaptation of the institutions, it is known that all this is expensive and it requires time and preparation, but it is necessary, if we want educational inclusion to take place, we will have to work on these aspects.

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