



Research on Educational Treatment of Diversity in Inclusive Contexts

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1.- Research Justification

- **DIVERSITY** expands and extends sensibility towards recognition of all people 's fundamental rights and their accesss to common assets, among them education
- **INCLUSIVE EDUCATION** implies a procces to appropriately contribute to all people 's integral development according to their possibilities and in integrating contexts (Arnaiz Sánchez, P. 2005)

1.- Research Justification

- n **Some demands of inclusive education:**
 - **Positive change of attitudes**
 - **All people's equality**
 - **Increase of diversity knowledge**
 - **Participation of students and all educational community members**
 - **Teaching staff collaborative work**
 - **Parents' involvement.**

1.- Research Justification

n International Organizations' Recommendations

- UNO, UNESCO, others such as HWO, UNICEF, ILO & ODCE

n *Human Chart of Human Rights*

n *Internacional Pact of Child 's Rights*

n *Recommendations and other documents on people with special needs rights.*

1.- Research Justification

- n Advantages of educational treatment of diversity in inclusive contexts:
 - n Practical acknowledgement of all people 's equality
 - n Agent of *Pedagogical improvement in schools and in educational systems*

1.- Research Justification

- n Research impact, as contribution to:
 - Reality of extended diversity in today 's societies, due to the extended people 's movility
 - Concern of scientific community to offer social and educational answers to educational treatment of diversity

1.- Research Justification

n Other research features:

- *Relevant*: 10-15% of students have some special educational need
- *Useful*: need of scientific justification to inclusive educational politics
- *Novelty*: there are not conclusively evidence of how to attain inclusive education of quality
- *Viability*: expertice and academic authority of the research involved members.

2.- Theme situation

- n Inclusive movement start in 1980s-1990s
- n In 1990s term “inclusion” began to substitute “integration”
- n Inclusive education asks for equality and excellence for all students working together.



2.- Theme situation

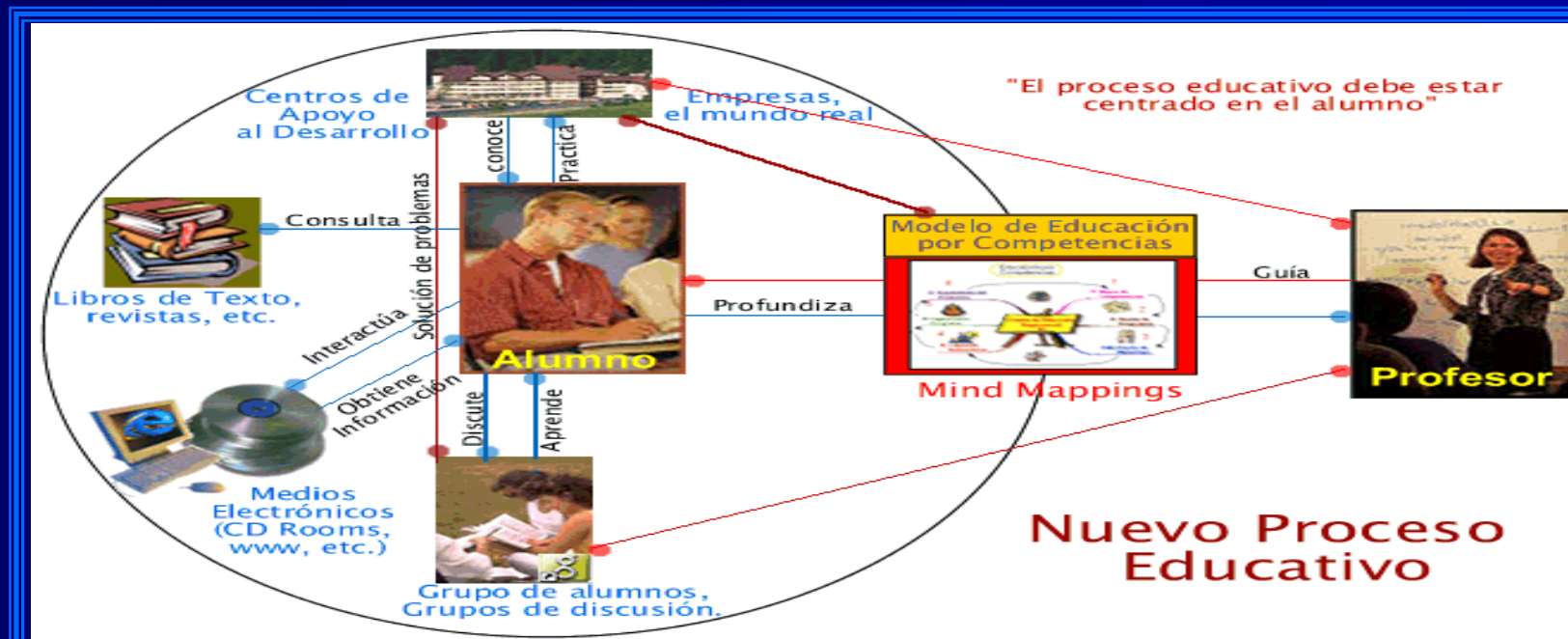
- n Movement is based on:
- Universal Declaration of Human Rights (de 1994)
 - Convention of Child 's Rights (1989), mainly article 2
 - Salamanca 's Declaration (1994).



3.- Research objectives

n *Main purpose*

Promote educational treatment of diversity in inclusive context with authentic quality.



3.- Research objectives

n Specific objectives

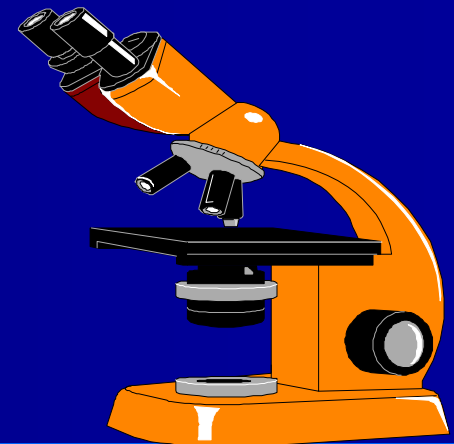
- To discover attitudes towards inclusion
- To clarify advantages of inclusive educational treatment of diversity, mainly in formal institutions
- To show up obstacles to inclusion
- To specify requirements of acces to inclusive contexts
- To articulate a proposal of inclusive educational treatment of diversity.



3.- Research objectives

n Other research objective:

To display “*implicit theories*” on inclusive educational treatment of diversity, existing in the most relevant involved people.



4.- Methodological design

Conceptual approach

- n *As intellectual background that brings about the particular way of perceiving, understanding and describing physical or intellectual objects and produces a peculiar attitudinal position*

- n *The empirical research adopts an eclectic approach, that combines prediction, interpretation, reflection and liberating criticism (Habermans, J., 1971), by using approaches:*
 - *Efficientist or rational-technological*
 - *Phenomenological or interpretative-symbolic*
 - *Critical or socio-critical*

4.- Methodological design

n Type of research

Descriptive or interpretative: to make evident features, attributes and characteristics of a situation or theme, in one or more a particular time (Benedito, V., 1982: 75)

Includes hypothesis formulation and testing, analysis among not manipulated variables and generalization statements. Its purpose is to generalize results (Best, J.W. y Kahn, J.V., 2003: 21)

4.- Methodological design

n Research geographical area:

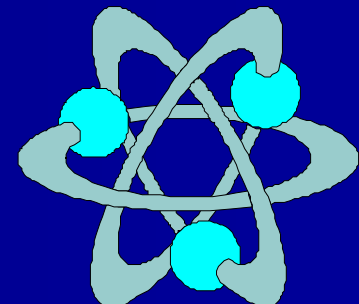
- Theme should be circumscribed to Spain and participant countries from EU (Latvia, Germany, Czechia, Germany), America (México, Argentina, Bolivia) & Israel.



4.- Methodological design

n Theoretical background:

- Theoretical study and analysis of authoritative sources will contribute to clarify research theme
- This study and analysis will be useful to systematize research contents.



4.- Methodological design

- n Quantitative and qualitative
- n Chronogram: two academic years (2007-8; 2008-9)



4.- Methodological design

n Theme to be researched: “Educational Treatment of Diversity in Inclusive Contexts”.

- Diversity is conceived as every person 's individual peculiarity. Such peculiarity may be caused by different sources that can be: personal (physical or psychic), proceeding from environment or context or his/her membership of specific social groups

4.- Methodological design

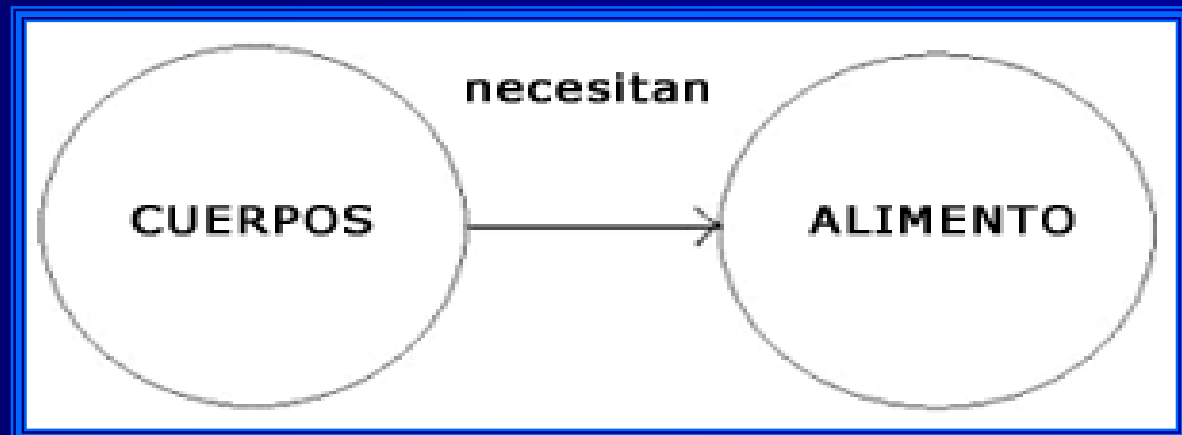
n Hypothesis to be proved:

- To successfully implement educational treatment of diversity in inclusive contexts and with the necessary quality, some requirements, resources and ways of acting are required

4.- Methodological design

n Depending variable

- Educational treatment of diversity in inclusive context and with the appropriate quality



4.- Methodological design

n Independent variables

- Requirements and ways of acting such as:
- Student 's specific needs
- Material resources availability
- Personnel 's availability
- Suitable methodology
- Attitudes towards inclusion
- Organization & planning

4.- Methodological design

- n Techniques and instruments or collecting information:
 - a)- Questionnaire-scale
 - b)- Semistructured interview
 - c)- Case study (descriptive or interpretative)

5.- Work planning

n Project coordination:

- Direction: general, in diverse countries

- Methodological coordination

 - n Dr. G. Huber; Dr. E. de Lara

- Project secretary

 - n Dr. C. Sánchez, J. Pina



5.- Work planning

n Participant countries :

- Spain
- Latvian
- Czechia
- Germany
- Israel
- Argentina
- Bolivia
- México
- USA



5.- Work planning

n Sampling:

- Non probabilistic/ramdomless

- Intentional

- Sectors to be worked on:

- n Students

- n Teachers

- n Heads/Principals

- n Parents

- n Members or psycho-pedagogical teams

- n Supervisors

- n Teacher 's trainers

- n Others

5.- Work planning

n Moderating variables:

- Country
- Provinces (States)
- Gender
- Type of centre
- Educational levels of phases
(from Kindergarten to Post-Degree)

5.- Work planning

n Information collecting:

- From Questionnaire:

n Data inserted into a codified Excel file

n Excel file sent to a "Forum Questionnaire Inclusion"

- From Interview

n Data electronically filed

n Electronic file sent to a "Forum Interview Inclusion"

- From Case study:

n Description/interpretation electronically files

n Electronic file sent to "Forum Case Inclusion"

5.- Work planning

n Questionnaire data treatment:

- Use of SPSS

- Descriptive indexes

 - n Frequencies

 - n Percentages

 - n Alpha (α) of Cronbach

 - n Contingency coefficient (c)

- Inferencial indexes

 - n Z of Orris

 - n H of Kurskal-Wallis

 - n Ji (χ^2)

5.- Work planning

n Interview and case data treatment:

- Use of

n Aquad

n Nudis N-Vivo

n Atlas

n Ti

n etc.

5.- Work planning

n Conclusions

- Obtained from empirical data

n Proposals

- Of intervention (manily educative)
- Of professional training
- Of research
- Of informacion spreading
- Of transfer to involved agencies/posts

n Research report.

References of información

n The research will consider references:

- Bibliographic
- Legal/normative
- Internet (webgraphic).