POLICIES FOR EDUCATIONAL INCLUSION: A REVIEW

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Abstract: A documentary review was carried out on the scientific production regarding the variable Policies for Educational Inclusion during the period 2016-2020, by identifying research papers published in high impact journals indexed in Scopus database, in order to describe the main characteristics on the volume of publications. Similarly, a qualitative analysis of some publications was applied to identify the position of different authors regarding the Policies for Educational Inclusion. As a result, a total of 1783 publications were obtained at a global level during the above-mentioned period, after identification by means of a series of parameters established for the search. Among the findings is that the United States was the country with the highest number of publications during the period 2016-2020 regarding the variable of study, which recorded a total of 343 documents in total. The year where the highest number of publications were registered in Scopus was 2020 when a total of 486 research papers were reported. Of the total number of publications made during the mentioned period, 1375 were made through theories framed in the Social Sciences, and the type of publication that was most frequently used by the authors was the Scientific Article which represents 74.6% of the total production, that is 1331 documents.
Keywords: Policies in education; educational inclusion; documentary review; Scopus.

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1. Introduction

One of the main objectives of the pedagogical processes is the achievement of quality in education, perceived through indicators such as content updating, accessibility, inclusion, among others. Among the policies devised for inclusive education is precisely the possibility of accessing academic training regardless of the physical distance to educational centers by taking advantage of technological advances that facilitate remote teaching through the virtualization of content (Education, 2016) . This is possible thanks to the investment in platforms and developers of virtual programs that mostly depend, for the public sector, on the injection of capital through the allocation of resources by governmental actors (Parra-Martínez, 2017) . Within the redistribution of these resources, the physical access to educational institutions with ideal infrastructure for the easy mobilization of people with disabilities, the constant training of teachers in the special treatment of the diversity found in the academic community, the academic content itself, among others, are sought (Inciarte, Marcano, & Reyes, 2006) . It is important to know that the total quality constitutes the perception of who receives the provision of a service in this case the assurance of education in compliance with a fundamental right, which the different states must ensure through supervisory bodies that are responsible for overseeing that the academic processes are carried out correctly with their respective authorizations and permits.

In many social aspects these have been years of exclusion by different entities, however, thanks to the opening to democracy by a large number of countries, and through this, the adoption of ideals defending human rights, an inclusive education allows to provide care for the whole community regardless of race, sex, physical and/or mental conditions, sexual orientation, etc. (Clavijo-Castillo & Bautista-Cerro, 2020) . For this reason, inclusive policies have been institutionalized in institutions such as access ramps, Braille system in the bibliographic resources, constant training of teachers and administrative staff. In this way, educational institutions seek to ensure total quality in their pedagogical processes. Therefore, it is important to know what are the trends in terms of new inclusive policies in education to determine a roadmap in the design of strategies and objectives in response to the different needs that are identified in the community and its diversity. the above becomes the main objective of this paper, as a documentary review of the scientific production is proposed through a bibliometric analysis to the data provided by Scopus that allow to answer the question How has been the production and publication of research papers for the variable Policies for Inclusive Education during the period 2016-2020?.

2. General Objective

To analyze from a bibliometric and bibliographic perspective, the production of high impact research papers on the variable Inclusive Education Policies during the period 2016-2020.

3.Methodology

Quantitative analysis of the information provided by Scopus is carried out under a bibliometric approach on the scientific production regarding the variable Inclusive Education Policies during the period 2016-2020. Also, it is analyzed from a qualitative perspective, examples of some research papers published in the area of study mentioned above, from a bibliographic approach to describe the position of different authors on the proposed topic.

3.1 Methodological design

Table 1. Methodological design.

	PHASE	DESCRIPTION	CLASSIFICATION
PHASE 1	DATA COLLECTION	The data collection is carried out by means of the Search tool in the Scopus web page, where a total of 1738 published documents are identified.	Published papers whose variables of study are related to the Policies for Inclusive Education. Research papers published during the period 2016-2020. Without distinction of type of research. Without distinction of country of origin. Without distinction of area of knowledge.
PHASE 2	CONSTRUCTION OF ANALYSIS MATERIAL	The information identified in the previous phase is organized. The classification will be done by means of graphs, figures and tables based on data provided by Scopus.	Year of publication Country of origin of the publication. Area of knowledge. Type of publication
PHASE 3	DRAFTING OF THE CONCLUSIONS AND FINAL DOCUMENT	After the analysis carried out in the previous phase, we proceed to the drafting of the conclusions and the elaboration of the final document.	

4. Results

The results of the proposed bibliometric analysis are presented below, as well as the development of the bibliographic review of some examples to determine the position of different authors on the topic referenced in this article.

4.1 Co-occurrence of words.

Figure 1 shows the relationship between the keywords used in the documents identified through the development of Phase 1 of the methodological design, as well as the frequency with which they were used.

Figure 1. Co-occurrence of words
Source: Own elaboration (2021); based on data provided by Scopus.

Figure 1 allows to identify the most frequent keyword by nature, Inclusive Education, which is directly related to studies whose keywords are Children with Disabilities, Diversity, Collaboration, Disabilities, Social Inclusion. This explains how the studies are directed towards the search for strategies that ensure access to education for all people in compliance with their fundamental rights.

At the other end of the figure are the words Human, Qualitative Research, Gender Identity, Racism, Personal Health, which allows to infer the different scenarios studied in which exclusion has existed within educational institutions, and how to implement an organizational culture that conveys the message of inclusion to all members of the community.

4.2 Distribution of scientific production by year of publication.

Figure 2 shows how the volume of publications has been during the years between 2016-2020.

Figure 2. Distribution of scientific production by year of publication.
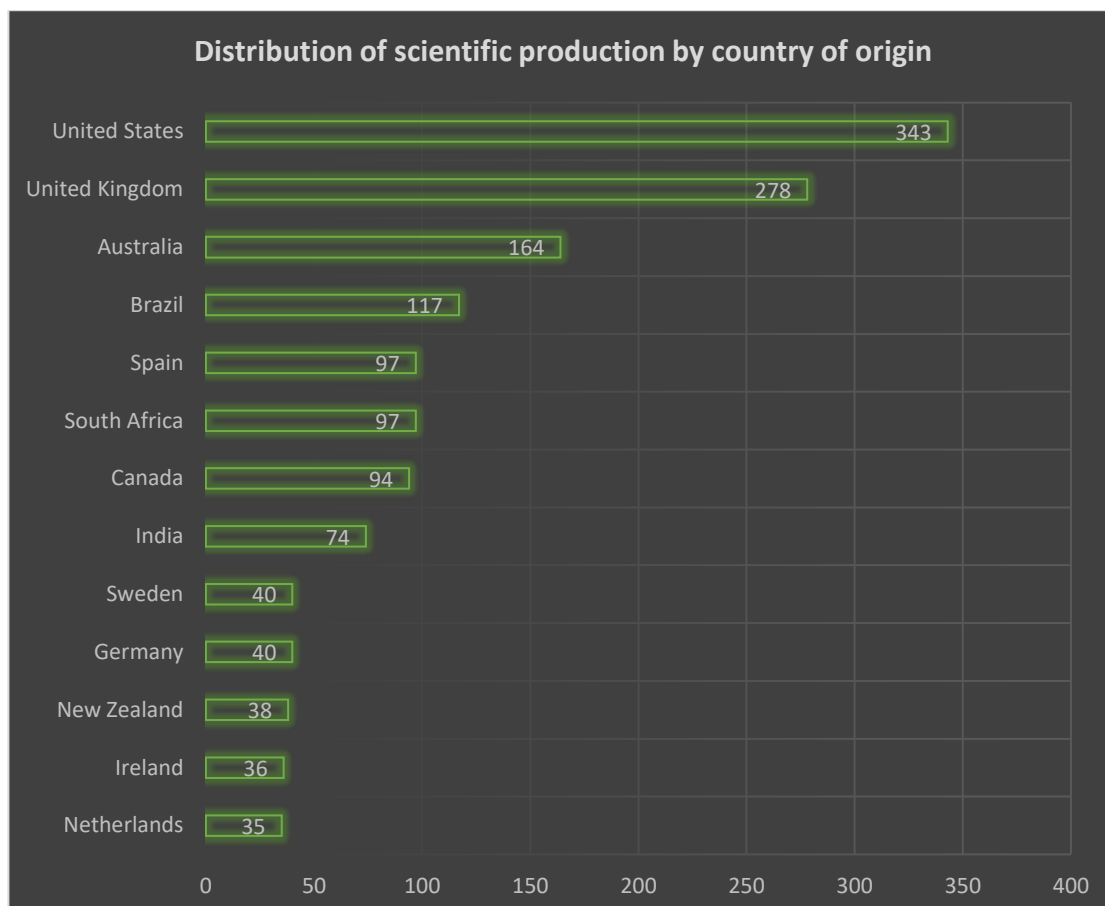**Source:** Own elaboration (2021); based on data provided by Scopus.

The year with the highest number of records in Scopus, as shown in Graph 1, was 2020, where 486 publications were managed, among which is the article entitled "Acting-teaching among diversity: Building inclusive education in Atacama", whose objective is to analyze the experiences of professionals from six educational communities belonging to public schools with an Integration Program in the process of implementation due to the inclusion law in the three provinces of the region of Atacama. (Munoz & Rojas, 2020) whose objective is to analyze the experiences of professionals from six educational communities belonging to public schools with an Integration Program in the process of implementation due to the inclusion law in the three provinces of the Atacama region. The results show a higher perception of quality in education once inclusion policies are institutionalized to the student community, compared to traditional education systems.

The second year with the highest production presented in Scopus was 2019 with a total of 402 documents which includes the article entitled "*Autism and family participation in the right to education in the EU: mapping policies in the Netherlands, Belgium and Germany*" (Van Kessel, et al., 2019). With the aim of establishing the qualities of the policies that have been implemented in education for the care of persons with disabilities, according to the Universal Declaration of Human Rights and the Convention on the Rights of Persons with Disabilities. In this way it was also established the participation of parents and children with disabilities and their performance in educational institutions in the Netherlands, Belgium and Germany, obtaining as a result that although the Universal Declaration of Human Rights has been attended by a great number of countries, the policies in inclusive education vary between each of them without saying that in some it is less efficient than in others but they do offer the opportunity to improve in terms of ensuring the right to education for persons with disabilities.

**4.3 Distribution of scientific production by country of origin.**

Figure 3 shows the production of research papers and their subsequent publication distributed according to the country of origin of the authors.

Figure 3. Distribution of scientific production by country of origin.
Source: Own elaboration (2021); based on data provided by Scopus.

The United States is the country with the highest number of publications related to the study of the variable Policies for Inclusive Education, within the period 2016-2020, registering a total of 343 documents within which is the paper entitled "*Disrupting what passes as inclusive education: predicting educational equity in schools designed for all*" (Kozleski, 2020) which presents the proposal to institutionalize policies for inclusive education, based on the study of historical roots. This is explained by the author, according to the evolution of education and the influence exerted on it, variables such as culture, experiences, history, capacities identified in students, among others.

The distribution of the publications by country of origin has a particularity: the same published article can be added to the total number of documents registered by the countries whose authors have participated in the execution of the research. Figure 4 shows how the intervention of authors with different nationalities has been, and how each country registers its international collaboration.
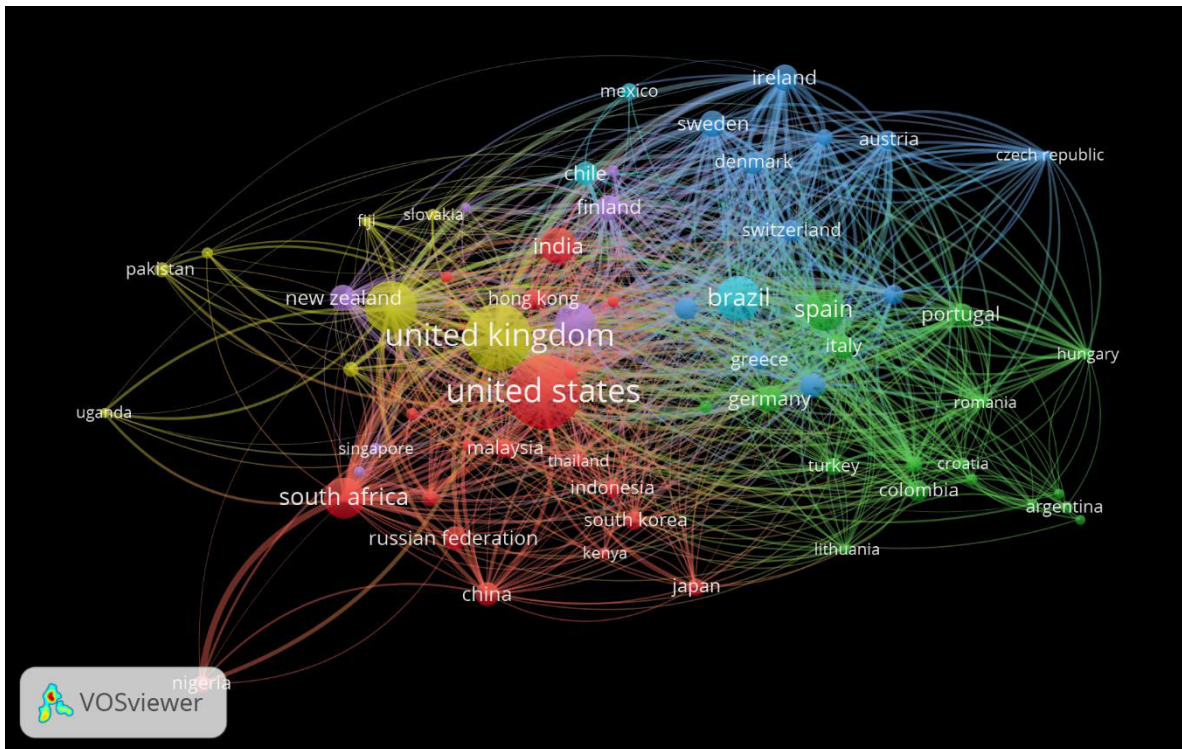

Figure 4. International collaboration in publications.
Source: Own elaboration (2021); based on data provided by Scopus.

The United States and the United Kingdom rank as the top countries with international co-authorship, with the former making the greatest number of contributions to research by authors of other nationalities. For example, the article entitled "*Principal Leadership for Students with Disabilities in Effective Inclusive Schools*" (DeMatthews, Billingsley, McLeskey, & Sharma, 2020). includes contributions from American and Australian authors. The article shows another side of inclusive education, and evidences the position of the student himself as a leader in the institutionalization of inclusive policies within the training process. This perspective undoubtedly represents a significant contribution to the design of a series of strategies that seek equity in ensuring the right to education.

Similarly, Figure 4 makes evident a large participation of countries in the execution of research related to the area proposed in this article. At the Latin American level, Brazil shows collaboration with countries such as Spain, Chile, Greece, among others. Argentina and Colombia also show an important frequency of international co-authorship. Brazil is precisely the Latin American country with the largest bibliographic production in the study of policies for Inclusive Education, registering a total of 117 documents, among which is the one entitled "*Inclusion of disability in higher education: knowledge and perceptions of the academic community*" (Corrêa, Masuchi, Baeta, Takiuchi, & Bianco, 2019). whose objective was to study the awareness and knowledge of the members of the academic community and their perceptions related to accessibility in higher education institutions (HEI).

4.4 Distribution of scientific production by area of knowledge.

Next, Figure 5 shows the production of scientific publications distributed according to the area of knowledge in which the research methodologies were executed.
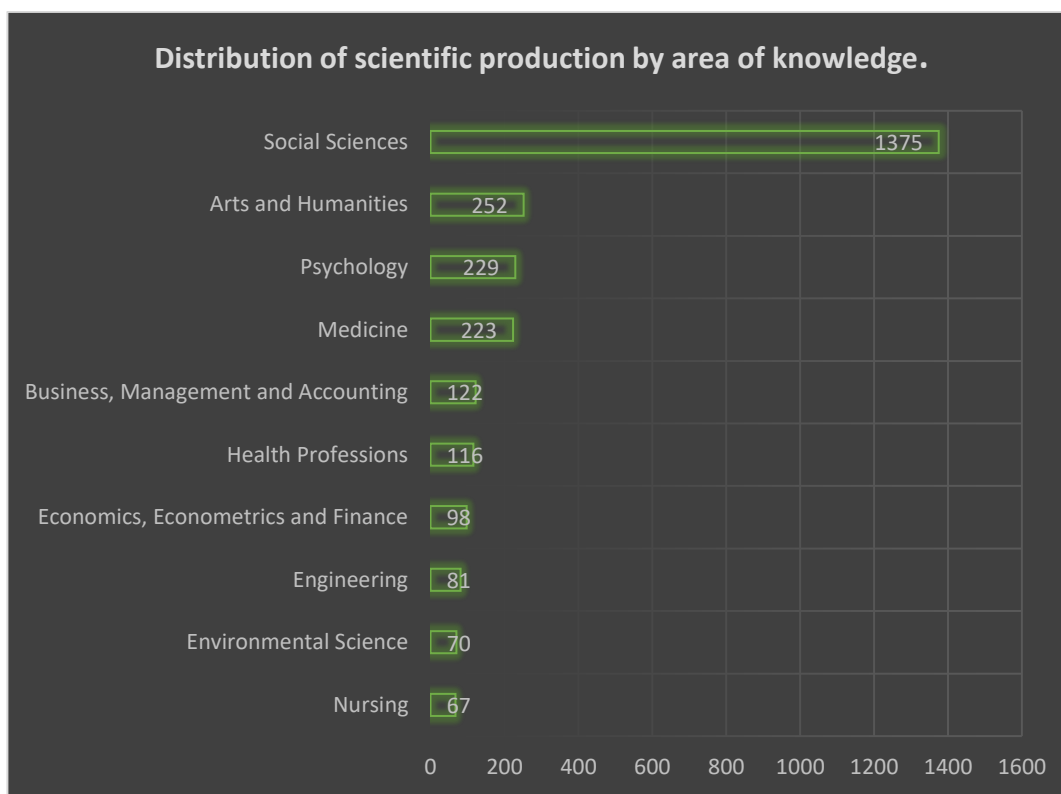
**Figure 5.** Distribution of scientific production by country of origin.
Source: Own elaboration (2021); based on data provided by Scopus.

By the nature of the present study, it is confirmed that related to Social Sciences through which a total of 1375 documents have been recorded, in second place, Arts and Humanities recorded 252 and Psychology 229. Within the publications recorded by the latter area, is the article entitled "*Knowledge and attitudes of special education teachers towards the inclusion of students with autism spectrum disorder*" (Low, Lee, & Che Ahmad, 2020). which presents a perception-based study measured through a data collection tool with a total of 87 teachers in the Penang region of Malaysia on the integral factors that define their attitudes towards inclusive education for students with Autism Spectrum Disorder (ASD). Factors such as demographics and knowledge of ASD were identified as determinants of teachers' perceived motivation to implement inclusive education plans and strategies.

Other areas that stand out in the ranking presented by Figure 5 are Medicine, which ranks fourth with 223 documents, followed by Business, Administration and Accounting with 112 and Health Professions with 116 records. There is an area worth highlighting due to the complexity involved in adapting physical spaces for the care of people with disabilities, and that is Engineering, which records a total of 81 documents, among which is the one entitled "*The use of assistive technologies in the curriculum of children with specific learning disabilities was used in inclusive environments: beliefs and professionalism of teachers*" (Al-Dababneh & Al-Zboon, 2020). which aimed to investigate teachers' beliefs and professionalism regarding the use of assistive technologies (AT) in teaching children with specific learning disabilities in inclusive settings in Jordan. As a finding, it was found that the use of assistive technologies to support students in the teaching process is effective and their acceptance by teachers is high according to the applied study.

4.5 Type of publication
The authors have different modalities to publish their scientific findings, Figure 6 shows the most used types of publication within the production identified through phase 1 of the methodological design.
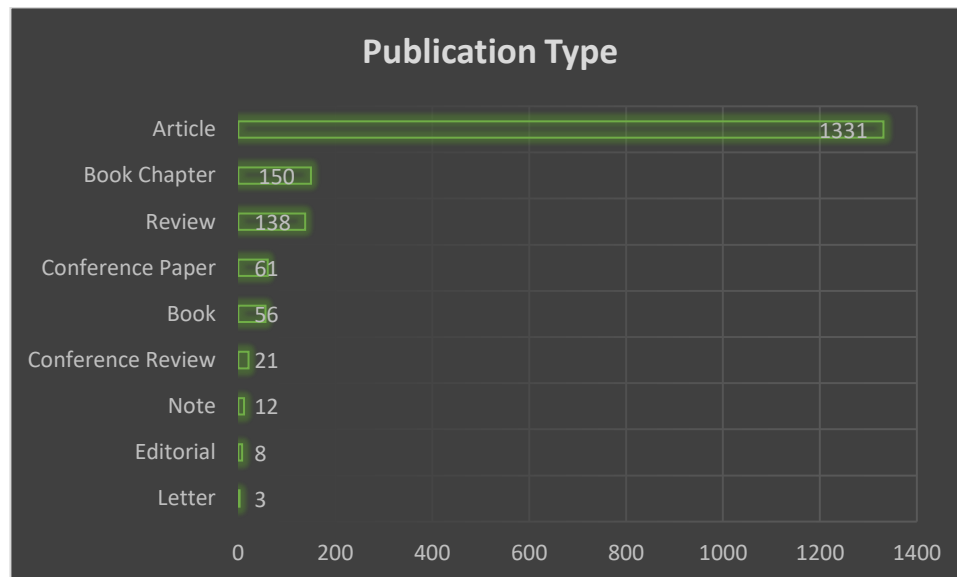
Figure 6. Type of publication.
Source: Own elaboration (2021); based on data provided by Scopus.

Within the total production identified, 1331 documents were Journal Articles, secondly 150 Book Chapters and 138 Reviews within which is the one titled "*Policies of exclusion: implications for the health of immigrants and their children*" (Perreira & Pedroza, 2019). which proposes the analysis of inclusive policies in education, health, food, among other aspects, from a journey through the history of exclusions to which immigrants and minors were subjected under these conditions and their physical and mental implications. It is important to know not only the policies for inclusion in aspects such as education and health, but to measure the impact that has been generated year after year of violations in the fulfillment of human rights to people who for some reason have had to leave their countries and are in a situation of illegality in others.

In fourth place are Conference Papers with a total of 61 units, Books 56 copies, Conference Reviews with 21 in total.

5.Conclusions

For the bibliometric analysis proposed in this research, it can be concluded that the United States is the main country in the production of publications registering a total of 343 during the period 2016-2020 as one of the countries in the world with the largest number of contributions in terms of generating inclusive policies in education, therefore, one of those with the best attention to the diversity of the community has in the educational field. The year in which the greatest production of publications was reported was 2020. From this, it can be inferred that thanks to the policies designed and adopted by higher education institutions to meet the challenges imposed by the measures of restriction and isolation as prevention against contagion and deaths caused by the infection of COVID-19, the institutionalization of remote programs that opened even more the possibilities of academic training to all members of the community through digital aids was achieved.

The area of knowledge with the highest number of contributions in the construction of bibliographies referring to policies for educational inclusion was Social Sciences, registering a total of 1375 documents in Scopus during the mentioned period, this is due to the social impact generated for the community, the opening of different channels of access to education starting from the principle of Equity, which undoubtedly ensures the fulfillment of objectives set by governments adopting the discourse of the United Nations Organization regarding Fundamental Rights. The policies for Inclusive Education represent a fundamental issue in decision making within the management of education and the administration of resources, as it seeks to align the necessary strategies to recognize the right to diversity identified in the community in general. For this reason, diagnostic processes and feedback are vital in the implementation of training programs for teachers who must ensure the achievement of academic objectives with or without students with disabilities, whether physical or mental, therefore professional preparation is the starting point in ensuring an equitable and inclusive education.

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