


# Inclusive educational practices in Latin America: conceptualization, types, and characteristics. A systematic review<sup>1</sup>

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**ENG Abstract: Introduction:** Educational practices are key to promoting the inclusion of all students in the school system. Their interpretation and execution depend on contextual and intersubjective factors, which adds complexity to their implementation. Despite the extensive literature, there remains a gap in their conceptualization and in the characteristics of the practices applied. **Method:** This systematic review aims to analyze the conceptual frameworks of inclusive educational practices and identify the types of practices implemented and their characteristics as reported in recent academic works. Following the PRISMA guidelines, articles published between 2023 and 2025 in SCOPUS, WoS, and SciELO were selected. After rigorous inclusion/exclusion criteria, 36 articles were analyzed using content analysis. **Results:** The findings reveal a diversity of definitions, types, and characteristics of inclusive educational practices ranging from diversified teaching strategies and collaborative learning among students to culturally responsive teaching and collaborative work among professionals. These findings highlight the diverse approaches educators use to create inclusive environments, reflecting the complex interplay of educational policies, cultural contexts, and educators' individual philosophies. **Discussion:** The complexity and nuances of inclusive practices require adapting them to the changing needs of students in diverse contexts. Although definitions may vary, developments in this area have contributed significantly to promoting educational inclusion.

**Keywords:** inclusive education, teaching practice, school environment, students, teachers.

## ES Prácticas educativas inclusivas en Latinoamérica: conceptualización, tipos y características. Una revisión sistemática

**Resumen: Introducción:** Las prácticas educativas son clave para promover la inclusión de todo el estudiantado en el sistema escolar. Su interpretación y ejecución dependen de factores contextuales e intersubjetivos, lo que añade complejidad a su implementación. A pesar de la extensa literatura, persiste una brecha en su conceptualización y en las características de las prácticas aplicadas. **Método:** Esta revisión sistemática tiene como objetivos: analizar los marcos conceptuales de las prácticas educativas inclusivas e identificar tipos de prácticas implementadas y sus características tal y como se recogen en trabajos académicos recientes. Siguiendo las directrices PRISMA, se seleccionaron artículos publicados entre 2023 y 2025 en SCOPUS, WoS y SciELO. Tras rigurosos criterios de inclusión/exclusión, se analizaron 36 artículos mediante análisis de contenido. **Resultados:** Los resultados revelan una diversidad de definiciones, tipos y características de las prácticas educativas inclusivas, desde estrategias de enseñanza diversificadas y aprendizaje colaborativo entre estudiantes hasta enseñanza culturalmente receptiva y trabajo colaborativo entre profesionales. Estos resultados ponen de relieve diversos enfoques que emplean los educadores para crear entornos inclusivos, reflejando una compleja interacción entre políticas educativas, contextos culturales y filosofías individuales de los educadores. **Discusión:** La complejidad y matices de las prácticas inclusivas exigen adaptarlas a las necesidades cambiantes del estudiantado en contextos diversos. Aunque las

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definiciones varían, los avances en este ámbito contribuyen significativamente a promover la inclusión en las comunidades educativas.

**Palabras Clave:** educación inclusiva, práctica pedagógica, ambiente escolar, estudiantado, profesorado.

**Sumario:** 1. Introduction. 2. Method. 3. Results. 3.1. Extensive Global Scientific Production on the Topic. 3.2. How Are Inclusive Educational Practices Conceptualized? 3.3. Types of Practices. 3.4. Characteristics of Inclusive Educational Practices. 4. Discussion and Conclusions. 5. References.

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## 1. Introduction

Over the past decades, inclusive education has evolved toward the systemic transformation of educational cultures, policies, and practices (Calderón & Ainscow, 2025). This shift is grounded in key international milestones that promote the removal of barriers to learning and participation, such as the Education for All movement (UNESCO, 1990), which established the universalization of access and attention to historically excluded groups; the Salamanca Statement (UNESCO, 1994), which positioned inclusive-oriented schools as the most effective means of combating discrimination; the Dakar Framework for Action (UNESCO, 2000), which reinforced commitments to equity; and the Convention on the Rights of Persons with Disabilities (UN, 2006), whose Article 24 enshrines inclusive education as an enforceable right and a binding obligation of States. The 2030 Agenda / SDG 4 (UNESCO, 2021) and the Incheon Declaration / Education 2030 Framework for Action (UNESCO, 2015) consolidate inclusion and equity as structuring principles of modern educational systems.

In Latin America, this mandate coexists with persistent structural tensions, including socioeconomic inequality, educational segmentation, and accountability regimes (UNESCO, UNICEF, & ECLAC, 2022). At the same time, region-specific challenges have intensified, particularly those related to migration, cultural and linguistic diversity, disability, rurality, and gender. These dynamics demand contextually responsive educational strategies, intersectoral partnerships, and sustained collaboration among schools, families, and communities to bring educational practices closer to the inclusive ideal (Meza et al., 2023).

Although regulatory and policy frameworks have advanced significantly, the implementation of inclusive practices remains uneven and heterogeneous. Research continues to identify gaps in the conceptualization of inclusive education and in the identification of effective practices across diverse school contexts (Azorín & Villa, 2024; Téllez-Ruiz et al., 2024).

From the perspective of Inclusive Pedagogy, practices involve the deliberate articulation of decisions to ensure meaningful, relevant, and accessible learning for all students. This entails attending to diversity, removing barriers to presence, participation, and learning, and shifting the focus from deficit-oriented approaches toward the transformation of classroom practices and school cultures (Azorín & Villa, 2024; Ioannidi & Malafantis, 2022). Operationally, this includes instructional differentiation, collaborative support structures, co-teaching models, assessment for learning with formative feedback, strengthened school-family-community partnerships, and the cultivation of socioemotional and culturally responsive environments (Meza et al., 2023). The effectiveness of these practices depends critically on teachers' professional capacity and preparation to implement diversity-responsive and equity-oriented strategies—an aspect consistently underscored in recent research on teacher education and pedagogical practice (Gordillo & Prado, 2024; Meza et al., 2023). In short, the challenge is not merely normative but fundamentally pedagogical: it requires aligning curriculum, instruction, and assessment with inclusive principles so that inclusion moves beyond rhetorical aspiration and translates into tangible changes in students' learning experiences (Ioannidi & Malafantis, 2022).

Within this framework, the present study aims to analyze the conceptual foundations of inclusive educational practices and to identify the types of practices currently implemented, as well as their defining characteristics. The goal is to orient educational work toward empirically grounded practices that respond to the needs of diverse learners, thereby fostering the creation of inclusive educational spaces within the Latin American school context (Valdés & Montenegro, 2023).

This study contributes to the field of inclusive education by providing empirical evidence on how these practices are understood and enacted, with the potential to inform teacher education processes and promote the development of more inclusive educational environments.

## 2. Method

This study employed a systematic approach guided by the PRISMA framework, which provides a structured method for literature reviews (Page et al., 2021). PRISMA enhances transparency and methodological rigor by establishing procedures for identifying, selecting, appraising, and synthesizing available scientific evidence (Page et al., 2021).

The review process comprised five phases: (1) formulation of research questions, (2) search strategy, (3) inclusion and exclusion criteria, (4) study selection and data extraction, and (5) data analysis.

### Phase 1. Research Objectives

To examine scholarly publications on inclusive educational practices published between 2023 and 2025, two research objectives were established: (1) to analyze the conceptual frameworks underpinning inclusive educational practices, and (2) to identify the types of practices implemented and their defining characteristics as reported in recent academic literature.

These objectives provide an overview of the current state of knowledge regarding the understanding and approaches to inclusive practices within a rapidly evolving field.

### Phase 2. Search Process

The review focused on scientific studies published in high-impact journals available online. Three databases were used for the search: (1) SCOPUS, (2) Web of Science (WoS), and (3) SciELO. SCOPUS and WoS were selected for their rigor and breadth, whereas SciELO was chosen for its geographic coverage, which provides visibility to scientific production generated in Latin America (Dávalos-Sotelo, 2015; Huanca-Arohuana, 2022).

To manage the volume of literature, the search was limited to the title, abstract, and keywords of the articles, restricting results to peer-reviewed research published in English and Spanish. The selection of these languages is based on their reach and visibility, given that 95% of published articles are in English (Torres, 2017), while Spanish was included due to its geographic and cultural relevance within the Latin American context. The search range covered the years 2023 to 2025 due to the high volume of scientific production on inclusive educational practices, in order to maintain the review manageable, current, and focused (Bornmann & Mutz, 2015; García-Peñalvo, 2022).

Specific terms were used in both languages (Table 1) to ensure comprehensive coverage of the relevant literature, yielding the following results:

Table 1. First Search Stage

|          |         | Boolean Search String   | Database                 | Number of Records Retrieved |
|----------|---------|---|--------------------------|-----------------------------|
| Language | English | Title, Abstract, Keywords: ("inclusive educational practice" [Todos los campos]) AND ("Inclusive Pedagogical practice" [Todos los campos]) OR ("practice or pedagogical & inclusive" [Todos los campos]). | Web of Science           | 1385                        |
|          | Spanish | Título, Resumen, Palabras claves: ("práctica educativa inclusiva" [Todos los campos]) Y ("práctica pedagógica inclusiva" [Todos los campos]) O ("práctica o pedagógica e inclusiva" [Todos los campos]).  | SCOPUS                   | 2732                        |
|          |         |   | SciELO                   | 131                         |
|          |         |   | Total Number of Articles | 4248                        |

### Phase 3. Definition of Inclusion and Exclusion Criteria

Following the identification of 4,248 articles, these were manually reviewed to detect duplicates. As a result, 32 records were excluded, leaving 4,216 articles for analysis.

To refine the selection during the literature review process, inclusion and exclusion criteria were established across five domains: (a) concept, delimited according to the research objectives, including definitions, characteristics, and types of inclusive educational practices; (b) participants, focused on teachers and students, considered key actors in inclusion processes, as their active participation is essential for analyzing and transforming educational practices within the intersubjective space (Kemmis et al., 2014); (c) context, centered on school education, identified as the ideal setting for observing the relationship between participants and inclusive practices; (d) research design, oriented toward empirical studies that provide a contextualized perspective on the effectiveness of inclusive practices and their connection to educational realities; and (e) location, focused on research conducted in Latin America. Table 2 details these criteria:

Table 2. Inclusion and Exclusion Criteria

| Domain  | Criteria   |                                  |
|---------|--|----------------------------------|
|         | Inclusion  | Exclusion                        |
| Concept | Refers to the definition of inclusive educational practices    | Reports on educational policies. |
|         | Reports on characteristics of inclusive educational practices. |                                  |
|         | Refers to types of inclusive educational practices.            |                                  |

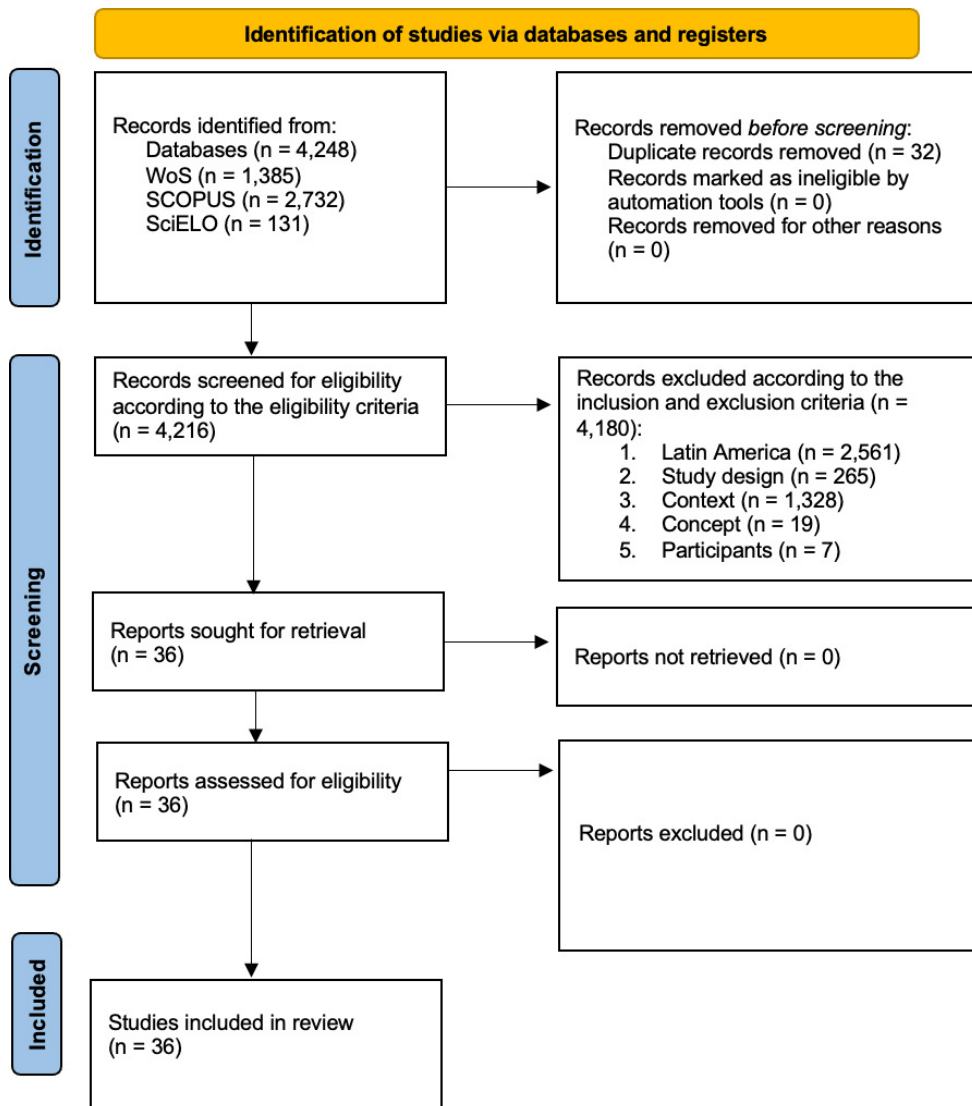
| Domain          | Criteria  |   |
|-----------------|---|---|
|                 | Inclusion   | Exclusion   |
| Participants    | Includes school-level teachers (primary and secondary education).             | Includes preschool or university teachers.  |
|                 | Includes primary and secondary school students.                               | Includes preschool or university students.  |
|                 |   | Includes parents/guardians.   |
| Context         | Conducted within a formal/regular educational context.                        | Conducted in a non-educational context.   |
|                 | Conducted within primary and/or secondary school settings.                    | Conducted in a non-formal educational context.  |
| Research Design | Empirical study using quantitative, qualitative, or mixed methods strategies. | Theoretical design, policy analysis, philosophical or conceptual approach, literature review, or meta-analysis. |

**Phase 4. Study Selection and Data Extraction Process**

The research team evaluated the 4,216 selected articles by reviewing titles, abstracts, and keywords while applying the inclusion and exclusion criteria. Scores were assigned as follows: 2 points if the criterion was met, 1 point in cases of uncertainty (resolved collectively), and 0 if the criterion was not met. Decisions were made during joint discussion meetings. To be included, a study had to meet at least one criterion within each domain.

As a result of this review, 4,180 studies were excluded due to the absence of a definition of inclusive practices, participants outside the school context, non-formal settings, or study design. Of the remaining 36 articles, no additional exclusions were made following full-text review (Appendix 1). Figure 1 presents the flow diagram of the search and selection process for the analyzed sources.

Figure 1. PRISMA flow diagram of the study selection process, adapted from Page et al. (2021)



## Phase 5. Data Analysis

A qualitative content analysis was conducted using predefined categories derived from the research objectives, enabling the extraction of data to understand and generate knowledge about the phenomenon under study (Roller & Lavrakas, 2015).

The content was analyzed through a systematic classification process to identify the categories and themes describing the investigated phenomenon (Assarroudi et al., 2018).

To ensure the reliability of the analysis, the research team prepared coding sheets for each article and extracted relevant text sections related to the established categories (Roller & Lavrakas, 2015). Prior to drafting the results, subcategories were analyzed and discussed to assess their relevance and coherence. Table 3 presents this organizational structure.

Table 3. Analytical Categories and Subcategories

| Category   | Subcategory                                      | Codes  |
|--|--|--|
| Conceptualization of Inclusive Educational Practices | Practices  | Inclusive practice   |
|  |  | Inclusive educational practice   |
|  |  | Educational practice (based on inclusive principles; addressing diversity; providing inclusive responses; creating inclusive environments; addressing students with SEN; grounded in ethical principles) |
|  |  | School practices to improve learning opportunities   |
|  |  | Classroom practices  |
|  | Inclusive pedagogy                               | Inclusive pedagogical practice   |
|  |  | Inclusive pedagogy approach  |
| Types of Inclusive Educational Practices             | Co-teaching and professional collaboration       | Co-teaching  |
|  |  | Collaborative work   |
|  | Family collaboration and participation           | School-family collaboration  |
|  | Practices grounded in teacher beliefs and agency | Teacher agency in inclusive education  |
|  |  | Questioning one's own practice   |
|  |  | Beliefs about learning, diversity, and inclusion   |
|  | Practices promoting cultural inclusion           | Linguistic integration practices<br>Communication skills for inclusion   |
|  | Practices focused on subject-matter learning     | Disciplinary/Academic  |
|  |  | Teaching strategies  |
|  |  | Practices adapted to students' characteristics   |
|  |  | Assessment (of and for) learning   |
| Characteristics of Inclusive Educational Practices   | Actors   | Adults   |
|  | Contexts   | School   |
|  |  | Classroom  |
|  | Material resources                               | Human resources  |
|  |  | Didactic and/or playful materials  |
|  |  | Technological resources  |

## 3. Results

### 3.1. Extensive Global Scientific Production on the Topic

A total of 4,216 publications were identified between 2023 and 2025, indicating significant and growing global interest in inclusive educational practices. These studies originate from fields such as health, psychology, cultural studies, and education.

### 3.2. How Are Inclusive Educational Practices Conceptualized?

The findings reveal a plurality of conceptualizations reflecting contextual, cultural, and epistemological variations. These notions also depend on the actors who mobilize them and the purposes they aim to achieve. The identified conceptualizations were organized into two main subcategories: practices and inclusive pedagogy.

The practices subcategory indicates that the concepts refer to intentional and planned actions aimed at enabling students to achieve expected learning outcomes through strategies that foster participation and motivation (Chávez-Castillo et al., 2023). These practices also promote emotional well-being and academic self-concept (Pozas et al., 2023) and highlight interpersonal relationships and social skills as foundational for creating an appropriate learning environment (Zambrano et al., 2024).

Such practices depend on teachers' beliefs and training regarding diversity and educational needs, as well as on their capacity to articulate a comprehensive vision of teaching, curriculum, and psychoeducational conceptions (Cárdenas et al., 2023; Correa-Alzate et al., 2023). Furthermore, they are grounded in an inclusive education framework that promotes the presence, participation, and learning of all students (Cuéllar et al., 2025; Vallejos & Castro, 2023). This framework entails an epistemological shift in which the problem does not reside in the student but in the educational environment, which must be transformed to remove barriers to learning and provide the necessary resources and supports (Buitrago, 2024; Garay et al., 2023).

The findings also show that these practices are supported by ethical and care-based principles aimed at mitigating exclusion and promoting participation for all, with particular attention to students with Special Educational Needs (SEN) (Cuéllar et al., 2025; Núñez et al., 2025; Restrepo et al., 2024). Among these principles are equality, valuing diversity, full access and participation, collaboration, and the promotion of empowerment and autonomy (Culque et al., 2025; Miño-Navas et al., 2024; Salguero et al., 2024). In sum, these practices focus both on the acquisition of disciplinary knowledge and on holistic formation, seeking to generate benefits for all students while consolidating an equitable and comprehensive approach to the educational process (Saviñón-Rodríguez, 2024).

The inclusive pedagogy subcategory is grounded in a pedagogical approach aimed at reducing inequities in learning and improving educational quality. In this context, education is understood as a community-based project in which the teacher's role is central (Cárdenas et al., 2023). As in the "educational practices" subcategory, there is strong emphasis on teacher agency, as educators are fundamental in creating spaces that enable these experiences, given that their beliefs about diversity directly shape their actions (Correa-Alzate et al., 2023).

Inclusive pedagogy practices aim to address diversity by focusing on students with SEN (Núñez et al., 2025), integrating cultural diversity (Figueroa et al., 2023), and fostering welcoming classrooms. To this end, methodologies are adapted to enhance learning and educational quality (Cárdenas et al., 2023; Hurtado et al., 2024). These actions, carried out primarily by teachers, emphasize the relevance of instructional strategies in designing learning experiences that are responsive to diversity and enable participation (Cuartas et al., 2024).

An analysis of both subcategories reveals differences in the agents who enact these practices. Manghi et al. (2022) describe this relationship as a constant dialectic among the social actors present within the school. On the one hand, inclusive pedagogy is defined by intentional and planned actions carried out by specialists (teachers) to achieve specific objectives within a structured work plan, requiring technical and expert knowledge (Conejeros & Ferrada, 2024). On the other hand, inclusive educational practices are actions developed by any member of the educational community (assistants, playground supervisors, or kitchen staff) in interaction with students. While also formative in nature, these latter practices are less intentional and are grounded in knowledge acquired through everyday dialogue (Manghi & Valdés, 2020).

Both forms of action, situated within the educational space, should be understood from a bioecological perspective (Bronfenbrenner & Morris, 2006) to address the contextual complexity of educational phenomena and practices. From this perspective, although shared elements exist, inclusive educational practices are conceptualized in diverse ways. Both aim to foster student participation; however, their focus differs: the practices subcategory emphasizes well-being and motivation, whereas the pedagogy subcategory centers on opportunities for learning curricular content with a strong emphasis on educational quality. Nevertheless, the articles converge in their essential purposes, which include improving learning opportunities, promoting participation for all, and developing social skills that strengthen emotional bonds (Cárdenas et al., 2023; Miño-Navas et al., 2024).

### 3.3. Types of Practices

Research on inclusive educational practices reveals a diversity of actions and approaches. These findings are organized into five subcategories: co-teaching and professional collaboration; family collaboration and participation; practices grounded in teacher beliefs and agency; practices promoting cultural inclusion; and practices focused on subject-matter learning.

First, co-teaching and professional collaboration include cooperative strategies between special education teachers, general classroom teachers, and other professionals aimed at mitigating barriers in students' learning processes and ensuring educational progress (Valdés & Jiménez, 2025). This collaborative mechanism is positioned as a key pedagogical strategy within inclusive education, enabling instruction to be adjusted to student diversity (Fierro-Saldaña & Treviño-Villarreal, 2025; Ministerio de Educación, 2013).

Family collaboration and participation, in turn, emphasize actions in which families actively partner with educational professionals to support the acquisition of knowledge and the development of essential skills among students with educational needs, thereby strengthening their school trajectories (Benítez & Domeniconi, 2023; De la Cruz et al., 2024). This relationship reinforces inclusion by establishing formal support networks between home and school (Simón et al., 2016), while also creating spaces for mutual guidance and capacity building (Buitrago, 2024).

Additionally, practices grounded in teacher beliefs and agency illustrate how teachers' convictions regarding learning, diversity, and expectations for students with SEN shape their classroom practices (Zambrano et al., 2024). These actions include adapting instructional methodologies and fostering students' active participation. The relevance of teacher agency is emphasized in understanding its transformative role in inclusive education (Cárdenas et al., 2023; Gelber et al., 2019), closely linked to the need for educators to engage in ongoing reflection and self-evaluation of their practice (Salguero et al., 2024).

Practices promoting cultural inclusion involve initiatives aimed at creating environments of coexistence that extend beyond the curriculum, including migrant students and adapting communication practices within diverse cultural contexts (Figueroa et al., 2023; Pedemonte et al., 2023). By integrating educational and social inclusion, these actions address diversity, learning demands, and intercultural settings, seeking to foster climates of respect and cooperation (Castro, 2024).

Finally, practices focused on subject-matter learning encompass the design, implementation, and evaluation of instructional strategies and resources that render content more adaptable and responsive to classroom heterogeneity (Marulanda-Páez & Collazos-Aldana, 2025; Meo et al., 2023). These actions align directly with the principles of inclusive instructional management, promoting the learning of all students within mainstream educational settings (Chiqui et al., 2024; Faustino & Ribeiro de Sales, 2024).

### 3.4. Characteristics of Inclusive Educational Practices

Regarding the characteristics of inclusive practices, three distinguishing elements emerge: actors, contexts, and material resources.

With respect to actors, these practices are primarily carried out by adults: teachers, school-based professionals, and, to a lesser extent, families (Cárdenas et al., 2023). Teachers are confirmed as the principal agents, implementing most actions—followed by psychologists and specialists from the School Integration Program—since many of these practices are directly linked to instruction and the achievement of curricular learning outcomes. When families participate, their involvement is typically guided by professionals and focused on supporting academic content (Benítez & Domeniconi, 2023). In this sense, teachers assume a central role, as they are those who continuously teach and learn how to educate diverse groups (Buitrago, 2024; Questa-Tortero et al., 2025).

In terms of contexts, practices are developed across various school settings, primarily within the classroom. Actions taking place in shared school spaces aim to strengthen coexistence, foster collaboration among educational actors, and promote socioemotional development (Benítez & Domeniconi, 2023; Cárdenas et al., 2023; Conejeros & Ferrada, 2024). Classroom-based practices, in turn, focus on curricular learning while also integrating a socioemotional component (Chiqui et al., 2024). Together, these spaces promote an inclusive culture grounded in welcoming, safe, and violence-free pedagogical environments that support holistic development (UNESCO, 2021).

Regarding resources, the findings indicate the use of human, instructional, and technological resources. Human resources include special education and general education teachers, as well as other professionals providing specialized support (Núñez et al., 2025). Instructional resources encompass materials that facilitate the assimilation of disciplinary content and play-based activities that stimulate interaction (Melo-Letelier et al., 2022; Villalba et al., 2025). Finally, technological resources range from audio and video devices to educational software (Saviñón-Rodríguez, 2024; Veloz et al., 2024).

In summary, inclusive practices revolve around teaching and the achievement of curricular learning outcomes, mobilizing a diversity of resources and actors within the school environment. Their fundamental purpose is to foster student participation and the development of socioemotional skills, highlighting pedagogical interactions as a key element in the construction of inclusive educational trajectories.

## 4. Discussion and Conclusions

The analysis of this systematic review reveals that inclusive educational practices constitute the operational manifestation of an educational approach primarily aimed at fostering students' holistic development, encompassing social, personal, and academic competencies.

These practices are grounded in an inclusive framework that promotes access, participation, and learning for all (Booth & Ainscow, 2015). Recent literature indicates that inclusive educational practices are shaped by multiple interrelated factors: teachers' beliefs and attitudes—which may either facilitate or hinder their implementation (Buitrago, 2024); the tension between inclusive policies and the actual conditions of educational communities; and the ethical and social demands to remove barriers within educational environments (Cuéllar et al., 2025; Melo-Letelier et al., 2022).

When examining the reported practices through the lens of the *Index for Inclusion* (Booth & Ainscow, 2015), their anchoring in the dimensions of Culture and Practice becomes evident. The Culture dimension is reflected in actions that foster coexistence, socioemotional development, and acceptance, contributing to emotional well-being and academic self-concept (Pozas et al., 2023). The Practice dimension focuses on improving both the "what" and the "how" of the teaching-learning process, as observed in co-teaching and content-centered practices (Mendoza et al., 2025). However, the Policy dimension appears primarily as a theoretical reference within the reviewed articles rather than as concrete action, revealing a persistent gap between normative aspirations and their structural realization within schools.

The reviewed studies consistently underscore the central role of teachers as key agents in the creation of intersubjective spaces (Kemmis et al., 2014). Despite this centrality, ambiguous beliefs and approaches

regarding diversity and inclusion do not always facilitate the systematic implementation of inclusive practices, echoing Imray and Colley's (2017) warning about the risk that the conceptual fluidity of inclusion may hinder its effective materialization. A notable finding in recent literature is the growing visibility of student participation as a key component of inclusion, enabling students to make decisions and contribute to the construction of their own learning, thereby challenging exclusively adult-centered structures (González-Contreras, 2025). Despite increased prominence over the past two years, this agency has not yet translated systematically into concrete actions within school settings.

The experiences reported have clear implications for the Latin American (LATAM) context, where inclusion policies require stronger alignment between normative frameworks and the operational realities of schools, addressing both practical and political dimensions (Restrepo et al., 2024). At the practical level, fostering professional learning communities that facilitate the exchange of experiences and knowledge is essential. Collaborative work among professionals—general classroom teachers and specialists—is crucial for developing effective inclusive practices (Mendoza et al., 2025) and should be institutionalized through protected time for joint planning and the development of shared language around inclusion.

Furthermore, sustained teacher professional development that promotes reflection and self-evaluation is critical (Chiqui et al., 2024), as is the creation of reflective spaces to align beliefs about diversity. Engaging families in participatory processes is also key to incorporating their experiences and interests, strengthening their sense of belonging, and recognizing their co-educational role. From a policy perspective, for inclusion policies to materialize in LATAM, it is necessary to ensure stable and sufficient provision of human, instructional, and technological resources. Instability in the staffing of specialists (psychologists, speech therapists, special education teachers) functions as a structural barrier that undermines even the strongest pedagogical intentions. Regional policies must therefore focus on transforming internal school regulations to eliminate administrative barriers (González-Fernández & Iturra, 2024), guaranteeing access and full participation as a non-negotiable right. In addition, policies should require and promote mechanisms that allow students' voices and decisions to meaningfully influence curricular design and school dynamics, thereby complementing teacher practice and inclusive approaches.

In summary, fostering reflective spaces and collaborative work within educational communities is crucial—not merely as a best practice, but as an ethical and professional mandate to advance inclusion for the entire school community.

This study provides guidance for understanding inclusive practices within school contexts. While offering a broad overview, further longitudinal research is needed to assess the long-term impact of these practices on students' academic, social, and emotional development. Among its limitations, this review constitutes an initial approximation rather than an exhaustive analysis of inclusive practices in the Latin American context. The restriction to publications in English and Spanish introduces potential bias by excluding work published in other languages. Additionally, the exclusion of gray literature may have limited the diversity of perspectives considered.

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Appendix 1. Table of Articles

| ID | Author (s)             | Year | Country   | Title  | Methodology/ Study Design   | Sample  |
|----|------------------------|------|-----------|--|---|---|
| 1  | Benítez & Domeniconi   | 2023 | Brasil    | Equivalence-based instruction to teaching reading by families and teachers students with autism and/or intellectual disabilities   | Quantitative  | Seven children, their parents, six regular classroom teachers, and six special education teachers                           |
| 2  | Cárdenas et al.        | 2023 | Chile     | "El contexto te lo requiere": Pandemia, agencia docente e inclusión en Chile   | Mixed-methods approach  | One primary education school, private subsidized sector. Nine teachers  |
| 3  | Correa-Alzate et al.   | 2023 | Colombia  | Teachers' Experience in Times of Pandemic with Students with Educational Challenges: Challenges in Returning to Face-To-Face Education with an Inclusive Approach in Medellín, Colombia. | Qualitative. Interpretive perspective, focus group  | 63 primary education teachers who work with students presenting communicative, visual, and cognitive educational challenges |
| 4  | Chávez-Castillo et al. | 2023 | Chile     | Mental Health, Subjective Well-Being, and Academic Performance in Chilean Schoolchildren Who Are Part and Are Not Part of the School Inclusion Program                                   | Quantitative. Analytical cross-sectional study  | 5 schools, 730 students aged 10–15  |
| 5  | Figueroa et al.        | 2023 | Chile     | Enseñanza de la escritura a estudiantado migrante: reflexiones y propuestas para un aula inclusiva   | Qualitative. Thematic analysis  | Three 5th-grade classrooms with a high migrant population   |
| 6  | Garay et al.           | 2023 | Perú      | Building Inclusive Policies in Basic Level Education   | Quantitative, non-experimental and transactional design                                   | 102 primary education teachers  |
| 7  | Meo et al.             | 2023 | Argentina | La rubricación de la evaluación y la fabricación de docentes como "agentes de cambio" en una escuela secundaria inclusiva de la Ciudad de Buenos Aires, Argentina                        | Documentary Analysis of Rubrics   | One secondary school  |
| 8  | Pedemonte et al.       | 2023 | Chile     | Migration in the Classroom to the light of Multicultural Beliefs and Constructivist Teaching Practices   | Quantitative  | 6 schools, 18 teachers, 33 students between 14 and 20 years old   |
| 9  | Pozas et al.           | 2023 | México    | Exploring Mexican lower secondary school students' perceptions of inclusion  | Quantitative. Questionnaire validation  | 673 lower secondary students attending inclusive classes or special schools   |
| 10 | Valdés & Montenegro    | 2023 | Chile     | Abordaje de La Salud Mental en Escuelas Inclusivas en Tiempos de Pandemia: un Estudio de Casos   | Qualitative. Case study, interviews, and focus groups                                     | Leadership teams, teachers, families, and students from two schools with an inclusive orientation                           |
| 11 | Vallejos & Castro      | 2023 | Chile     | Educación inclusiva: Percepción de una comunidad educativa   | Quantitative. Descriptive in nature, non-experimental transactional design                | 346 education professionals   |
| 12 | Buitrago               | 2024 | Colombia  | Evaluación psicopedagógica de los roles y las experiencias docentes en las prácticas educativas inclusivas colombianas   | Qualitative; narrative design; open-ended questionnaire                                   | 17 primary teachers from 17 institutions in 11 municipalities (2018–2022)   |
| 13 | Castro                 | 2024 | Ecuador   | Educación multicultural y su impacto en el aprendizaje en estudiante de Educación Básica   | Mixed-methods (qualitative-quantitative); survey, interviews, and participant observation | 33 5th-grade students and 4 teachers  |

| ID | Author (s)                  | Year | Country              | Title   | Methodology/ Study Design   | Sample  |
|----|-----------------------------|------|----------------------|---|---|---|
| 14 | Chiqui et al.               | 2024 | Ecuador              | Good Teaching Practices in Education and Support to Learning in Middle School   | Mixed-methods; bi- and multivariable analysis. Prospective and non-experimental                           | 34 teachers from 4 educational institutions (public, faith-based public, and private) and 467 students  |
| 15 | Conejeros & Ferrada         | 2024 | Chile                | Interacciones y convivencia escolar en clave de inclusión: apuntes a partir de las concepciones docentes.   | Descriptive qualitative   | 100 teachers from six municipally administered educational institutions   |
| 16 | Cuartas et al.              | 2024 | Colombia             | ¿Andamiaje o PCK colectivo? Configuración del conocimiento para la enseñanza de genética a estudiantes Sordos   | Qualitative; case study with interviews; integration of interpreter and linguistic model                  | Science teacher with Deaf students; work with interpreter and linguistic model  |
| 17 | De la Cruz et al.           | 2024 | Cuba                 | La atención inclusiva al retraso del lenguaje en el contexto regular  | Mixed-methods approach: interviews, surveys, and observation  | Participants from the educational context (teachers/students; number not specified)   |
| 18 | Faustino & Ribeiro de Sales | 2024 | Brasil               | Algebraic Thinking in Elementary Grades: Possibilities with Blind and Non-Blind Students  | Qualitative; classroom follow-up for 3 months; field journal, audio and video; transcription and analysis | 2 primary classrooms in a public school with blind and sighted students   |
| 19 | Hurtado et al.              | 2024 | Ecuador              | Competencias pedagógicas para el manejo de estudiantes con síndrome de Down   | Mixed-methods. Structured surveys   | Teachers in early childhood, primary, and secondary education with direct experience in the pedagogical management of students with Down syndrome |
| 20 | Miño-Navas et al.           | 2024 | Ecuador              | Estrategia pedagógica inclusiva para el desarrollo de habilidades deportivas en estudiantes con necesidades educativas intelectuales                                      | Mixed-methods: non-experimental, descriptive, explanatory, and cross-sectional                            | 32 10th-grade students. 15 professionals with expertise in the topic  |
| 21 | Restrepo et al.             | 2024 | Colombia             | Oportunidades y barreras para la consolidación de prácticas de aula más inclusivas en el marco del modelo de Escuela Nueva  | Multiple case study. Information gathering, observation, and interview                                    | 6 teachers from each of the educational institutions with experience in the education of students with disabilities in regular classrooms         |
| 22 | González-Fernández & Iturra | 2024 | Chile                | Exploring collaborative practices between teachers and speech and language therapists in inclusive education in Chile and the conditions that influence their development | Qualitative; interviews (planning, co-teaching, and assessment)   | 17 professional pairs (teacher + speech-language therapist)   |
| 23 | Salguero et al.             | 2024 | Ecuador              | Hacia un aprendizaje significativo en la educación básica: aplicación de estrategias inclusivas en sexto año  | Mixed-methods; Likert questionnaires, interviews, and classroom observation                               | 37 estudiantes de 6° año y 3 docentes en una unidad educativa<br>37 6th-year students and 3 teachers in one educational institution               |
| 24 | Saviñón-Rodríguez           | 2024 | República Dominicana | ¿Qué percepción tiene el profesorado de la República Dominicana sobre las medidas de atención a la diversidad de su centro educativo? Un estudio de caso                  | Descriptive quantitative; survey. Non-experimental, cross-sectional                                       | 40 teachers   |

| ID | Author (s)                         | Year | Country  | Title  | Methodology/ Study Design  | Sample   |
|----|------------------------------------|------|----------|--|--|--|
| 25 | Veloz et al.                       | 2024 | Ecuador  | Transformación de la didáctica apoyada en la TIC para la enseñanza escolar a niños con discapacidades físicas en el Ecuador                | Non-experimental cross-sectional quantitative; structured survey   | 61 teachers from a primary education institution   |
| 26 | Zambrano et al.                    | 2024 | Ecuador  | Estrategia para la inclusión de estudiantes de extrema pobreza, mediante la práctica deportiva   | Cross-sectional pre- and post-intervention   | 22 students  |
| 27 | Cuellar et al.                     | 2025 | Chile    | Inclusión educativa en Chile: las voces de docentes, líderes medios y directivos escolares   | Quantitative; descriptive survey / univariate and bivariate analysis   | 198 principals, middle leaders, and teachers   |
| 28 | Culque et al.                      | 2025 | Ecuador  | La Educación Física en la inclusión de estudiantes inmigrantes en Ecuador  | Quantitative, descriptive cross-sectional; 20-item questionnaire (Likert)  | 384 Physical Education teachers  |
| 29 | Fierro-Saldaña & Treviño-Villareal | 2025 | Chile    | Inclusion of Students with Disabilities in Physical Education: The Crossroads of Systemic Coherence  | Case study; interpretive phenomenological analysis; interviews, focus groups, and observations                         | 3 primary education schools  |
| 30 | González-Contreras                 | 2025 | Chile    | Prácticas letradas escolares de un estudiante haitiano en Chile  | Ethnographic case study in school and family settings  | 1 Haitian 11-year-old boy  |
| 31 | Marulanda-Páez & Collazos-Aldana   | 2025 | Colombia | Creencias sobre el estudiantado con discapacidad y el papel del docente en una muestra de maestros de Bogotá (Colombia)                    | Mixed-methods; sequential explanatory type. Likert questionnaire and focus group                                       | 249 teachers and counselors, 12 teachers   |
| 32 | Mendoza et al.                     | 2025 | Chile    | Hacia la inclusión escolar: actitudes de docentes en ejercicio y en formación de educación primaria  | Qualitative; semi-structured interviews; content analysis. Phenomenological perspective                                | 4 preservice teachers and 4 in-service teachers in public and private primary education schools  |
| 33 | Núñez et al.                       | 2025 | Chile    | Inclusive education from an ethical and connection perspective: The implementation of school integration programs in Chilean rural schools | Multiple case study; interviews and participant observation. Case analysis   | 5 rural schools in 3 macro-regions   |
| 34 | Questa-Tortorolo et al.            | 2025 | Uruguay  | A case of teaching in multigrade classrooms in Uruguay: Challenges and opportunities for learning and teaching in inclusive environments   | Qualitative; case study; in-depth interviews, 12 pedagogical documents   | 1 teacher from multigrade early childhood and primary classrooms   |
| 35 | Valdés & Jiménez                   | 2025 | Chile    | Liderazgo escolar inclusivo en escuelas chilenas: un estudio con enfoque mixto   | Mixed-methods with integrative emphasis; focus on school leadership  | 1131 teaching and non-teaching professionals from 49 schools and 2314 families/guardians/adults responsible for students from 52 schools |
| 36 | Villalba et al.                    | 2025 | Colombia | An activity theory-based exploration of "Eyeland", a task-based serious game for EFL visually impaired students                            | Action research; qualitative methods (observations, focus groups, usability surveys, interviews, documentary analysis) | 3 public school teachers, 4 students with visual disabilities, and 8 students without visual disabilities in 9th grade                   |