

## Homogenization and Diversities in Educational Exclusion: A Critical Analysis

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### Abstract

*The research "Homogenizations and Diversities in Educational Exclusion: A Critical Analysis" addresses the complex problem of exclusion in the educational systems of the 21st century from an analytical perspective and qualitative methodology with a critical social approach. The choice is justified by the singular need to learn and understand the disparities present in education, particularly those derived from homogenizing practices. The methodological approach is based on semi-structured interviews and content analysis, allowing the exploration of the experiences of students and teachers in diverse environments. The representative sample of the 200 participants is grouped in groups, guaranteeing the diversity of perspectives, favoring the representativeness of the data and the reviews collected. The research reveals that homogenizing practices contribute significantly to the exclusion of diverse subjects. These practices, by standardizing teaching and disregarding individual differences, generate barriers to student learning. The lack of appropriate attention to diversity is identified as a key element in the marginalization of certain students, linking inequalities in the classroom. The critical analysis applied in this research seeks to extract the naturalized rules and experiences that favor educational exclusion. It is recognized that exclusion is not an isolated phenomenon, but is structured in unequal systems of thought.*

**Keywords:** Homogenization, Diversity, Educational Exclusion, Equality, Inclusion, Qualitative Methodologies

### INTRODUCTION

Historically, homogenization in the educational system has been an impediment to the creation of inclusive scenarios. This research seeks to delve into the practices that negatively impact the attention to student diversity and contribute greatly to exclusion. Understanding the processes is important to inform more equitable educational policies and thus ensure that all subjects have access to opportunities for a fair and deliberate education.

The choice to investigate the topic of "Homogenizations and Diversities in Educational Exclusion: A Critical Analysis" demonstrates the relevance and great urgency of addressing the diverse disparities that remain present in 21st century educational systems. First, homogenizing practices within institutional settings are clearly identified as a key factor favoring the exclusion of diverse subjects. Understanding how these skills excel diverse groups in territories is essential to advocate for transformations that allow the promotion of equity and inclusion.

Arias, (2018), diversity in educational spaces, which integrate factors such as interculturality, has been historically underestimated in various educational systems. The lack of attention to this diversity leads to the marginalization of groups in territory, pre-existing in constant inequalities. This is the great need to put in principle the importance of addressing and praising diversity as an essential component for the development of territories, highly inclusive and fair societies in the common disparities.

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The inclusion from a critical approach allows the understanding to unveil the educational exclusion from the phenomenon of isolation, determining that it is rooted in broad structures to systems of thought. The critical analysis of this research allowed to identify and question between convergences and divergences standards, practices, rooted scenarios that allow to contribute to homogenization and exclusion, structurally seeking a political transformation in which promotes educational equity. Slee, (2019).

The lack of attention to the voice of key actors in the education system: Students and teachers. Their daily experiences offer insight to understand real dynamics of exclusion in educational settings. In this approach, individualized experiences contribute to the universe of strategies and policies that are effective and adapted to the diverse needs of the regular classroom. The research also responds to the integral awareness of the importance of training in inclusion as a fundamental unit for sustainable development. Exclusion in education not only affects individuals, but also has significant ramifications for society as a whole. It is important to generate critical knowledge that drives significant changes in classroom policies and practices (Arguello, 2023).

On the other hand, it is intended to address the issue of "Homogenizations and Diversities in Educational Exclusion: A Critical Analysis" to support the great need to understand and transform the educational structures and praxis that contribute to exclusion. This critical analysis, which focuses on real experiences, contributes to the construction of open, diverse and inclusive educational systems, within the equity and adaptation of diversities present in regular classrooms.

It addresses a topic of vital importance in the educational field, focusing on the interaction of the complexities between the various processes of homogenization and diversification that interfere in the inclusion of subjects in the educational system. This study is installed in the fabric of an increasingly heterogeneous society, where equity in education becomes a decisive challenge. From a critical representation, educational policies and practices that could be favoring the exclusion of certain groups of students will be discussed. Likewise, didactic options and orientations will be studied, which will encourage heterogeneity and attend to the individual needs of each subject, thus challenging the homogenizing styles in many current educational systems. "Intercultural dynamics, from a perspective of social transformation, considers the composition of institutions in real equality of conditions between liberal and capitalist monoculturalism and the communitarian tendencies of agrarian and indigenous cultures" (Pibaque, et al, 2018, p. 157).

## **METHODOLOGY**

The methodology of the research on "Homogenizations and Diversities in Educational Exclusion: A Critical Analysis" was designed based on a critical-social qualitative approach to comprehensively capture the experiences of students and teachers in different educational contexts. The use of semi-structured interviews allowed the free and detailed expression of the perceptions, opinions and experiences of the 200 participants, including students and teachers. This approach facilitated in detail the deep understanding of various factors that contributed to homogenization and exclusion in the educational environment, as well as the solution from the perspective of the subjects involved, (Hernández-Sampieri, R., & Mendoza, C. 2020).

The representative sample was selected based on critical aspects of the methodological approach, which seeks to capture the diversity that exists in educational environments. Inclusion criteria were applied in a detailed manner that guaranteed the representation of different demographic groups, including variables such as gender, ethnicity, socioeconomic level and abilities. These diverse perspectives and/or characteristics enriched the research project by broadening the range of experiences that fully illustrated the various challenges and potential solutions to the exploration construct.

The content analysis used as a methodological tool to examine and categorize the various data collected was the interview. This instrument made it possible to identify emerging and recurring patterns and the most significant connections in the responses of the subjects who participated. The process included a rigorous analysis that contributed directly to the validity and reliability of the various findings, where the results could be interpreted in depth, providing a solid basis for the conclusions and/or recommendations of the research.

In addition, data triangulation was incorporated in Gómez, (2016) and the use of the software ATLAS. Ti software, where multiple sources were used, collection methods that allowed strengthening and strengthening

to a great extent the results of the inquiry. The combination of the interview and review of documents such as curricular and educational policy material, offered a holistic view of diverse educational dynamics that contribute directly to the findings of the investigative exploration.

## RESULTS

**Table 1 Category Results**

Category	Results
<b>Homogenizations in education</b>	They contribute to the exclusion of diverse students, hindering inclusive learning.
<b>Cultural diversity</b>	It results in the marginalization of certain groups of students, the propagation of inequalities and the reproduction of stereotypes.
<b>Educational policies</b>	They create fairer educational environments, but policies that promote standardization may exclude subjects with special needs.  "This has as a result in the country a great discrepancy related with the political discourse in education and what is experienced in the educational institutions" (Pérez, 2018, p. 1). educational institutions "(Pérez, 2018, p. 210).
<b>Teacher training</b>	It is essential to establish classrooms that respect and value individual differences and provide equitable learning opportunities for all students.
<b>Entrediversities</b>	"the creation of instructional opportunities that facilitate academic, social, and personal growth" (Nova, 2011, p. 75). They focus an exercise of cultural, social and linguistic diversity among other different dimensions that aim to highlight the interconnections and the various interdependencies that are present in territories or particular situations of the subjects. Forms, ways and value of recognizing the multiplicity and experience of the scenarios given in plurality of respective divergences and convergences.

This table organizes the research findings into four main categories: homogenization in teaching, cultural and ability diversity, educational policies and teacher training. Each category is linked to its significance and to the results observed in terms of its impact on educational exclusion. This categorized approach provides a structured perspective of the results, which facilitates the understanding of the complex dynamics affecting inclusion in the educational setting.

Significant patterns of homogenization in education were revealed, with a prevailing lack of adaptability of educational systems to address the diverse holistic and specific needs of different EI age groups. Barriers that directly contribute to the exclusion of diverse subjects were identified, from biases in educational materials to non-inclusive pedagogical and/or educational practices.

The research on "Homogenizations and Diversities in Educational Exclusion: A Critical Analysis" highlights the complexity of exclusion methods in the educational field, firstly, it was identified that homogenizing praxis tends to standardize and standardize the teaching of subjects, contributing to the exclusion of various groups of students. These orientations do not consider the difference, individualization and contextual characteristics, generating barriers to meaningful and inclusive learning.

Likewise, it became evident that diversities in the educational field, such as linguistic, cultural, social and skills diversity, are not effectively addressed in educational systems. This leads to rethinking the marginalization of some students, linking inequalities and stereotypes. The lack of attention to diversity has a negative impact on the construction of a more just, balanced and equitable society.

It is important to constantly monitor educational policies, as they play an important role in promoting homogeneity or diversity in regular classrooms. These policies encourage inclusion and adaptability of pedagogy, generating equitable and balanced educational spaces in diversities. On the other hand, policies that help standardization support the exclusion of subjects with diverse needs. This research, within its result, highlighted the importance of teacher training in the promotion of inclusive practices. Teachers who are excellently trained in the different management of attention to diversity, in order to create scenarios that respect, love and value individual differences, providing learning opportunities in equity to all students.

It was also discovered that the participation of the educational community, such as its students and teachers, was essential to address constructs of exclusion. The inclusion of different perspectives and teachers' voices

leads to the implementation of healthier and/or more effective policies for the creation of more inclusive educational spaces.

The need to re-signify and transform educational models towards more adaptive approaches is highlighted. This implies a rupture of biases, including the practice of critical review of the structures of the curriculum itself, method, evaluations, accompaniments, pedagogical and/or educational praxis, to encourage reasonable adjustments to the diversity of subjects, promotion of an education open to inclusion, Qvortrup, (2018), underlining the urgency of addressing homogenizations and diversities in exclusion for the construction of equitable systems in quality, equity and equality.

Finally, this table shows enunciations of five fundamental categories related to the exploration on "Homogenizations and Diversities in Educational Exclusion: A Critical Analysis". Each category is presented below:

**Table 2 Research Study Categories**

Category	Definition
<b>Homogenization</b>	The process of standardization and uniformity of educational practices limits diversity.
<b>Diversity</b>	Educational environments have several personal and situational characteristics
<b>Educational Exclusion</b>	This phenomenon hinders equal access to education and marginalizes certain groups of students.
<b>Equality</b>	"The most concrete definition of social exclusion is that an excluded person does not have access to the life opportunities that a person requires to live as citizens in a given social context" (Estrada, 2023, p. 41).
<b>Inclusion</b>	Supports the principles of equality and elimination of inequality in education. Approach that promotes the participation and equal, egalitarian, multicultural, intercultural, digicultural, among others, of all the actors in the educational process.

A consistent conceptual seat is provided to conceive the key categories related to inquiry, founding a clear framework for understanding the essential concepts addressed in the article. "School systems today are more diverse than ever" (Valdés, 2019, p. 190).

## CONCLUSION

The study insists on the urgency of addressing the homogenizations present in educational spaces and the importance of adopting more inclusive measures and/or approaches. To offer recommendations for the effective implementation of educational policies that originate diversity, equity and equality, showing agreement with the uniqueness of each subject and fostering educational environments that constantly celebrate plurality as a positive slogan.

Addressing a change in the conception of inclusive education, where a truly accessible education is guaranteed for all, regardless of its intercultural, multicultural and interdiversity characteristics, a concept that emerges from the sighting and analysis of the participation of various actors in the research, reference made by actor 075 "the constructs multi, inter, and between different subjects, focus a chain of unequal characteristics and between equals", actor 089 "Among all of us we build diversity, which characterizes me, and added to the among my peers as a positive input to my heterogeneous particularities". This allows providing a deeper perspective to the complexities and multiple challenges of exclusion in educational sectors. It is evident that homogenizing practices in the educational system have generated barriers to equitable access to quality education, leading to the marginalization of diverse subjects. The trend not only implies or limits standardization, but also contributes to a great extent to the duplication of social and cultural inequalities in school territories. "Diversity is not us: it is the others" (Skliar, 2019, p.20).

The lack of pertinent attention to the diversities present in the classroom has led to the exclusion of those subjects who do not fit the conventional model. Diversity not only enriches the educational environment, but is also crucial in the construction of a more understanding and open society. Therefore, educational policies should prioritize strategies for the recognition of diversity that respond to the individual characteristics of each person.

This research also insists on the importance of continuous teacher training, of more inclusive emerging practices, so that educators play active roles in the creation of learning and teaching environments that value and respect individual characteristics, as well as their professional training aligned to this perspective. Inclusion

allows seeing the multiplicity of meaningful representations in the strategies and approaches implemented. "It is necessary to achieve inclusion in the classroom to be able to adjust, make flexible and adapt the different curricula" (Cano, et al, 2022, p. 7).

In synthesis, the urgency of transforming ambiguous paradigms is highlighted. This implies not only questioning deep-rooted homogenizing practices, but also the accelerated emergence of diversity at all levels of the educational system. The implementation of more inclusive policies, the masterful alignment of teachers and the cooperation of the educational community are decisive paths towards the construction of educational systems that effectively address exclusion and bring about equity, justice, quality and equality in education, as presented below:

Educational exclusion is linked to entrenched homogenizing practices.

Diversity must be actively addressed in educational policies and practices.

Teacher training and community participation are essential to combat exclusion.

Structural transformation towards more inclusive and flexible practices is required.

In conclusion, this allowed exploring specific interventions to counteract homogenization, strengthen inclusive policies and evaluate the long-term impact on educational equity. "Inclusiveness is associated with the actions that both the school and the state must undertake to adequately address diverse needs, given, it is assumed that one has some needs" (Arguello, 2019, p. 57).

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