



# *Inclusive education for non-hearing students from the Miguel de Cervantes Institute, Managua*

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## **ABSTRACT**

The main objective of this research is to identify the main achievements, challenges, and challenges of inclusive education for non-hearing people of the Miguel de Cervantes Institute, Managua. Thus, becoming known as one of the pioneers at the municipal level in inclusive education, being an achievement for the institute to be able to work and participate in the education of the non-hearing population.

The research is situated in a mixed approach precisely because it consists of a set of systematic, empirical, and critical research processes that involve the collection and analysis of quantitative and qualitative data, interviews were conducted with students, as well as teachers of inclusive education. The unit of analysis of this research is constituted by a non-probabilistic sample intentionally or conveniently appropriated by secondary school students of the Miguel de Cervantes Saavedra Institute.

An important thing to emphasize is that these students are immersed in a classroom as active students and included with their peers and society.

## INTRODUCTION

This article presents the experiences, achievements, challenges, and challenges from the study carried out with the students of the Miguel de Cervantes Saavedra school.

The main objective of this research is to identify the main challenges to the inclusivity of education in the institute through the protagonists' experiences and thus establish the main obstacles to achieving the inclusivity of people with disabilities in education.

It has been found that they can acquire educational skills, even if they have hearing impairment.

## MATERIALS AND METHODS

### Methodology

**Focus and scope of the research.** Following the theoretical references of Hernández, Fernández, and Baptista (2014), research is situated in a mixed approach precisely because it consists of a set of systematic, empirical, and critical research processes that involve the collection and analysis of quantitative and qualitative data.

Research is considered mixed because it processes data of quantitative and qualitative origin. About the former, a questionnaire was applied to know the number of students with inclusiveness in the sample of the Miguel de Cervantes Institute, From the qualitative perspective, interviews were conducted with students as well as teachers of inclusive education and the Director of the institute.

**Units of analysis.** The unit of analysis of this research is constituted by a non-probabilistic sample intentionally or conveniently appropriated by secondary school students of the Miguel de Cervantes Saavedra Institute, from Seventh Grade to Eleventh Grade with a total population of 19 students, and 4 teachers.

**Harvesting techniques.** In this process, two research techniques were applied: observation and interviews. In the case of the former, according to Arias (2012), it is a technique that consists of visualizing or capturing by sight, systematically, any fact, phenomenon, or situation that occurs in nature or society, based on pre-established research objectives (p.69).

As for the interview, Arias (2012) also states that it is a technique based on a dialogue or face-to-face conversation between the interviewer and the interviewee on a previously determined topic, in such a way that the interviewer can obtain the required information (p.73).

This technique was applied to teachers and allowed them to deepen aspects related to inclusive education.

## **RESULT AND DISCUSSION**

According to UNESCO (2008), it states that: Inclusive education is a process of strengthening the capacity of the education system to reach all learners, it involves the transformation of schools and other learning centers to serve all children and adolescents who belong to ethnic and linguistic minority groups or rural populations, those affected by HIV and AIDS or with disabilities and learning difficulties, and to provide learning opportunities for all young people and adults. (p. 8)

Education is a teaching-learning process that has been modified according to the changing systems in which it is developed, since our Government of Reconciliation of National Unity began, the Ministry of Education has been working on inclusivity for special students, not hearing or deaf, so the Miguel de Cervantes Institute has had a great challenge since it has students with disabilities at all levels and especially the integration of non-hearing people; this being a great challenge for teachers to achieve the permanence of students.

The cognitive and competency-based knowledge and socialization that has been achieved among hearing students, deaf, and teachers it should be noted that the Miguel de Cervantes Institute has 5 specialists in inclusive education, a psychologist and interpreter, two pedagogue-interpreters and two only interpreters. Accompanying each of the teachers at the different levels for a comprehensive education and to achieve cognitive and competency knowledge, has allowed the integration of these students in education and society.

Here are some principles of education according to (Delval, 1991)

- Education must support and contribute to the psychological and social development of students.
- It must allow them to understand, explain rationally, and act on natural and social phenomena.
- He must learn to express himself and communicate meaningfully with others.
- To contribute to turning the student into an autonomous, critical individual capable of relating positively to others, and cooperating with them.

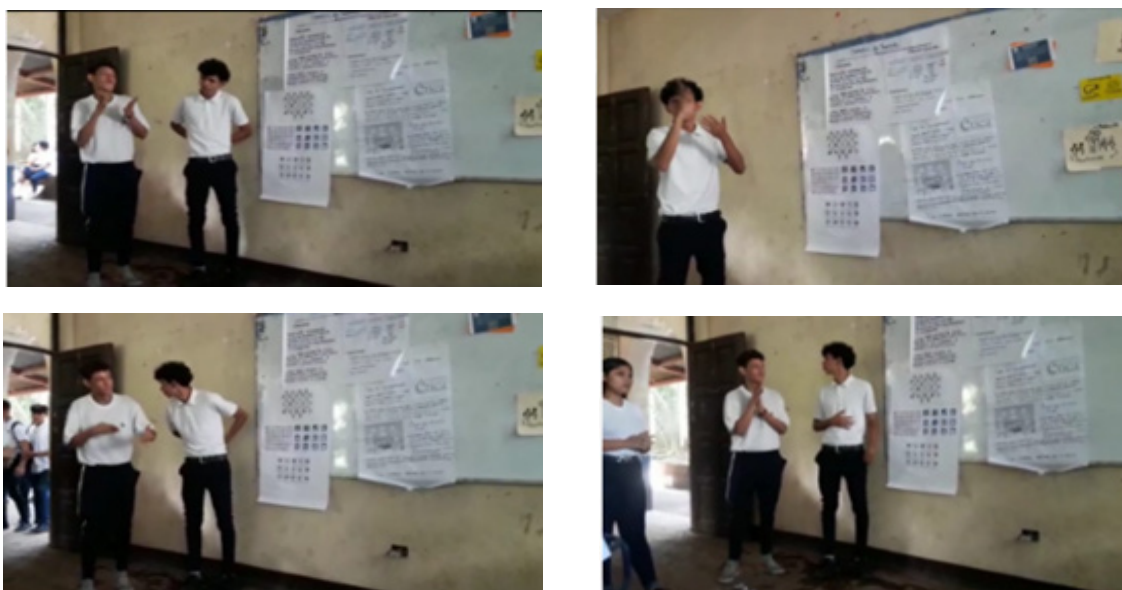
These principles are designed to improve the quality of teaching and humanism in all sectors, both educational and in the social environment, so that they are included and integrated in all areas.

In the psychological and social field, the integration of hearing and deaf students has been developed, through teamwork, minimizing the paradigm in which deaf and hearing students cannot be integrated, demonstrating the opposite by putting into practice integrative projects and work in the different subjects, working as a team and achieving satisfactory results for students and teachers.

Currently, the cognitive and competency process has allowed deaf students to act and relate in the educational and social field, with the objective that they are inserted in higher education and can opt for the labor field for their knowledge, and competencies without any prejudice, achieving autonomous, critical individuals capable of relating positively with others cooperating with them.

**Figure 1**

Integrative work for hearing and deaf people at the Miguel de Cervantes Institute.



Note: Authors. Taken from Inclusive Exhibition fifth year.

On the other hand, (Alisedo, 2006). It is important to note that the deaf is an individual who lives between two cultures and between two languages that must be respected and valued as such. Sign language is their natural language that enables “a unique process on which the child will organize their world, will assemble the linguistic matrices that allow them to develop thought.”

Hearing loss or its reduction interrupts or complicates the understanding of speech and contact with the sound environment, entails a significant difficulty in learning an oral language, and affects the subject’s relationship life and their possibilities of information and knowledge of the environment. During their schooling, the deaf child or adolescent will have special

educational needs that must be known to satisfy them and, above all, to prevent and avoid the undesirable effect that, on too many occasions ends up being caused by deafness.

The natural language of deaf people, sign language is the best means of instruction and appropriation of knowledge by allowing access to higher levels of education.

Thus, (UNESCO 1995) “sign language facilitates the appropriation and understanding of the second language, oral language, since it is through the first language (sign language) that people access the second”.

Sign language is fundamental in the lives of deaf people because it is a symbol of the identity of a population group or a people. It represents the belonging of people with hearing impairment to the deaf community or the deaf population.

Language is one of the basic elements for the cognitive and social development of human beings, and because it is the natural language of deaf people, it facilitates the appropriation and interpretation of knowledge. It allows deaf people to acquire individuality and independence, they form their own identity. The deaf person can construct the meaning of things and the environment with more confidence, which allows a greater degree of socialization and interaction.

Likewise, it is necessary to emphasize that, during the teaching process in comprehension the deaf, must have word recognition and an acceptable level of reading fluency through the mastery of the vocabulary in his sign language and the written language until he reaches the comprehension of the text and its writing, this will depend on the developed ability of his fluent sign language and the written language that facilitates the understanding of what he has written. that is read.

For this reason, continuous training must be given to teachers to have the competencies required or necessary for them, to have a positive impact on the learning of non-hearing students.

This has allowed the Ministry of Education to integrate this type of education (inclusive education) into the different public schools of the education system, allowing the inclusion of young people in secondary education.

The Miguel de Cervantes Institute currently has inclusive non-hearing students in:

**Table 1**

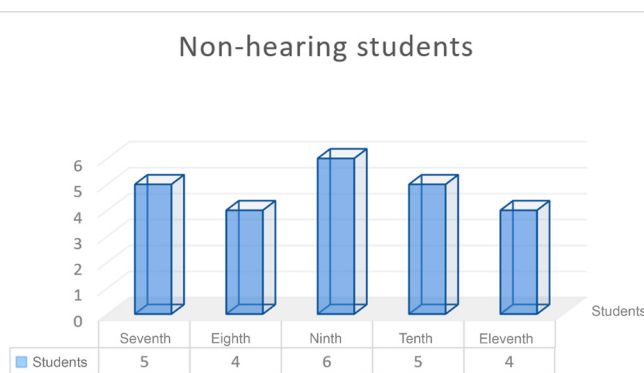
Non-hearing students of the Miguel de Cervantes Institute.

Seventh Grade	Eighth Grade	Ninth grade	Tenth Grade	Eleventh Grade
5 students	4 students	6 students	5 students	4 students

Note: Authors.

**Figure 1**

Non-hearing students of the Miguel de Cervantes Institute.



Note: Authors.

According to Table 1 and Figure 1, the Miguel de Cervantes Institute has a high population of non-hearing students from seventh grade with 5 students, eighth grade with 4 students, ninth grade with 6 students, tenth grade with 5 students and eleventh grade with 4 students, which represents a great challenge for the institute. directors, teachers, and students to include these young people so that they have professional and personal skills.

Thus becoming known as one of the pioneers at the municipal level in inclusive education, being an achievement for the Institute to be able to work and participate in the education of the non-hearing population.

According to the data collection instrument, an interview was conducted with the Director, Interpreting Psychologist, and Interpreter Pedagogue of the Miguel de Cervantes Saavedra Institute, so the results were as follows.

According to a question asked to the Director, he replied that the main **Challenges** they have about inclusive education at the Miguel de Cervantes Saavedra Institute are: to continue strengthening the skills of the teacher to be able to continue attending to inclusive cases, to expand attention to students with different abilities which will allow the commitment of parents and teachers to work together to move students forward with the empowerment of teachers in inclusive education.

Continuing with the interview the main **Challenges** are that the Ministry of Education provides attention to teachers in training them both in inclusive education and in sign language, that the paradigmsheld towards the deaf are broken and integration between parents, teachers, hearing and non-hearing students is achieved.

Continuing with the same, he stated that the main **Achievements** have been the interpreter teacher for each of the levels at the Miguel de Cervantes Saavedra Institute, the first promotions in 2019 of deaf high school graduates, and the integration of psychologists and pedagogues in the interpreter teachers, in the same way, that non-hearing students have adapted to the medium in communication, both hearing and non-hearing and in the promotion process, non-hearing students have come out with cognitive and competencies achieving these to be able to insert themselves in the labor field.

Continuing with the interview with the interpreter psychologist, among the main **Challenges** that have been put as a teacher are that deaf students' appropriate sign language which is their native language through documents and books with the support of specialists, introduce sign language and interact with them to master it completely, that the Ministry of Education implements the school for parents so that they master sign language so that they interact with their children correctly.

Following the interview with the psychologist, the main ones were highlighted. **Challenges** and awareness are highlighted through knowledge of the different topics in the context in which it is being developed, integration, and appropriation of listeners socializing among them, reducing the risks of Bull ying of society towards non-hearing people.

He also replied that within the **Achievements** the recognition of the work of the performers within the inclusive classroom was presented, interaction in social and school activities (dance, theater, poems, cultural activities, catwalks, scientific conferences, Columbus Day, integration in the classroom ICTs and robotics, among others), these students have raised their level of self-esteem through the development in their different areas of knowledge.

According to the interview conducted with the teacher, pedagogue, and interpreter, the main **Challenge** he highlighted is the permanence of students in the educational system at the level of the learning process is to establish classifiers that allow understanding in the different disciplines because the signs are scarce (there are no signs for each word according to the theoretical scientific content of each subject), at the level of students has been the assimilation of new concepts and the fact that they understood the need to use dactile writing to stimulate memory, promote reading and writing even though it is assumed that young people are at a secondary level, so they have difficulties in this important area, application of curricular adaptation to guarantee significant learning.

The **challenge** the pedagogue teacher and interpreter announced is that teachers who attend inclusive education in secondary school be trained in sign language.

## CONCLUSION

It can be concluded that the education of the Miguel de Cervantes Institute has a great experience in Inclusive education for non-hearing people, but in the same way, it must be in constant changes, and training to give quality teaching and values for these students.

There are currently 19 non-hearing students from seventh to eleventh grade, so year after year enrollment has been higher in non-hearing students, with specially trained personnel to be able to have a quality education, this is a sign of the investment that is being made by the Government so that everyone can have access to free and quality education.

Something important that can be emphasized is that these students are immersed in a classroom as active students and included with their peers and society; participating in each of the activities, tasks, practical classes, exhibitions, and group work where it has been possible to verify that they are capable of acquiring educational skills, even if they have a hearing impairment.

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