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Inclusion in university contexts: A systematic review for strengthening higher education

Inclusión en contextos universitarios: una revisión sistemática para el fortalecimiento de la enseñanza superior

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Miria Consuelo Chanta Núñez
https://orcid.org/0009-0003-3617-1039
mchanta@ucvvirtual.edu.pe
Universidad César Vallejo. Lima, Peru

Alexandra Rosario Díaz Lévano
https://orcid.org/0009-0006-5129-3044
adiazle01@ucvvirtual.edu.pe
Universidad César Vallejo. Lima, Peru

Elizabeth Janet Prado Lima
https://orcid.org/0000-0001-9972-4700
ejpradol@ucvvirtual.edu.pe
Universidad César Vallejo. Lima, Peru

Abstract

In the university setting, inclusion is understood as an educational process that includes the participation of students with diverse needs and conditions. From this perspective, this article systematically analyzes the recent scientific literature on inclusion in university settings. To this end, a qualitative documentary approach based on a systematic review design was used. The study followed the guidelines of the PRISMA flowchart, which initially identified 514 studies obtained from databases such as Scopus, Scielo, and Web of Science. Subsequently, 25 studies that met the established inclusion and exclusion criteria were selected and analyzed. The results reveal that inclusion in universities is in the process of consolidation, showing significant progress in the formulation of institutional policies, the integration of technologies, and the adoption of inclusive pedagogical practices. However, significant limitations persist related to teacher training, the implementation of effective inclusive strategies, and the absence of a strong culture that promotes commitment to diversity. These findings suggest the need to strengthen these aspects to move toward more comprehensive and effective university inclusion.

Keywords: inclusive education, educational policies, inclusive practices.

Resumen

En el ámbito universitario, la inclusión se entiende como un proceso educativo que contempla la participación de estudiantes con diversas necesidades y condiciones. Bajo esta perspectiva, este artículo tiene como propósito analizar, mediante un proceso sistemático, la literatura científica reciente sobre la inclusión en contextos universitarios. Para ello, se empleó un enfoque cualitativo de carácter documental basado en un diseño de revisión sistemática. El estudio se desarrolló siguiendo los lineamientos del diagrama de flujo PRISMA, lo que permitió identificar inicialmente 514 investigaciones obtenidas de bases de datos como Scopus, Scielo y Web of Science. Posteriormente, se seleccionaron y analizaron 25 estudios que cumplieron con los criterios de inclusión y exclusión establecidos. Los resultados revelan que la inclusión en la universidad está en proceso de consolidación, mostrando avances significativos en la formulación de políticas institucionales, la integración de tecnologías y la adopción de prácticas pedagógicas inclusivas. No obstante, persisten limitaciones importantes vinculadas a la formación docente, la implementación de estrategias inclusivas efectivas y la ausencia de una cultura sólida que promueva el compromiso con la diversidad. Estos hallazgos sugieren la necesidad de fortalecer dichos aspectos para avanzar hacia una inclusión universitaria más integral y efectiva.

Palabras clave: educación inclusiva, políticas educativas, prácticas inclusivas.

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Introduction

Currently, inequalities persist, making educational inclusion a priority challenge for institutions. Factors such as economic status, gender, ethnicity or linguistic affiliation, and the presence of disabilities continue to restrict educational opportunities (UNESCO, 2020). In the context of higher education, inclusion is understood as a dynamic and continually evolving process aimed at ensuring equity and equal opportunities throughout all stages of academic training, with particular attention to students with disabilities. Despite significant advancements in higher education, barriers remain that hinder classroom inclusion. These include insufficient teacher training to accommodate diverse student needs, discriminatory attitudes that fragment communication, and the lack of adequate institutional policies (Monzalvo et al., 2025).

Moreover, Garcés et al. (2022) assert that beyond support systems, public policies, or governmental regulations, the real challenge lies in effectively implementing inclusive education within university instruction. Additionally, Maraver and Gómez (2024) emphasize that while various methodological resources are applied in higher education in Spain, there remains a widespread ignorance regarding how students with educational needs perceive their own inclusion. This highlights the importance of ongoing research into this population within the university environment. Consequently, there is a pressing need to explore practices that solidify a genuinely inclusive educational process in higher education.

Lastly, according to Booth and Ainscow (2011), inclusion involves recognizing the necessity of restructuring traditional institutional culture and balancing it with the adoption of best educational practices that ensure collaborative participation in these spaces. Grounded in this framework, the present article aims to systematically analyze recent scientific literature on inclusion in university contexts, with the objective of identifying trends, gaps, and strategies that contribute to the strengthening and continuous improvement of university education from an inclusive perspective.

Methodology

This study adopts a qualitative approach, geared towards understanding social phenomena within their holistic context. According to Bernal (2010), this method facilitates a deep understanding of social reality, enabling the generation of knowledge based on information collected from the analyzed groups (p. 60). Therefore, the research was conducted using a documentary design through a systematic review, with the goal of performing transparent and comprehensible analyses that allow for the selection and critical evaluation of available evidence (Moreno et al., 2018).

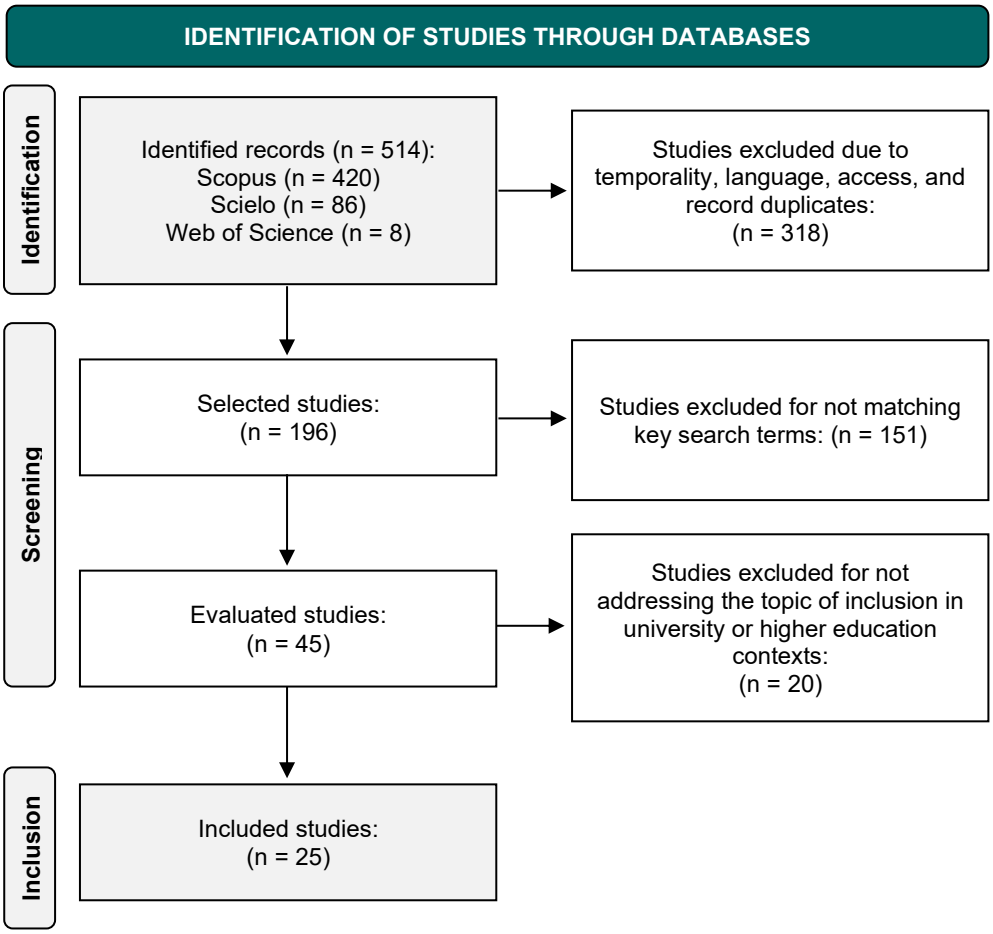
To ensure transparency in the systematic review, the PRISMA flow diagram was employed, outlining the stages of identification, screening, and inclusion, and detailing the number of detected records, selected studies, and those evaluated and included (PRISMA, 2020).

In the initial phase of identification, 514 studies were located from recognized databases such as Scopus (420 studies), Scielo (86 studies), and Web of Science (8 studies). The search was conducted using keywords in both Spanish and English, including “Inclusión educativa” and “Prácticas inclusivas.” Temporal criteria restricted the selection to studies published between 2020 and 2025, while also excluding those without full access to information, resulting in the elimination of 318 studies.

During the second phase, screening, 196 studies were selected; however, 151 were removed for lacking the keywords "Inclusión," "Inclusión educativa," or "Educación inclusiva," and 20 were excluded for not specifically addressing inclusion in university or higher education contexts. This process ensured the relevance, rigor, and coherence of the sources for final analysis.

Finally, in the inclusion phase, 25 studies that met the established criteria were considered, which were then analyzed to present the results.

Figure 1
PRISMA flow diagram for study identification



Note. PRISMA flow diagram created based on the databases Scopus, Scielo, and Web of Science
Source. Authors' own elaboration (October 10, 2025)

Results and discussion

The systematic analysis of twenty-five scientific articles published between 2020 and 2025 facilitated the identification of practices, trends, gaps, and significant contributions related to educational inclusion in higher education. This review revealed that institutions of higher education are progressively advancing in the enhancement of classroom inclusion, although gaps still exist that hinder its full development. Paz-Maldonado (2020) emphasizes the necessity for changes in learning environments due to the lack of clear protocols and insufficient teacher competencies to address student diversity. Consequently, there is an urgent need to develop teacher training programs, institutional protocols aimed at diversity, inclusive policies, curricular improvements, and accessibility plans for all students.

In this context, the necessity for a cultural transformation in universities that aligns with the principles of inclusion is reaffirmed. According to Muñoz et al. (2025), inclusive education must foster pedagogical changes that ensure equity and academic achievement for all students. However, persistent challenges demand inclusive policies capable of eliminating barriers and addressing inequalities to guarantee equitable opportunities for learning and academic development.

Furthermore, Bell-Rodríguez (2020) argues that it is essential to incorporate strategies that enhance motivation, commitment, and the preparedness of teaching staff to promote educational inclusion. To this end, close collaboration among educators, families, and institutions is recommended to construct a diverse educational

system with greater chances of success. In this perspective, teacher training becomes crucial, as educators are primarily responsible for fostering a culture based on equity, respect, and social justice.

In a similar vein, Cebreros-Valenzuela et al. (2024) indicate that inclusive practices are associated with teacher self-efficacy, defined as the ability that enables educators to effectively plan, organize, and implement pedagogical actions that ensure educational inclusion. This relationship illustrates that trained teachers create adaptive, equitable, and participatory learning environments, fostering an institutional culture that values diversity, collaborative work, and the necessary support for sustainable inclusion.

Moreover, Bórquez et al. (2025) suggest that inclusive practices aim to create learning experiences that promote interaction among students, especially those with special educational needs, thereby enhancing their cognitive, social, and emotional skills through relevant and equitable education. Achieving this requires the commitment of educators, who must encourage students to engage actively and think reflectively. Thus, teacher commitment reflects the need to progress toward a more inclusive and transformative pedagogical model, where educators act as agents of change, integrating values and practices in the classroom that contribute to the holistic development of all students.

Additionally, Ghoniem et al. (2025) argue that inclusive practices benefit all actors in the educational process, both deaf and hearing students, as well as teachers, by enhancing affective, cognitive, and behavioral skills, while promoting academic integrity, ethical commitment, and respect for diversity. In this sense, inclusion transforms teaching and learning dynamics; thus, it is essential to implement inclusive methodologies that favor mutual learning and the construction of a participatory university culture.

Consequently, integrating educational inclusion into teaching practice contributes to improving academic performance, ethical training, and the strengthening of institutional policies. Paz-Maldonado (2023) contends that inclusion should be considered a priority dimension in the formulation of institutional policies, as it is crucial for ensuring equitable access to higher education for all individuals. From this perspective, a student's disability should not be viewed as a limitation to quality education but rather as an opportunity to promote equality and respect for diversity, contributing to a more pluralistic and democratic society.

Nevertheless, achieving comprehensive inclusive education remains a challenge that necessitates the implementation of inclusive policies, suitable pedagogical practices, institutional resources, and full commitment from both educational institutions and students. Therefore, it is essential to apply educational projects that ensure quality education dedicated to inclusive learning in the classroom (Álvarez et al., 2024). In this framework, inclusion shifts from being an individual responsibility to becoming a collective commitment, where the participation of all involved actors is crucial; in this way, the university transforms into a space that fosters respect for difference.

In this regard, Restrepo et al. (2024) note that inclusive education represents a complex pedagogical challenge due to the diversity of inequality conditions, resource limitations, student variety, insufficient teacher training, sociocultural factors, and the absence of institutional policies, all of which impact the educational process. In such scenarios, inclusion should not be understood merely as the physical presence of students in the classroom, but rather as the creation of meaningful learning experiences that guarantee the right to quality education.

Furthermore, educational inclusion is closely linked to information and communication technologies (ICT), which serve as necessary tools to promote active participation from all students, particularly those with diverse educational needs. In this context, the pedagogical use of ICT facilitates the creation of flexible, accessible, and personalized learning environments where students can interact and fully develop their abilities (Guerra-Santana et al., 2022). These elements underscore the importance of strengthening university teacher training by incorporating programs dedicated to utilizing ICT as inclusive teaching resources, aimed at developing digital, communicative, and emotional competencies.

Cotán et al. (2024) further highlight that the use of technological resources by educators significantly contributes to enhancing the learning of students with disabilities by providing more dynamic and flexible access. Therefore, it is essential to promote ongoing teacher training and specialization, thus ensuring accessible and quality education for all. Continuous training not only updates competencies but also enhances the ability to design genuinely inclusive environments.

According to Mejía-Elvir and Seguel-Arriagda (2025), inclusion is increasingly recognized as an essential objective within university curricula, with many institutions beginning to cultivate more empathetic, understanding, and respectful learning environments regarding social inequalities. However, the process is not yet standardized, and actions often focus on integrating students, attempting to adapt them to the system rather than addressing their specific needs. This situation underscores a lack of genuine commitment to creating inclusive environments and transformative educational practices, as well as the urgent need for policies that strengthen teacher training, student participation, and institutional accountability.

From a complementary perspective, Ruiz-Bernardo et al. (2023) argue that the disconnect between educational inclusion and research perpetuates structural barriers that hinder the establishment of authentic equity in higher education. They suggest that reforming research evaluation models could promote flexible interaction environments with significant social impact. In alignment with this idea, Moliner and Orozco (2025), through the Investiguem program, designed exclusively for the participation of students with intellectual disabilities and their educators, successfully developed a research culture and fostered collaborative learning processes. These interventions constitute a transformative practical strategy for inclusion in higher education, with potential for replication in other contexts.

The comparative analysis of the selected studies reveals, from various perspectives, how inclusion manifests in higher education, particularly through the voices of students with differing functional, motor, cognitive, and psychosocial conditions. In the South American context, research by Aguilar et al. (2024) and Clavijo-Castillo et al. (2024) shows a significant convergence regarding improvements in academic environments, despite identified limitations in institutional regulatory design and resource allocation within the university management model in Ecuador. These studies particularly highlight the need to allocate financial, technological, and digital resources that contribute to consolidating an inclusive university culture with community awareness. According to the authors, such management could serve as a starting point for ongoing educational transformation, viewing university education in this region as a social change agent that recognizes diversity as an enriching value.

This preliminary approach, contrasted with the analysis by Ramírez and Díaz (2025), identifies actions that extend beyond mere descriptions of issues within the framework of Mexican institutional management, proposing concrete measures for continuous improvement through the application of the Index for Inclusion. This tool offers precise diagnostics and real empirical evidence. The results reveal that external agents to the university realm, such as family interaction and administrative personnel, strengthen the socio-educational relationship among university, family, and community while also attending to students' psychological and emotional well-being.

In contrast to Latin American contexts, the study by Moriña and Carballo (2020) in the European-Hispanic environment advocates for the integration of the narrative voice of students with disabilities into the Universal Design for Learning (UDL). This integration allows for the co-creation of systematic and meaningful methodologies, establishing a comprehensive inclusion model that generates positive, lived experiences for beneficiaries. Furthermore, it recommends the mandatory, continuous, and reflective training of educators to strengthen teacher learning communities from a holistic perspective.

Hernández and Ainscow (2020) introduce the inclusive e-learning model, a virtual environment that coherently integrates digital access and technological equity, seeking to articulate critical reflection among both educators and administrators based on principles of coherence and institutional unity. This tool, validated through the Delphi technique, demonstrates that inclusion can evolve into a dynamic and technologically sustainable process, well-suited for a globally transforming university community.

However, Barrera and Moliner (2025) question current trends, asserting that promoting teacher training inclusive of a solid theoretical and practical understanding of Universal Design for Learning (UDL) allows inclusion to develop naturally and spontaneously. This reflective approach ignites a debate about the impact of merely disseminating best practices in the daily learning of neurodivergent students, although the authors underscore that a prepared faculty capable of applying flexible, empathetic, and reflective pedagogy is crucial for constructing a collective awareness and a genuinely inclusive educational culture.

Based on various analyses, Ortiz et al. (2025) found that the conception of respectful spaces strengthens the sense of belonging and inclusion and positively influences academic performance. Nonetheless, they note that achieving transformation in current academic trajectories requires a comprehensive institutional change that commences with proper curricular planning and appropriate infrastructure. In contrast, Balta et al. (2024) assert that models of inclusive education grounded in social and cultural justice and shared responsibility must be considered not only as ethical ideals but as essential elements for academic quality in the 21st century. Despite the existing limitations imposed by weak emotional management in universities, this research proposes strategic pathways that could foster a more equitable and humane higher education.

In this framework, Suriá-Martínez et al. (2024) identified significant pathological behaviors among students with disabilities participating in online gambling. This finding suggests that, while digital platforms present opportunities for social inclusion, they can also create scenarios of psychological and socioeconomic vulnerability due to intensive and unsupervised participation. Complementarily, Traver and Moliner-García (2023) indicate that managing inclusive processes, both in-person and digital, requires collaborative psychopedagogical support that addresses students' psycho-emotional and cognitive needs from a comprehensive approach. Both studies agree that true inclusion demands not only technological accessibility but also continuous professional guidance that promotes autonomy and prevents risk behaviors.

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Overall, educational inclusion consolidates as a fundamental axis for enhancing educational quality and building equitable and participatory learning environments, promoting an education centered on diversity and equal opportunities (Delgado et al., 2021). This drives the enhancement of university teaching through innovative, collaborative practices that are sensitive to the specific needs of students.

Conclusions

Educational inclusion in higher education is solidifying as a dynamic and transformative process that demands the implementation of institutional policies, effective pedagogical practices, and a culture committed to diversity in the classroom. In this context, inclusive policies are essential for strengthening teaching practices, thereby creating a diverse environment that promotes the holistic development of all students' skills.

Moreover, teacher training is considered a key factor for achieving truly inclusive higher education, as institutional policies lose effectiveness if they do not translate into concrete pedagogical practices or equity-oriented strategies. Consequently, the preparation of teaching staff must be viewed as a continuous, reflective, and transformative process, focusing not only on the development of technical competencies but also on a deep understanding of diversity. Therefore, the university, as a formative institution, has the responsibility to provide support and professional development programs that promote inclusive practices, such as educational accessibility, empathetic communication, and respect for diversity as priority pedagogical principles.

Similarly, to consolidate a democratic and participatory coexistence in university spaces, it is imperative to foster a culture grounded in inclusive pillars such as equity, respect, and active participation from the entire educational community, which will facilitate the construction of collaborative, empathetic, and supportive environments.

Ultimately, inclusion in university contexts should be understood as a continuous process of updating and ongoing improvement, capable of addressing emerging challenges arising from social, technological, and pedagogical changes. This entails the constant review of policies, pedagogical practices, and teacher training to ensure the participation, commitment, and well-being of all students in the classroom.

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