

"Inclusive Education: A Review Of Practices And Policies For Successful Integration Of Children With Different Abilities"

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Abstract:

Inclusive education is an educational model that seeks to ensure that all children, regardless of their specific attributes, enjoy access to excellent education. This socially oriented philosophy is based on the premise that diversity is an invaluable asset and that all children have the right to acquire knowledge and develop together. Furthermore, the research report has shown that inclusive education provides a wide range of advantages to all children, including children with different abilities who attend inclusive schools are more likely to achieve academic success, develop positive relationships with their peers and feel accepted by society. Successful inclusive education requires changes in pedagogical practices, institutional policies, and school culture. The research also analyzes the connections between government policies and neoliberal governance, focusing on how the government's inclusive policy influences the awareness of individual teachers. It highlights the current visibility of people with disabilities thanks to civil actions and legislative changes, prompting continued reflection towards a more equitable society. Inclusive education is presented as crucial, requiring participation and reflection to address challenges. Therefore, the research investigates in depth the attitudes of social responsibility towards inclusive education and underlines that it is essential to provide educators with adequate training techniques to implement inclusive practices. The study, intended to contribute with a participatory approach, reveals shared beliefs and differences between future primary and secondary teachers, highlighting how in other countries they are working positively towards training in inclusive education.

Keywords: *Inclusive Culture, Inclusive Practice, Inclusive Policy.*

I. INTRODUCTION

At the international level, UNESCO (2020) mentioned in its annual report on integration and training, the pandemic has triggered inclusive education for poor students, women and children. For López, et al (2018), research carried out in Chile on educational inclusion policies has shown that bureaucratic obstacles do not allow financial subsidies and that children do not develop as future professionals and that there is a scenario of school segregation. Arteaga and Andocilla (2019), carry out an inclusive educational research on

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students with disabilities in Colombia where they analyze the model of application of public policies that are of benefit to the disabled population, in this research they measure the impact towards access to educational service as a human-social right in students who suffer from said disability. Likewise, in Ecuador, the author Mantilla (2019), states in her research carried out for children in preschool age and who are vulnerable due to their different special abilities. In this research, it seeks that children are part of a true educational inclusion, it is necessary for the state to prioritize the work towards children in the initial stage, which is an extremely important period during their integral human development. Well, it is a stage where they absorb more knowledge and discover for themselves their skills and abilities. From the aforementioned research, it is necessary to rescue that no country escapes from a sensitive and comforting reality, because that is where we are most human as a society.

At the national level, there are proposals such as that of Cuzcano and Ruiz (2017), strongly stating that the Peruvian education system does not fully comply with policies of effective support for students with special abilities, many of them with generalized disorders during their development and growth (case of children – young people with Asperger's). Likewise, for Vásquez (2019) it provided an objective description of inclusive education policies in our country, in relation to children and young people with intellectual disabilities, which although it is regulated by law, but is still not efficient and easy access for all (due to its economic aspect, its dissemination, lack of specialists, etc.). On the other hand, Velasco (2020), an author who conducts his research in Piura, states that inclusion strategies in the educational field should promote the progress of children identified with particular abilities. That is why he emphasizes the findings made by Booth and Ainscow (2011) the research of both authors in Spain, are very helpful as a model of educational and fair inclusion for all. It should be noted that Law No. 29973 is still in force, this law has been highlighted in each of the national investigations and that it applies to private and public institutions, where educational centers must cover two places per classroom for students with exceptional disabilities (moderate – mild), but even so, this law lacks little benefit for students with special abilities.

At the local level, there are educational institutions that care about the population of students with special abilities who seek to integrate into society, whether in a work, professional, or sports way, among others. Well, according to its principles of solidarity and the search for its own human wealth. According to the studies of Ainscow (2003), one of the main speakers and inspirers on the development of inclusive education systems and later presents other studies with the same thematic characteristics and a real social need. That is why in the institution where the research will be carried out, it was initially authorized as a "Stella Maris" Crib in 1978. It has an interrupted school training service, aimed at children and young people with Different Abilities. The priority of the research is to propose an inclusive education model for all children with different abilities, since these institutions are not accessible due to their costs and income. Therein lies the problem and the need for research, because at present we do not demonstrate to be inclusive in this social problem, since the lack of specialized teachers, greater infrastructures, greater instruments and educational tools, are a problematic reality that does not allow greater accessibility for children with special abilities.

Next, we mention the Theoretical Justification; The current study has delved into theoretical aspects regarding the integral development of children with special abilities and educational inclusion policies are fundamental elements during their academic training. These concepts are essential in educational training that currently not many children with special abilities have not been taken into account in their entirety and especially that they have not yet been addressed in a meaningful way are crucial, so detailed research is

required. Regarding the practical justification; where the main beneficiaries of this study will be the teachers and students of the EI, the results will serve to establish clear objectives and propose a model of inclusive education for children with special abilities and their contribution to the achievement of the integral development of children. In the same way, the implementation of a solid project and training for teachers in terms of performance and inclusive education will serve the academic and administrative management. On methodological justification; The results of this study are justified because the procedures that make up the methodology used can be used by other researchers who wish to delve deeper into the line of research that characterizes them. On the other hand, the conceptualization of the problem enables the diagnosis in which it serves as a basis and demonstrates how organized the research is both in the formulation of the problem, objective and hypothesis, the measurement method that will be used and that will allow to respond to the objectives of the study.

II. THEORETICAL FRAMEWORK

According to their need for theoretical support in search of the different proposals that respond to the general objective. According to Carro and Lima (2015), in the research topic presented by the authors, they intend to analyze and describe how the government seeks to counteract the lack of school inclusion and the low level of opportunity that children and adolescents have, since no interest is reflected in the effort of students and that it erodes their interests in getting ahead. A battery of questionnaires was developed and shared with the 36 participants among teachers and administrators of the educational institution. From them, we sought to know the inclusive benefits in education that occur in educational centers. The results obtained showed a significant proportional impact, which suggests that students have the possibility of accessing opportunities in both the educational and professional fields, since educational inclusion was taken into account from the beginning. This strongly optimised links with citizens.

Castro (2019), regarding the objective presented was to evaluate human development through educational inclusion through a training approach to children with hearing disabilities. Children in this situation of physical disability seek to be part of the public-private education system. The exclusion of students with disabilities is a failure, ignorance and fair application of the system of inclusion laws, where families, staff and the student community are not considered. That they have not been able to generate inclusive strategies in children. The methodology is basic, non-experimental design, quantitative approach, it was applied to people in a sample composed of 60 participants. The results allowed us to conclude that the method focused by the model of the specialist Martha Nussbaun in the educational institution. It concludes that the model favors in an inclusive and mediating way in the processes of integration and communication that prevented showing their capacity, dexterity, expressive and affective capacity that each student should show.

Pihuave (2018) the purpose of this research was to develop an educational inclusion proposal that fosters an environment conducive to enhancing the effective academic performance of students with diverse abilities, allowing them to achieve the satisfactory achievement of their goals in their professional training, in terms of methodology, it is a non-experimental design, developing a questionnaire addressed to 15 participants from the administrative area of the Guayaquil institute of the University Welfare Department. The findings indicated that the degree of labor inclusion with students is at an intermediate level, since there is insufficient inclusive social management, given that there are deficiencies in the implementation of strategies to improve the educational system in

students with hearing or visual disabilities, as well as the lack of technological aspect, to improve the performance of their students. Therefore, it seeks to strengthen the relationship of education, and improve the plan of objectives to develop a better system of communication channel between students.

Romero, Alcántara & Miñan (2018), the study aims to develop a comprehensive preparation in teachers, where such preparation is a function of inclusive education. And analyze the profile of the inclusive professional – teacher. There is currently an inclusive education model developed by the European agency for the comprehensive training of students with special abilities. This model groups the skill-competence into four approaches: constant professional development, teamwork, support for 100% of the students (getting the best out of them), valuing the students according to their needs (their different needs regarding their value and resources). The comparative work extracted from the results has made it possible to get to know the teachers better and commit them to fair education for all in a dignified and social way for both countries (Mexico – Spain). It is concluded that social and inclusive justice in education must be correctly focused because it allows an improvement in the knowledge of those who need it most and have not been taken into consideration by their own laws.

Mantilla (2019), within the study achieved by the author, it is observed that the objective of the research was to highlight the essential and systematic work of the student from their initial stage that will allow them a correct educational inclusion that strengthens their integral development. Likewise, the study reflects the inclusion of the child, as well as recognizing their special educational needs that allow them to achieve a better quality of life and that of their family environment. The methodology used was the analysis and literature review of cases, as well as providing a measurement instrument. Regarding the results, an innovative and methodological proposal is proposed, where processes and policies of educational inclusion in children with special abilities – different are proposed, thus achieving incorporation into a fairer and fuller society.

For Cruz (2021), the main objective presented by the author is to know the educational policies of inclusion and how they are related to students with disabilities. The author's study highlights the strength, weakness and omission, but also the level of rationality that play a very drastic role towards policies that for many have been forgotten and have only been created to justify their need in children and young people. Based on the results achieved in inclusive education, a method or model of work was proposed, which responds to a more rational – individual – liberal – economic level. As part of its conclusion, it is necessary to frame the importance of social and inclusive educational change, which is exposed and projected to respond to authentic and realistic limitations. In the model, we not only propose to talk about inclusion, but also about social and educational inclusivity. Finally, it is a priority not only of the state, but also of educational institutions committed to achieving social change and balance that allows students to further develop their own skills - behaviors and behavior.

Sánchez (2020) aimed to integrate the inclusive education experiences of students with intellectual disabilities in basic education, with a sample of 5 students with intellectual disabilities: Estrella, María Joaquina, Luna, Miguel, and Nacho. It aimed to understand how students with intellectual disabilities attending regular primary school experience inclusive education; those who, through the interaction of Special Training Services, receive learning support; which came to the following conclusion; In the context of inclusive education, students with intellectual disabilities face an emotionally unfavorable educational process. The five students express their reluctance to attend school due to experiences of exclusion in both regular and specific Special Education classrooms. The schools that receive these students encounter obstacles to improve conditions,

contradicting contemporary perspectives and above all focused on knowledge of inclusion for those students with different disabilities.

Valencia (2017) the objective was to analyze the knowledge that teachers have about educational inclusion in the fiscal institutions of the urban parish of Atacames, 75 teachers from 5 II EE of the Diocese of Atacames were taken as a sample. This research adopts a quantitative method, and its purpose is to study the degree of knowledge about formative patience in the institutions of the state of Atacames; It is concluded: teachers' understanding of formative patience is low, which makes the process of pedagogical tolerance difficult. Several impediments to the authenticity and quality of this process; Most teachers do not understand the strategies and skills of educational inclusion, so this brings difficulties for classroom work. It starts from the right, but few teachers have the specific knowledge to provide services to students in need, and few understand the legislative framework for inclusive education; Training in educational inclusion does not have a necessary impact on teachers and should not be given up.

At the national level, previous studies that contributed to the research topic of Mayo, Cueto and Arregui (2015) are presented, the authors present their report on the progress that has been made over the years towards the policy of educational inclusion. Since 2003, they have been in force through DS 026 – 003 – ED. Where the great changes in inclusion are evaluated and measured, and where an educational start is marked that benefits all children with physical and mental disabilities in terms of their sustainable development and recognition as citizens. In addition, in the newsletter they review the progress made between 2003 and 2012, there are development plans that help all our students, policies that better adapt to their human conditions as children. To conclude, the results of the report have highlighted the progress made in inclusion, but the report is also sincere – aware that there are still questions about the needs of inclusive policies in education focused on students with different abilities.

According to Aguinaga, Velázquez and Rimari (2018), the epistemological research carries out a systematic review of the knowledge of the theoretical works, as well as the methodology itself regarding the existence of inclusive educational policies that will allow influencing the integral development of children at the initial level. From the scientific study, it is requested that the Ministry of Education is obliged to direct and review the different proposals that seek to transform teachers through teaching programs. Regarding the methodology used for the study, a mixed, practical-applied, non-experimental study was carried out. Regarding the data that allowed us to achieve the results that resulted in an inclusive and comprehensive educational model. In this proposed model, it focuses on the leadership and shared management of teachers, seeking that their students orient themselves to a specific job or profession. Concluding that different skills must be strengthened from the classroom to facilitate activities that stimulate the student's creativity.

Mautino (2019) aimed to analyze the association between educational inclusion and teacher performance in public educational institutions. The sample included 158 teachers at the initial, primary and secondary levels. The results concluded that there is a direct and significant correlation between inclusive education and teacher performance. It was evidenced that as the degree of inclusive education and teacher performance increases, a culture of integration and better teacher performance is promoted. In addition, it was highlighted that a higher degree of inclusive culture is associated with better teacher performance. A link was also found between inclusive policy and teacher performance, indicating that this connection is direct and important.

Martínez and Rosas (2022) aimed to determine how school culture in inclusive education influences inclusive practices in Secondary Education Institutions in the District of Pariñas, the sample included 100 teachers from three II. EE at UGEL - Talara; The study is quantitative and its purpose is to establish the school of inclusive education and its predominance in the procedure of the institutions; The following conclusions are drawn: the inclusive school culture of educational institutions is mainly high (89%), it also occurs with each procedure and the majority of teachers (87%) rate it at this grade; both aspects show a revealing conformity (Sig. <0.05), points out that the growth of an inclusive culture is essential to promote inclusion; it also found that the extensions of inclusive school culture, namely the value of participation, community, diversity, rights, and the value of sustainability, are significantly linked (Sig. <0.05) to inclusive customs; the value of freedom of participation and dedication to collaboration among the members of any educational community.

Chirinos (2018), aimed to analyze the impact on the level of knowledge of inclusive education and academic performance, 50 teachers were used as evidence, the study was carried out under a quantitative approach; The following conclusions are drawn: the understanding of inclusive education improves teacher performance; the intellect improves the self-behavior of teachers; Intellect in inclusive education improves the actions teachers take in classrooms and other learning environments.

Regarding the Educational Inclusion variable, the following theories are presented: This variable is based on the assumption of multiple intelligence, Howard Gardner. Picardo (2005) Gardner believes that intelligence is the ability to solve problems or produce valuable products in one or more cultures. And in the history of knowledge, "intelligence" has always been valued, but when it is defined, it is limited to the ability to reason, excluding the various abilities and behaviors of intelligent organisms. On the other hand, Gardner proposed different concepts in this In China, intelligence is not one, but multiple: language, music, logic and mathematics, space, body, etc. As we have seen, this theory has some significance in the field of education, and can design education plans for talents with cognitive difficulties; Moreover, it is not only in education, but also reaffirms and restates old issues related to the subject. Human society updating, where everyone is treated valuable and intelligent. Gardner broke the traditional intelligent schema and gave new meaning to this concept by referring to various human abilities. Therefore, the principle of equality was established based on highlighting good academic performance, the increase in students with the same physical conditions, retention of information and level of learning.

For Gardner (2000; cited by Macías, 2002) "You can teach each child according to their IQ, respect their learning style and give them the opportunity to demonstrate what they understand." From here, we can say that students have different interests and abilities, which is why teachers must pay attention. To do this, good teaching performance is needed to understand and address all these characteristics to achieve their objective, using creative and innovative methodological strategies that generate significant learning. This theory makes the teacher see each student as having a unique ability to learn.

Regarding the definition of inclusion; for Pande (2019), inclusion has to do with the incorporation of students with disabilities into regular training classrooms, so that the child adapts and acquires the same level as their peers of the same age. Inclusion is both a process and a result of understanding, approving, and estimating the discrepancies between today's schoolchildren and youth. Inclusion is the approval of people, regardless of their disagreements. It's about appreciating people for who they are, rather than how they walk, talk, or even behave. Therefore, inclusion refers to the education of all children with various disabilities and/or diversities, for which the entire education system has to be

adapted in terms of its structure, infrastructure, methodology and curriculum.

According to Pérez (2019), inclusion implies looking at the student with the intention of allowing them to grow together with their peers, have the same learning opportunities and participate in all aspects of the functioning of the model with a more human face. To this end, teachers and other educational agents must look at and believe in children with functional diversity who are able to learn, can participate and not just be. For this, it is necessary to train teachers in diversity, in active methodologies that can allow inclusion: presence, participation and learning. You can't meet the different needs if you don't have qualified professionals in greater numbers. This requires the commitment of: the management team, the teaching team, the specialists, the tutor teacher, the community and the families.

According to Hehir et al. (2016), inclusion is linked to system reform, which involves changing and modifying content, teaching methods, organization and planning to overcome difficulties. The aim is to provide all students with participatory teaching and an environment that best suits their needs and preferences. However, without these changes and reforms, the inclusion of students with disabilities in mainstream classes does not constitute tolerance, because tolerance is not magic.

Regarding Inclusive Education; Booth and Ainscow (2002) inclusive education is a series of processes designed to increase the input of learners into school culture, curriculum and community. From this perspective, inclusion is linked to the acquisition, participation and achievement of learning, especially those who are at risk of being excluded. To this end, the school's culture, policy, and practice must be transformed to accommodate diversity, not just students with special educational needs.

According to Ocampo (2015), inclusive education is the main mode of transformation in various fields of education. As long as its epistemological and pragmatic obstacles are not resolved, exclusion will continue to exist, no matter how much it is written and reflected, it will only remain in theory. Inclusive education does not degenerate into a situation of disability and special educational needs, but more inclusive, concerns all citizens and changes the educational and social structure of many people deprived of this right. Inclusive education must also change and update pedagogy: didactics, curriculum and assessment. For this reason, inclusive education allows us to demonstrate that people are not so different in personal aspects, our mental capacities and critical analysis.

According to Solla (2013), inclusive education should be applied as a model where children learn together, regardless of their social or cultural conditions; To achieve this, training agents must establish the necessary conditions for the participation and teaching of children and adolescents. This task presents a considerable challenge, requiring modifications both at the institutional level and in the curricular and didactic areas. The implementation of an inclusive educational approach is revealed as an effective means through which students at risk of exclusion will experience significant improvements both in their learning process and in their quality of life.

An inclusive approach requires the provision of educational opportunities and teaching outcomes of the same status, cultural heritage, social environment, ethnic group, religious belief, gender disparities, disability status or learning modality. For Booth and Ainscow (2017), educational institutions that follow inclusive principles must ensure equity in instructional opportunities and full interaction within the student community.

Inclusive cultures: It manifests itself in the dedication, involvement, values, beliefs, and educational environment they provide for the creation of institutional educational

programs. Any inclusive culture will be reflected in the policies and practices developed and implemented within the organization.

Inclusive policies: This relates to professional development, educational leadership, teamwork, and the ability to manage student diversity. It will contribute to the promotion of improvements and changes in the educational field of those who need it most.

Inclusive practices: Diversity-focused strategies, assessment systems, and learning methods are employed with students both inside and outside the classroom.

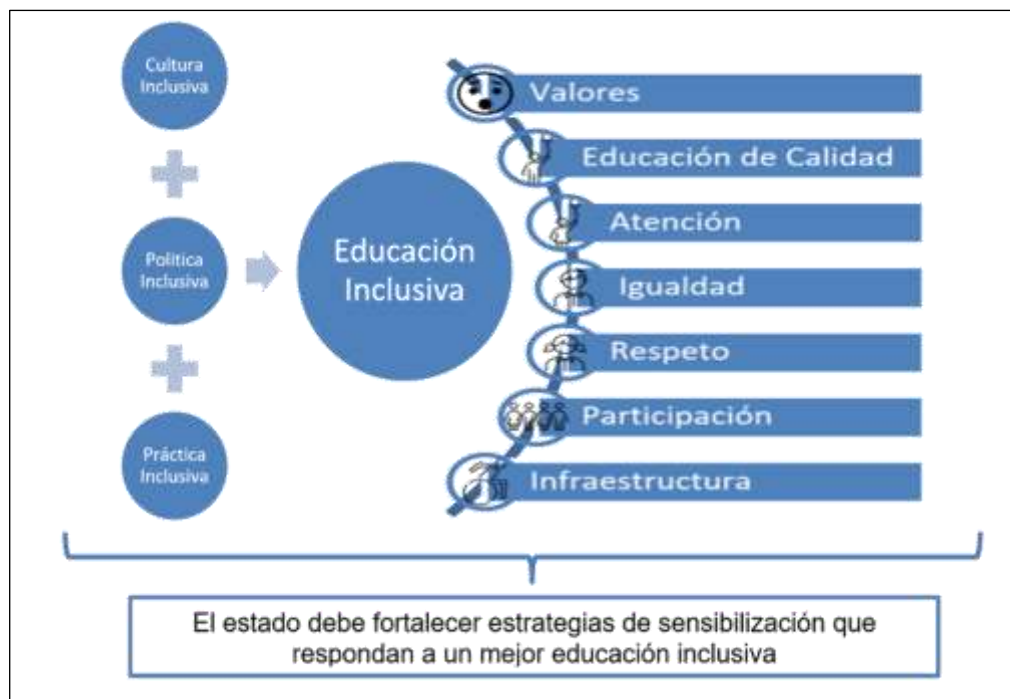
There is very little information regarding the definition of the integral development variable, and in a very limited way, however, there is a small group of authors who have investigated this variable, relating it to quality of life. According to Burpee et al (2008), integral development is a process that seeks to improve the needs of children to fill the gap of inclusive education, which is achieved through political actions, social, economic, cultural and ecological factors.

The authors Burpee et al., (2008) propose the following dimensions: cognitive development is that which is carried out through various contexts, where the person is able to develop, allowing critical thinking to be stimulated. However, there are some exponents of status, who come to look with suspicion at some educational levels that a person comes to defend from others, so cognitive development also stimulates mental freedom, generating productive thinking that is part of people's personality.

Psychological, affective and social development; They are those important nuclei of people's development, the first is related to the opportunity for interaction of their environment such as: home, school, their social and cultural environment, as for the affective level, it is the one that is generated from the relationship of people with their environment, resulting in a warm emotional climate which is made up of emotions, kindness, tenderness and trust between people, developing an appropriate role that seeks to keep those feelings in harmony. Finally, social development is generated through harmony, of goals, two factors that comfort and generate a balance of healthy development in people.

Moral, ethical and values development: Within education, it seeks to prioritize in students a moral, ethical and values development, so there must be a natural predisposition towards their self-realization, for this it is possible to mix the cognitive field with the affective; These are the bases to develop an education that breaks the gaps between the profile of the student, where other groups of students with disabilities are not taken into account, so they are often rejected and are not part of the group of goals of the educators, considering them as very laborious goals to achieve, in terms of raising their cognitive and social profile.

Figure 1. Process of choosing previous studies. **In original Spanish language**



Source: Adapted from Booth and Ainscow's 2017 model; with the contribution of the authors

III. METHODOLOGY

The type of methodology was basic; for the author Arias et al. (2022), fundamental research is dedicated to the generation of new knowledge without considering its immediate practical application. Its purpose is to expand the understanding of the world and develop new theories that can be used in applied research.

The research was carried out with a qualitative approach, focusing on a documented review methodology, concentrating on the interpretation and analysis of inclusive education from the perspective of competencies in the educational environment. The research was based on an educational method, using a hermeneutic-interpretative methodology.

The qualitative method is characterized by its dialectical and systemic nature. Dialectics implies that the method is based on the interaction between the researcher and the object of study, generating a deeper understanding of the phenomenon. Systematicity, on the other hand, implies that the method is based on a set of principles and procedures that allow the data to be rigorously organized and analyzed.

The design of the research was hermeneutic-interpretative, since the object of study, the experience of early childhood education teachers in the social context in the care of students with disabilities, could only be understood through the interpretation of their own experiences and perspectives. The teachers were the only ones who were able to offer a deep understanding of this phenomenon, since they are the ones who live and experience the educational reality of students with special disabilities.

Therefore, the research not only focused on the objective and external reality of inclusive education, but also analysed the subjective and internal reality of teachers. This subjective reality is constructed from the personal experiences of the teachers in their daily pedagogical work. The description of this subjective reality was based on an exhaustive analysis of the interviews conducted with the teachers selected by the researcher.

Due to the qualitative nature of the research, the researcher considered it appropriate to use the following techniques:

Documented review: A review of previous studies on inclusive education was carried out from the competency-based approach. This technique allowed him to gather information on the state of the art of the topic, as well as identify the main trends and challenges.

In-depth analysis: The researcher carried out in-depth analyses of the interviews conducted with early childhood education teachers in the social context. This analysis allowed her to understand teachers' experiences and perceptions about the care of students with disabilities.

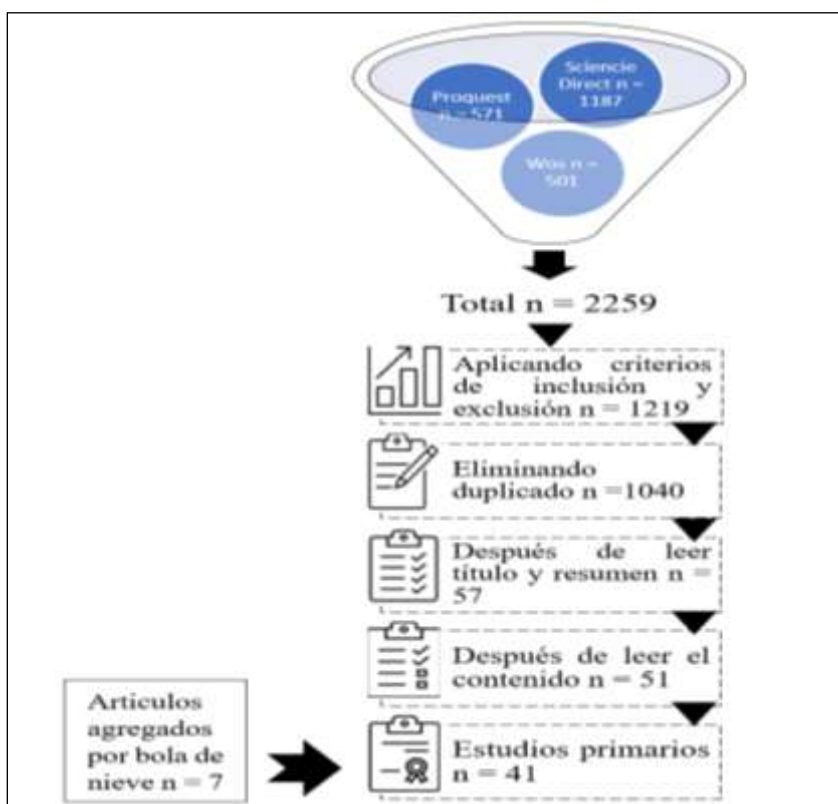
The careful evaluation of the information allowed the authors to understand the inclusive educational situation of students with disabilities in an educational setting. This analysis was based on the legal framework, as well as on the characteristics and conditions of inclusive education, considering the current educational situation of students with disabilities and the experience of teachers when working with this group of students.

Scientific rigor has been ensured through the analysis of the internal coherence of the research, the solidity of its theoretical foundations, the consistency of its interpretations, and the reliability and relevance of its findings. To this end, the researchers have considered the scientific literature, their mastery of technical-scientific language, and their experience in the subject, was one of the best resources for their scientific research.

With regard to the ethical component, this study was carried out in accordance with the guidelines and recommendations established in the code of ethics that regulates all scientific reports. During the preparation of this research work, respect for the copyright of each of the authors of books, antecedents, articles and journals was guaranteed.

Likewise, they adhered to all the standards established by the APA standards and the percentage of match allowed by Turnitin, as established by the vocational training center, was respected.

Figure 2. Process of choosing previous studies. In original Spanish language



Source: Prepared by the authors

Source: Authors' own creation

IV. RESULTS AND DISCUSSION

In relation to the result obtained on the analysis of the previous studies of the evaluation of the objective, which focused on emphasizing the contribution and improvement of inclusive teacher training in all educational institutions, it implies carrying out a successful integration of children with different abilities through the review of practices and policies. The study carried out by Krischler et al. (2019) for Luxembourg, the report aimed at the implementation of inclusive teaching strategies. It is a practical, explanatory and quantitative research, which involved the participation of 237 subjects. The results obtained reveal positive attitudes towards inclusion, although significant differences are observed between teachers with and without training in inclusive education, with those with training exhibiting more favorable attitudes.

A study conducted by Leifer (2020) in Gothenburg, Sweden, assessed the ability of educators to promote an inclusive learning environment for children. The research, with a pre-experimental design, applied approach and quantitative methodology, involved the participation of 26 subjects. The results indicated that the participating teachers were able to improve their ability to establish an inclusive classroom environment. Specifically, 80% of teachers demonstrated an improvement in their ability to adjust the curriculum to the demands of all students, while 58% witnessed progress in establishing a friendly and respectful learning environment. These findings indicate that teacher training in inclusive teaching plays an essential role in establishing learning environments that promote inclusion.

For Reina et al. (2020) in Spain, the implementation of a didactic approach to raise awareness with the purpose of strengthening inclusive education was examined; It was attended by 603 students between the ages of 14 and 19 from five public educational institutions. The results obtained revealed the effectiveness of the awareness-raising method in improving inclusive education. Specifically, participating students experienced improvements in their perception of inclusion, attitude toward diversity, and degree of participation in school activities. These results indicate that student awareness emerges as a fundamental component of promoting inclusive education.

According to Pavenkov and Rubtcova (2016) in Russia, the relevance of educational awareness guidance for inclusive education teachers was examined. The results obtained indicate that educational awareness guidance plays a fundamental role in the promotion of inclusive education. In particular, the teachers who participated in the orientation demonstrated greater tolerance, sincerity and reflection towards diversity. These findings suggest that educational awareness guidance is an effective tool to raise teachers' awareness of the importance of inclusive education.

For Saloviita (2017) in Finland, the impact of the implementation of inclusive educational practices on teachers' teaching techniques was evaluated. The results obtained indicate that the implementation of inclusive educational practices generates a positive effect on teachers' didactic techniques. Specifically, the educators who participated in the study exhibited greater flexibility, adaptability, and use of didactic resources to address diversity. These results suggest that the implementation of inclusive educational practices is an effective strategy to raise the quality of education.

According to Štemberger and Kiswarday (2017) in Slovenia, the relationship between the

attitude towards inclusive education and the perspective of primary and preschool teachers was explored. The results revealed that primary school teachers maintain a more positive attitude towards inclusive education compared to their preschool peers. Specifically, elementary school teachers proved to be more responsive to included children in all aspects assessed. These findings indicate the urgent need to address the educational demands of children with special educational needs, who lack adequate attention in the education system.

According to Yada et al. (2018), who conducted a study in Finland and Japan, they analysed the influence of teachers' attitudes and self-efficacy in relation to inclusive education. The results obtained highlighted that teachers' attitudes and self-efficacy exert a positive influence on the implementation of inclusive education. Specifically, it was observed that teachers with more favorable attitudes toward inclusion and higher self-efficacy show a greater propensity to incorporate inclusive practices into their classrooms. The importance of sensitizing teachers to the relevance of inclusive education and providing them with training to strengthen their self-efficacy.

In a study carried out by Mautino (2019) in Peru, the impact of educational integration on teacher performance was examined. The results achieved indicated that educational incorporation has a positive effect on the performance of educators.

Specifically, it was observed that teachers who possess a deeper understanding of educational inclusion tend to exhibit more effective performance, characterized by their intellectual approach, self-control, and proactivity. These findings suggest that educational inclusion is an effective strategy to enhance teacher performance, consequently, improve learning in each student with disabilities.

Table 1 Summary of current practices and policies that allow an integration towards Inclusive Education of children

Country	Current Policies	Challenges achieved	
AMERICA	Chile	In Chile, the current inclusive education model is segregated, limited to being available exclusively to students with special educational needs. To raise its quality, it is imperative to strengthen the training of teachers and provide comprehensive support to all students, considering their different academic demands.	To ensure that these inclusive education systems meet their goals of fostering learning, participation, and inclusion for all learners, it is essential to assess their effectiveness for students with hearing impairments (Martínez & Rosas, 2022).
	Colombia	In the field of education, students with and without disabilities coexist in many situations, which hinders their participation and, consequently, produces inequity and inequalities in access to education. Physical barriers within the concept of disability correspond to all aspects related to the infrastructure of private and public spaces that, in some way, hinder full and effective participation in society under conditions.	Creating an inclusive education system represents a challenge on a global, national, and local scale, as it encompasses various educational institutions, including higher education institutions, requires transforming pedagogical practices, building inclusive institutional policies, and strengthening a culture based on respect for difference (Zúñiga & Hincapié, 2020).
	Brazil	Inclusive education is perceived as a biopolitical mechanism in which the physical education teacher is involved in a policy that regulates his or her work and promotes the mobilization of individuals. This mechanism has been configured through legislation and programmes emanating from the Ministries of Education, Health and Sports.	Understanding the connections between the various government policies is an articulation as a powerful neoliberal governance strategy that convenes and captures the various subjects, guides their conduct, in addition to working so that each of them is responsible for leading the others. This articulation is what I would like to highlight in this research, to highlight how an inclusive policy of the federal government calls physical education teachers into practice (Belmonte, 2017).
	Mexico	Disability paradigms play a significant role in shaping inclusive education. These are divided into three identifiable models: visibility/invisibility, normality/abnormality, and incomplete inclusion. These models aim to address the educational needs of many children who lack options to carry out their academic training.	To analyse the transformation in the social recognition of people with disabilities over time. In times past, these people tended to be ignored, categorized as anomalous or exceptional individuals. However, due to the efforts of civil society groups and legal and political recognition, persons with disabilities have achieved visibility and have been recognized as citizens with rights (Cruz and Casillas 2016).
	U.S.	Combating educational discrimination educators must approach their work with the intention of fostering an inclusive and welcoming environment for students of all backgrounds. It is important to critically evaluate program data to identify trends in how different students experience the program. Recruitment and admissions practices should be evaluated for disparate impacts, particularly on historically marginalized and excluded students. Programmatic policies and educational resources must be	Inclusive education must be more continuously participatory in self-reflection as we move towards a more equitable society. Self-reflection can be painful, but only by confronting our failures can we move toward inclusive solutions. Acknowledging that this author has her own levels of privilege in this academic space and in our society, it is abundantly clear that change begins with individual responsibility (Mizerek, 2023).

		evaluated for biases, strengthening an education for all program must be deliberate in its attempts at inclusion	
	Spain	Regulations in Spain require professionals who care for people with disabilities to be familiar with their characteristics and needs, in order to offer them the most appropriate service. It is essential to raise awareness among professionals of the importance of training to responsibly address the needs of persons with disabilities, as they require support in the field of health and illness.	The preparation of future doctors in Spain with respect to comprehensive care for people with disabilities (PwD) is insufficient, despite the fact that this population constitutes 9% of the total. The legal regulations in Spain, as well as the international treaty of the United Nations regarding the rights of Persons with Disabilities, establish the imperative responsibility to guarantee both the education and health of this group. Consequently, it is crucial to expand instruction concerning the care and assistance of individuals with disabilities within the curricula of the medical career (Mirón et al., 2019). An inclusive school refers to a form of educational establishment in which all students are welcomed, recognized for their uniqueness, valued and provided with opportunities to participate in school life, learning together and adapting the pedagogical approach to the needs of each student, thus embracing disparities and promoting equal opportunities (Maia, 2018).
	Portugal	After the democratic revolution of 1974, Portugal made a firm commitment to inclusive education. The Ministry of Education took on the task of providing education to children with disabilities, albeit with a limited number of places available. This led to the proliferation of cooperatives dedicated to education and rehabilitation.	
EUROPE	Italy	The foundations of representative democracy rest largely on the rights of political participation, however, in Spain and Italy, these rights are confronted by two significant challenges. First, legal exclusion affects immigrants and other groups who lack full access to all the rights of political participation. Second, de facto exclusion affects citizens who, despite having the right to participate, do not experience a sense of adequate representation. To overcome these challenges, it is imperative to improve the process of democratic legitimation in representation, from the election of representatives to the way in which they perform their functions.	In relation to integrative, socially supported democracy, it is essential to understand it from the point of view of one of the most prominent slogans. Representation in a democratic system must be conceived in the pursuit of general freedom, so that it becomes a modality of citizen participation in the effective exercise of sovereign power. As noted with respect to the deprivation of migrants' right to vote, the democratic system demands participation and definition of political status (Solanes and La espina, 2018).
	Denmark	Inclusive education doesn't happen in a vacuum. On the contrary, every educational practice is shaped by the context in which it is situated. Socio-cultural and historical factors influence the development of all educational policies and practices, and therefore inclusive education manifests itself differently around the world.	Inclusive education shares some common traits in the Nordic countries due to shared development pathways in both the modern welfare state and education. However, the Nordic countries also share the existence of an intersection or collision between important educational agendas that can in fact lead to substantial educational paradoxes (Engsing, 2023).
	Greece	The existing educational policy, considering the subversive character of the inclusive discourse, tries to weaken it, by revealing, through institutional regulations, the conviction that inclusive education is a new direction of special education and a tool for assimilation and discrimination of different students.	The aim was to investigate the effects of the economic crisis and austerity measures on inclusive education policy in Greece. Educational inequalities are exacerbated in periods of economic crisis by reducing and cutting the costs of education. The article focuses on the impact of austerity on

			education policy decisions related to disability and inclusive education (Nteropoulou, 2023).
	Netherlands	Exclusion could significantly contribute to distrust of political institutions and discourage public participation. However, the stigma and social vulnerabilities faced by children with disabilities and their parents do not necessarily translate directly into a lack of empowerment and limited participation. Many parents of children with disabilities are involved in health research and care planning. Therefore, inclusion in society and empowerment could persist despite vulnerabilities associated with stigma and insufficient infrastructure for persons with disabilities. An inclusive education study in Saudi Arabia provides initial research on the extent to which teachers possess the knowledge and skills to use these practices. The study sample consisted of 125 teachers who were surveyed about their experience in using inclusive teaching practices. The vast majority of participants indicated that they had sufficient experience in inclusive education, regardless of the gender of the teachers, whether they had special training in inclusive education, whether the teachers had the upper education or the higher education level. However, education to poorly trained teachers in particular had more experience with inclusive education practices than general education teachers.	The focus was on the attitudes of parents of children with disabilities and parents of children without disabilities towards inclusive education and the connection between attitudes and subjective (dis)empowerment. Our assumption was that parents of children with disabilities are more civically active, operationalized as members of third sector organizations (NGOs), associations, or self-help groups (Holavins, A., & Lebedev, 2023).
	Saudi Arabia		Therefore, it is necessary that inclusive classrooms require teachers to possess the ability to implement a set of practices to meet the different needs of students. This study examined teachers' perspectives on their use of inclusive education practices and the differences between teachers' responses to their use of the practices according to teacher training, gender, educational level, type and level of school (Almalky & Alwahbi, 2023).
ASIA		In India, children who are already marginalized disproportionately experience low participation and exclusion in and within schools. These include children from Dalit communities (or scheduled castes/SC; formerly known as the untouchables), Adivasi communities (or scheduled tribes/STs), minority religious groups such as Muslims, girls, people with disabilities, people living in poverty, and people residing in rural and remote communities. Importantly, this complex landscape of educational disadvantage is recognized in the country's landmark legislation, the Children's Right to Free and Compulsory Education Act, which supports access for marginalized children (ages 6-14).	Importantly, this complex landscape of educational disadvantage is recognized in the country's landmark legislation, the Children's Right to Free and Compulsory Education Act (RTE, 2009), which supports marginalized children's (ages 6-14) access to education in regular neighborhood schools and that by using a participatory research approach, we were able to build a nuanced understanding of participants' shared beliefs about the value of schooling, the development of diverse valued capacities, the role of teachers as agents of social justice, and the school as an equalizing instrument (Rangarajana et al., 2023).
	India		
AFRICA	Malawi & Zimbabwe	Inclusive teaching entails more active student participation in the culture, academic programs, and communities of their neighborhood learning centers that are responsive to student differences; therefore, it leads to a better quality of education. This article draws on inclusive education experiences mainly	The study provides a critique of definitions of inclusive education, evidence-based information on practices on the ground, strengths and gaps of current inclusive education policies, and documented best practices in the three countries (Chataika, 2023).

from Malawi and Zimbabwe, while drawing on examples from other African countries.

OCEANIA Australia

The practice of inclusive education in schools has led to changes in policy and pedagogy, so teacher acceptance and attitude are important components of its success. There is a move towards inclusive education that has created a pedagogical shift in education that has helped teachers develop confidence and self-efficacy to implement an inclusive environment.

It has been shown that, within the sample of future Australian teachers, future primary teachers had more positive attitudes than secondary teachers. It was found that training only influences future primary school teachers, as completing a module on inclusive education improved their attitudes, and not those of future secondary school teachers. More generally, this research has shown differences between prospective primary and secondary teachers in attitudes towards inclusive education, and this should be considered when drafting future policies and evaluating training courses to improve future teachers' attitudes (Boyle et al., 2023).

Source: Authors.

VII. CONCLUSIONS

Evaluating the effectiveness of inclusive systems, especially for students in differently abled contexts, such as those with hearing impairments, among others; Fostering inclusive education is a challenge that requires a collective and sustained effort. However, it is essential to ensure that all students, regardless of their individual characteristics, have equal opportunities for learning and development.

Understanding the connections between various government policies emerges as a powerful neoliberal governance strategy. This research highlights how the federal government's inclusive policy impacts physical education teachers. The current visibility of people with disabilities is due to the action of civil groups and legislative changes, encouraging continuous reflection to move towards a more equitable society. Inclusive education must be participatory and reflective to meet challenges, recognising that change begins with individual responsibility, even when recognising one's own privilege in the academic and social realms.

It is necessary to understand that it is necessary to provide all comprehensive care to Persons with Disabilities (PwD) lacks adequate references, despite the fact that in Spain there are around 4 million PwD, representing approximately 9% of the population. The Spanish legislative framework is clear regarding the inclusion of these contents in the curricula of Health Sciences, in accordance with the United Nations Convention on the Rights of PwD. However, there is a lack of attention to this issue in medical education. In a broader context, the article investigates how the economic crisis and austerity measures impact inclusive education policy in Greece, focusing on disability decisions. Educational inequalities, exacerbated during economic crises, are at the centre of analysis, highlighting the need to address the impact of austerity on inclusive education.

The focus was on the attitudes of parents of children with and without disabilities towards inclusive education, exploring its connection to subjective (dis)empowerment. It also highlights the need for teaching capacities to implement practices that address the diverse needs in inclusive classrooms. The study analyzed teachers' perspectives regarding the use of inclusive practices, considering training, gender, educational level, and type of school. It underscores the complexity of educational disadvantages, supported by the country's historical legislation. The research, through a participatory approach, revealed shared beliefs about schooling, the role of teachers and the school as an equalizing agent. In addition, there are obvious differences in behaviour between aspiring primary and secondary school teachers; highlighting the positive influence of inclusive education training only on the former. This study provides critiques, evidence, and best practices to inform future policies and improvements in teacher education.

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