

Documentary review on inclusive quality education in Ibero-American countries during the period 2016-2020.

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Abstract:

This paper presents a quantitative study whose general objective was to conduct a bibliometric review of the literature on attention to diversity and inclusive education. Likewise, a critical analysis of its content was carried out from a qualitative approach in order to know the position of the different authors regarding the evolution and characteristics of inclusive education as a fundamental component of quality in educational institutions in Ibero-American countries. The data analysis was performed based on the information provided by the Scopus database, where search parameters were chosen to filter the research papers relevant to the topic under study, finding affinity with 168 documents published within the Ibero-American community during the period 2016-2020, which were the object of the proposed analyses. The research papers were categorized according to their year of publication, country of origin participating authors, area of knowledge and type of publication, with the purpose of facilitating their interpretation.

Keywords: inclusive education; documentary analysis; educational research; evaluation instruments.

1. Introduction

The quality perceived in the teaching processes is measured by the degree of satisfaction of the needs identified in the group of students who increasingly take more participation within the teaching process, leaving behind a traditional unidirectional learning style where the teacher only shared the knowledge and the student by repetition assumed it as his own without the possibility of questioning. Therefore, it is understood that quality currently represents one of the most important challenges in educational management. (Weinstein, 2002) . Nowadays education allows to know the point of view of the students and to focus the methodology to each learning style as it is currently known is number. For any institution, achieving a high level of quality measured through certifications imposed by governmental actors, represents an added value to be taken into account when making a decision regarding the choice of an educational institution (Rico Molano, 2016). The diversity that exists among students as active members of the community, drives a sense of inclusiveness in all sectors such as education, which undergoes pedagogical processes aimed at meeting all kinds of needs, however special they may be, through the training of teachers capable of meeting this demand in an ethical and efficient manner (Correa, Bedoya Sierra, & Agudelo Alzate, 2015). Therefore, it is important to know how inclusive education has been as a guarantor of equality and equity in the fulfillment of fundamental rights in society in order to identify aspects to improve within the pedagogical processes that seek to ensure inclusion in the training of children, youth, adolescents and older adults with disabilities or any other limitation that undermines their free development in society. To this end, a documentary review of the bibliography published in high impact journals on inclusive quality education during the period 2016-2020 in Ibero-American countries is carried out.

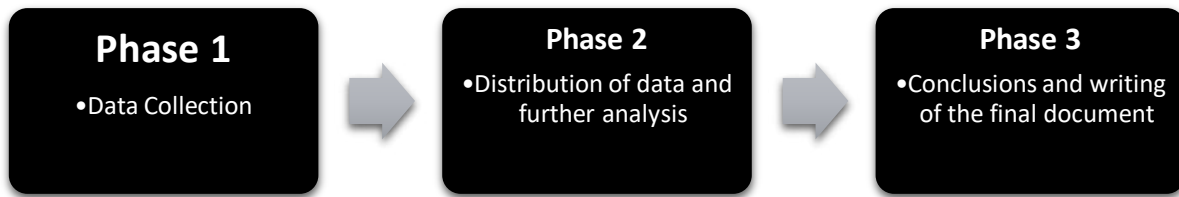
2. General Objective

To analyze from a bibliometric and bibliographic perspective, the production of high impact research papers on the variable Quality Inclusive Education, published during the period 2016-2020 in Ibero-American countries.

3. Methodology

Through the quantitative analysis of the production of research papers published in the area of inclusive quality education in countries of the Ibero-American community during the period 2016-2020, it is possible to obtain a vision of the impact in terms of policies and modifications that have been made in traditional education methodologies and thus measure the impact it has on the scientific community as well as its evolution and relevant data explained below.

3.1 Methodological design



Graph 1. Methodological design.

Source: Own elaboration (2021).

3.1.1 Phase 1: Data Collection

A search for the data to be analyzed was performed using the Scopus platform, filtering by the following established parameters:

- Publications on the study of inclusive quality education.
- Publications produced during the 2016-2020 period.
- Research papers originally published in Latin American countries.
- No distinction is made as to area of knowledge or type of publication.

The search yielded a total of 168 documents, which will be processed as indicated in the next phase.

3.1.2 Phase 2: Distribution of data and further analysis

The distribution of the data collected during the previous phase will be done through the production of graphs, tables and figures based on the classification that the *Analyze search results* tool (available in Scopus platform) allows, and within which the classification by year of publication, country of origin, area of knowledge and type of publication will be used, in order to determine, from different points of view, the impact that the evolution of inclusive education has had on research. Likewise, in each approach, an analysis of the bibliography is made, thus showing the position of different authors regarding the creation and design of inclusion strategies in current education.

3.1.3 Phase 3: Conclusions and writing of the final document

After a point-by-point analysis as indicated in phase 2, the final document is prepared, but not before recording the pertinent conclusions, thus determining the fulfillment of the general objective.

4. Results

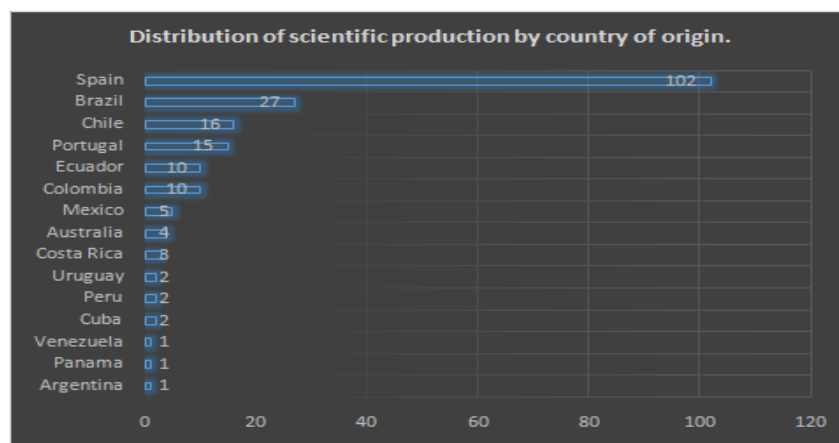
4.1 Analysis of the scientific production on the variable Quality Inclusive Education.

Initially, it is important to know the relationship that the studies carried out on the variable under study have with research on other variables in the same sector. For this purpose, the co-occurrence of key words between one study and another is analyzed within the identified sample of 168 research papers. In this way, the proximity of the study on inclusive quality education to the study of different topics within the world of education is known.

Graph 2 shows the evolution in the production of research papers related to the study of the quality inclusive education variable between 2016 and 2020, and there is evidence of a significant growth in recent years due to the fact that more and more sectors of the economy are expressing full support for measures related to social inclusion. The peak of the production is precisely in 2020 with 63 registered documents within which the paper "A meta-analysis of interventions to promote self-determination of students with disabilities" (K.M, S.K, K.A., & M, 2020) stands out, and whose objective is to promote in students with disabilities a sense of self-determination that develops self-confidence capable of facilitating the process of inclusion and adaptation to society. The study, which has 25 citations from different publications according to Scopus, determines that the effects generated in the search for increasing self-determination among students of all grades, are positive and cause in students the self-sufficiency required to cover different aspects in training. However, it also identifies that until the time of the study, there is a need to generate greater promotion of self-determination in the educational environment.

The second year with the highest scientific production on the variable under study is 2019 when a total of 35 papers were registered among which we find the article "Inclusion of disability in higher education: knowledge and perceptions of the academic community" (A.Z.A.H, M.H, L., & B., 2019), which seeks to know the perception and knowledge of the academic community about any adaptation of the teaching process to the diversity of the student community in the field of higher education. The study was carried out through a survey type data collection tool, applied to different actors of a higher education institution, students, teachers, administrative staff, among others, most of whom felt able to explain the measures that the institution has taken to improve the mobility of disabled people within its facilities, for example. On the other hand, the technological applications to support such people are still an unknown topic for the academic community, suggesting additional training and awareness programs on disability.

4.1.2 Distribution of scientific production by country of origin.



Graph 3. Distribution of scientific production by country of origin.

Source: Own elaboration (2021); based on data provided by Scopus.

Among the countries belonging to the Ibero-American community, Spain leads the production of research works related to inclusion in education for quality improvement, with a wide difference with it according to the country in order. Spain reports from 2016 to 2020, a total of 102 scientific studies compared to 27 reported by Brazil which is in second place. Likewise, Chile and Portugal are in third and fourth place with 16 and 15 records respectively.

Within the record made by Spanish authors is the paper "Perception of the teachers who participate in programs of transit to adult life in people with disabilities: a descriptive study in four European centers" (A., A., E., & R., 2016), which considers that a fundamental part of the success in labor inclusion policies for people with physical limitations lies in the teachers through whom these people are professionally trained, therefore the article seeks to know the reality of the teachers in charge of such training with the purpose of identifying the methodologies used and aspects of improvement that help to deliver quality in the learning process in institutions in European countries such as Denmark, Finland, Greece and Spain, concluding that "the teachers' perception of the teachers who participate in programs for the transition to adult life for people with disabilities: a descriptive study in four European centers", Finland, Greece and Spain, concluding that the institutes in Finland and Denmark have a teaching staff more interested and trained in continuing education, which has a positive impact on the employability of people with disabilities, since their study methods guarantee continuous and practical learning.

The second place among the countries with the highest number of research papers reported in Scopus, is for Brazil, which registers 27 documents within which it is worth mentioning the conference paper entitled "Framework for the creation of didactic and inclusive digital material for the elderly" (M.A. et al., 2020), which seeks to propose for the elderly, didactic strategies that integrate the generation of new knowledge for them with technological support through digital mechanisms, which is undoubtedly an inclusive education for people who for some reason in their early age could not start or complete their professional preparation, or simply wish to continue preparing themselves in the generation of new skills. The paper takes into account, of course, the physical and mental conditions of this specific population and proposes a framework for creating digital material for this population, which will be of great help to teachers to create digital content and thus meet the objective of providing quality education to seniors.

It is important to note that the total production identified in phase 1 of the methodological design does not coincide with the total registered in Figure 3, since there are research papers that can be registered by two or more countries, which allows adding one unit to each country participating in their publication. Figure 2 shows the frequency with which countries have interacted in the scientific production related to inclusive quality education.

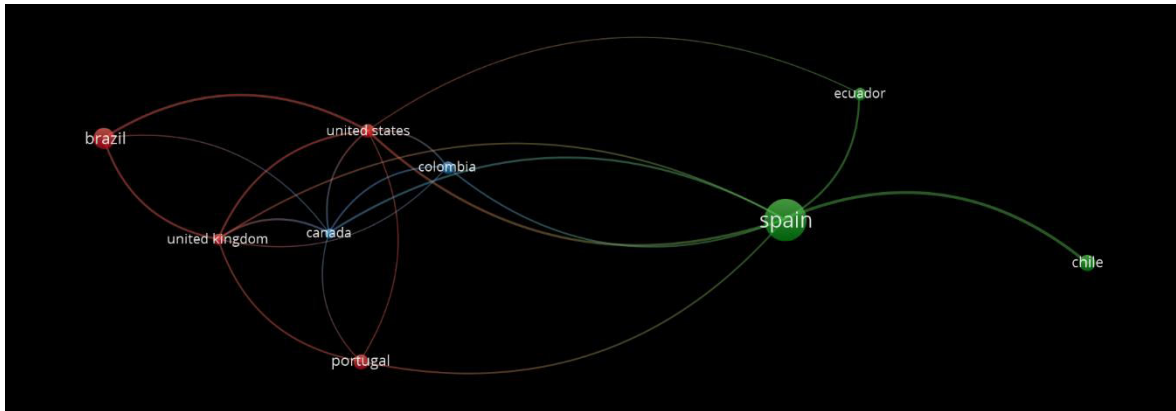


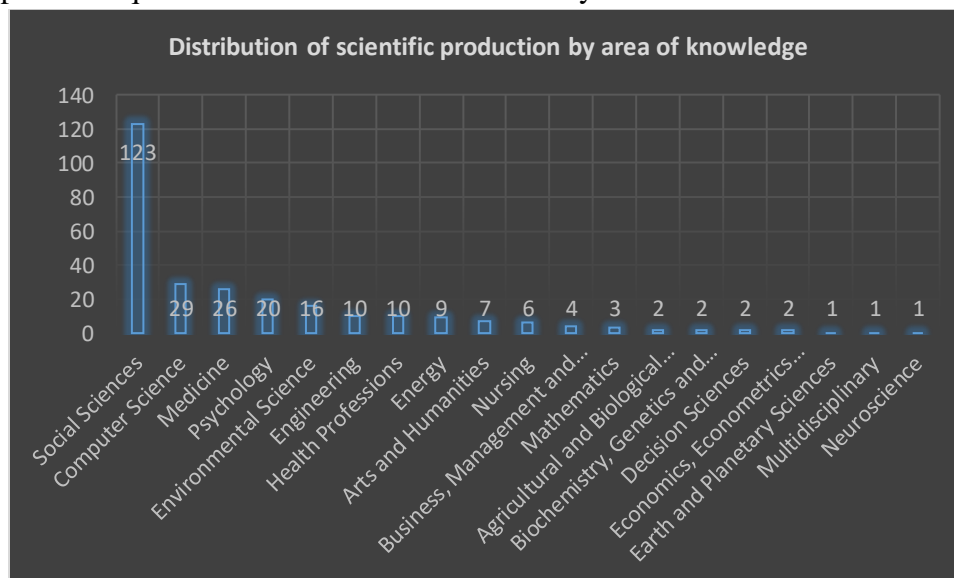
Figure 2. International cooperation in the production of research papers.

Source: Own elaboration (2021); based on data provided by Scopus.

As Graph 3 confirms, Spain is the country with the highest number of research papers registered in Scopus and the country with the highest participation of international authors, as evidenced by the participation of Ecuador and Chile, as well as the United States and Portugal.

4.1.3 Distribution of scientific production by area of knowledge.

For understanding a purely social topic, all participation of areas close to the Social Sciences is recognized, which occupy the first place with 123 records, of the total analyzed. As an example, we can mention the article "Inclusive education: Why and for what? (M.A, 2018) which highlights the characteristics of a democratic state that seeks equity in the participation of the whole society, guaranteeing the fulfillment of fundamental rights, including education, explaining the importance of creating mechanisms to ensure inclusion in all training processes in order to promote equal conditions for all actors in society in the labor market.



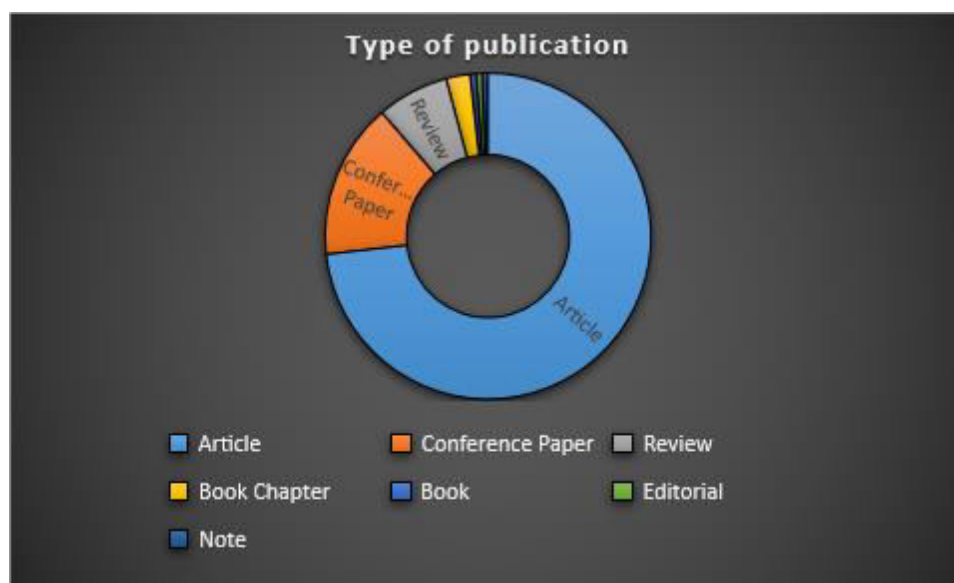
Graph 4. Distribution of scientific production by area of knowledge.

Source: Own elaboration (2021); based on data provided by Scopus.

Computer science and medicine occupy the second and third place with 29 and 26 records respectively. Psychology the fourth with 20 within which stands out the paper "Behavior-based interventions to teach social interaction skills to children with ASD in inclusive settings: a meta-analysis" (S.P.H, et al., 2016), whose objective is to know the degree of effectiveness of the intervention in inclusive settings, in terms of behavior analysis in autistic children, since, as it is widely known, any behavior-based intervention, most of the time, produces the best results. In fact, one of the most important findings of the aforementioned article was precisely the effectiveness of the interventions in children between 2 and 10 years of age, suggesting that the education received should be adapted to this type of methodology, which proves to guarantee an effective teaching process.

4.1.4 Type of publication

Authors in general have different alternatives to carry out their publications depending of course on the format that they like to use when carrying out a research. For the analysis of the scientific production of the variable under study, it is identified, as shown in Graph 4, that journal articles were the most used by researchers in the area. Of the 168 documents identified, 129 were published in this format. Among these, the paper "Augmented reality and mobile devices: a binomial methodological resource for inclusive education (SDG 4), an example in secondary education", which analyzes the combination of augmented reality and mobile devices for inclusive education (SDG 4). (F.C & G.M., 2018), which analyzes the combination of the advantages that mobile devices bring to the teaching process and augmented reality as an inclusive mechanism through which this process can be made more dynamic.



Graph 5. Type of publication

Source: Own elaboration (2021); based on data provided by Scopus.

The second type of publication used by the authors is the conference paper, which presents similar characteristics to journal papers, but varies in the evaluation and publication methodology.

Thirdly, the reviews were in total 12 within which we mention the one entitled "The regulation of the educational inclusion of students with intellectual disabilities: A pending reform" (Verdugo et al., 2018), which raises the characteristics of students in condition of disability and of course the need to create policies that benefit the processes in the education of the same for the assurance of social equity, manifesting the need to create holistic evaluation systems and intervention to guarantee their right to inclusive education.

Fourth, 4 book chapters were published under the theme of quality inclusive education during the period 2016-2020, standing out the one entitled "Teacher training for diversity in Brazil: perspectives of the national observatory of special education" (Mendes & Cabral, 2018), which describes the training and preparation processes for teachers who are linked to the training of people with special needs in terms of education, based on the assumption that the special conditions of some students require specialized treatment and intervention to support not only their academic training but also personality and character traits, so that the intervention even helps aspects such as self-esteem and self-sufficiency.

5. Conclusions

The growth of scientific production on the variable Quality Inclusive Education, year after year reached its highest record in 2020 with 63 documents registered in Scopus database, which allows inferring that as states and non-governmental organizations have expressed accurate opinions on inclusive education policies, the need to innovate in pedagogical processes aimed at the achievement of inclusive objectives by educational institutions from early childhood to vocational training has also made its way in scientific research, from basic concepts in knowledge to mobility within educational institutions. For this reason, it can also be seen those countries with more stable economies, such as Spain, show a higher level of research on the topic studied, since their state policies are usually built on significant financial support from both the public and private sectors.

Quality education not only includes the formation of leaders for society but also the inclusion of those who see their possibilities limited by some Physical, Sensory, Mental and Intellectual condition different from others, therefore ensuring education in this population, guarantees in one way or another that the performance in the community is increasingly successful. However, the authors analyzed in this document, most of them take for granted the absence of effective communication campaigns on the different alternatives for inclusive education, especially in the technological field, as well as suggestions from the scientific community to the institutions for more and better training of the teaching staff in the management of this type of students, who for obvious reasons require special treatment.

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