

How to Make Educational Inclusion and Social Justice: Social Model of Inclusive Education

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HOW TO CITE:

Karina Delgado Valdivieso (2026).
How to make educational inclusion
and social justice. Social Model of
Inclusive Education.
International Journal of Special
Education, 41(13s), 177-186

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ABSTRACT:

Inclusive education must be understood, according to new work challenges based on the educational needs of each of the students. It seeks to achieve in all students their presence, participation and academic success at different educational levels. For its development, the Social Model of Inclusive Education is proposed, described through three important variables such as: knowing the educational policies, identifying the conditions of the students and attitudes towards diversity, thus allowing to know an index of effectiveness of the model, articulated with an index of management in inclusive education, as well as a percentage of reliability of the model.

Keywords: participation, management, identifying, conditions,

Introduction

Currently there is a trend of change towards work linked to inclusion and social justice, therefore, the demand for intervention models related to social changes is necessary. The social and educational reality is currently characterized by the heterogeneity and diversity of the population, the globalization and interdisciplinarity of knowledge, and the speed in the analysis of the events that occurred (Muntaner, 2017). Therefore, inclusive education, aligned with social justice, is a work that demands many contributions to attend to the diversity of students who are part of a system (Urton, Wilbert, & Hennemann, 2015) developed through plans, programs, projects, educational

strategies, among others, which contribute to an adequate training offer based on the heterogeneity of students (Delgado, 2019).

The development of a social model of care is based on the limitations generated by society itself, appropriate services and adequate educational care; which means that the problems that exist within a society are not denied, but must be placed as part of it. Therefore, based on the premise that all life is equally dignified, from a social model of care, it is argued that the contribution to the diversity of people is intimately related to the inclusion and acceptance of the differences that can be evidenced by all its members, (Palacios, 2008). These assumptions generate important analyses associated with the

normalization of a society designed to meet the needs of all people. A characteristic to highlight is related to the paradigm that rescues capacities instead of accentuating the weaknesses that can reflect segments of populations as part of a society and is articulated to the educational service.

A social model as the main characteristics associated with the educational service are described by Casanova, (2011): i) accept and value the existing differences between the members of each educational community, ii) value the contributions of the entire community, since the opinions of all are a great contribution to improve, iii) enrich with diversity, iv) respect minorities, v) to seek coexistence in diversity, and vi) to demand equal opportunities for all citizens.

A social model of care, as part of a democratic society, is a work alternative that seeks to build educational processes aimed at meeting the needs of a society that increasingly seeks to be more equitable. Next, the creation of the "Social Model of Inclusive Education" is described, which seeks to generate a work alternative aimed at inclusive education, values the attitudes assumed by its members, according to the conditions that the diversity of students may present.

Data and methodology

The "Social Model of Inclusive Education" (MSEI) is based on three components that allow the exercise of the right to education for all:

- Inclusive *education policies*, given from national regulatory frameworks, as well as internal within the framework of inclusive education.
- The *conditions of the students*, analyzed according to their differences, considering social, intercultural and personal conditions.
- Inclusive *practices*, analyzed by the teams responsible for generating educational policy, as well as educational plans, programs and/or projects, which are developed and applied through the educational service in educational institutions.

The approach of the MSEI results from an assessment of knowledge of educational policies, defined within the framework of inclusive education and in the analysis to respond to the ways of addressing the different conditions that each student may present, as part of a society that demands one of the fundamental rights of every human being: education, for whom care strategies will be defined based on inclusive practices.

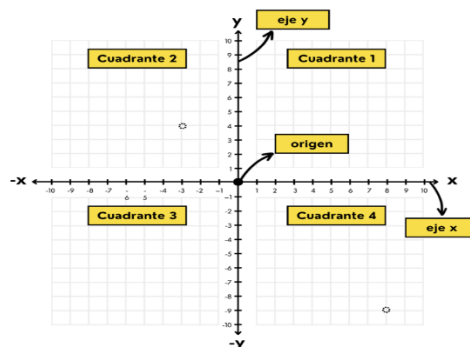
The three components described above are constituted in variables, being the characteristics of the different events to be presented, as part of the inclusion. The variables will be independent and dependent. The *independent variable* is one that will be systematically controlled by the researcher, regardless of the changes that may occur in the other variables. For example, the study is interested in knowing the effect of the application of educational policies as part of a service for all, as well as the identification of the different conditions that students may present (Pagano, 2011). The *dependent variable* is the one that the researcher measures to know the attitudes assumed by directors, teachers and parents regarding the work they must do, according to the diversity of students, (Pagano, 2011):

Educational policies related to inclusive education and student conditions, described according to social, intercultural and/or personal categories, are the "independent variables". While the "dependent variable" is associated with generating an educational offer to meet the different conditions that a student may present, that is, inclusive practices, analyzing from the actions of the highest authorities of an educational system, to the operability in educational institutions and classrooms, at any level of studies.

The proposal of the MSEI is articulated to a mathematical analysis described from the Cartesian plane, from a coordinate system formed by two perpendicular axes: the X-axis (horizontal, abscissae) and the Y-axis (vertical, ordinate), which intersect at the origin (0,0) dividing the plane into 4 quadrants. A point is

located by coordinates (x,y): first horizontal, then vertical. As shown in Figure 1.

Figure 1 Cartesian plan



Note: In original Spanish language.

When considering the Cartesian plane, the independent variables educational policies developed within the framework of inclusive education are located, if they are effectively fulfilled, they can be located indistinctly on the coordinate axis of the abscissas or the "x" – "x", positive part "+"; while the dependent variable, attitudes towards students, is located on the axis of ordered coordinates or of the "yes" – "and", part or "+". Opposite actions are located on the negative coordinate axes "-". This is shown in Figure 6. The guidelines, according to the three variables, seek to involve the reader in the implications for making education inclusive, which will allow a better understanding according to the examples described below.

- If in a country, in a rural community, there is a group of children with an average age between 6 and 12 years old and they have not had access to the educational service, and there is no school in the community, the case would be located in the third quadrant, because the educational policies are not complied with, the social conditions of the students become a gap in the educational service and there is no supply of the service.

- A pregnant teenager who had to abandon her studies, because the educational institution did not allow her to continue. Today Monica is 18 years old, participates in an ABC high school program and Paula, her 3-year-old daughter, attends a Child Development Center. The case would be located in the first quadrant, since

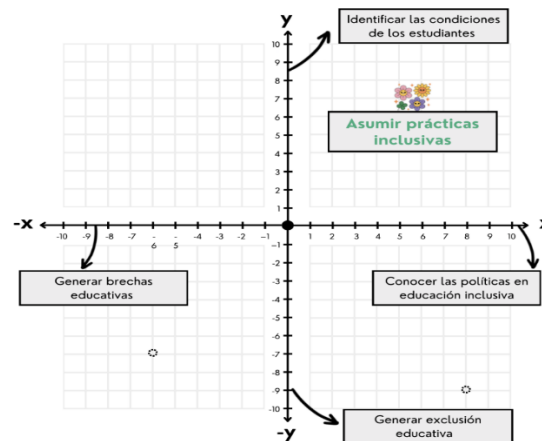
educational policies are complied with within the framework of an educational service for all, the personal condition, as a pregnant adolescent, was attended to with a specific offer of the educational service.

- A student with a severe disability attends a specialized educational institution. Currently, Josue, the student, participates in an offer relevant to his specific educational need associated with disability. The case would be located in the I quadrant, since educational policies are complied with within the framework of an educational service for all, the personal condition, such as a severe disability was addressed with a specific offer of the specialized educational service, in addition to assuming a work of attention to the student based on assuming inclusive practices.

- Latin American countries highlight their public policies for reasons of origin, migration, ethnicity, gender, language, rurality, religion, opinion, economic or social position, age, child labor, learning disabilities, special educational needs, young people deprived of liberty or of any other nature. The reasons described are constituted in the policies given within the framework of inclusive education, being a description that must be carried out transversally in any educational institution and level of studies.

Figure 2 outlines the location of the variables described and allows the examples described above to be located qualitatively.

Figure 2 Description of inclusive education, according to variables: inclusive education policies, student conditions and inclusive practices.



Source: Delgado, 2023.

Note: In original Spanish language.

The evidence in Figure 2 shows the different quadrants and the crossing points referenced in the first quadrant.

a. The first quadrant, knowledge of educational policies within the framework of inclusive education, identifies the social, intercultural and/or personal conditions that children and adolescents may present. The attention provided by the educational service management team is related to the attitudes it assumes, the dependent variable being related to inclusive practices.

b. The second quadrant, the lack of knowledge of educational policies, as well as reflecting existing gaps in education are a factor that constitutes a reference for inclusive education, that is, the generation of alternatives to serve the segments of populations that have not received the educational service, but that will be served under the approaches of inclusive education.

c. The third quadrant, by reflecting gaps that still exist, if they are maintained may reflect an

exclusionary educational service, that is, the existing gaps will reflect exclusion, even more so if no alternatives have been described for their attention.

d. The fourth quadrant, the social, intercultural and/or personal conditions that students may present, are variables that, when taken into account, but in inadequate conditions, can still reflect an education that excludes or remains segmented.

What is indicated as a mathematical analysis allows us to locate the exemplified cases in a descriptive way. In order to operationalize the care processes, the methodology of the "Social Model of Inclusive Education" is proposed.

Development from an analysis in the educational context

The "Social Model of Inclusive Education" has been designed based on three variables, graphically visualized in Figure 3.

Figure 3 List of variables that describe inclusive education



Source: Delgado, K. (2018).

Note: In original Spanish language.

The MSEI, for its application, requires all the actors of the educational service, whose organization involves considering integrated totalities over additive totalities; that is, to consider realities where the elements are not interchangeable with each other, but maintain a reciprocal dependence and acquire meaning as a function of a whole, (Gairín, 2015).

Results

The operational description of the variables that are part of the "Social Model of Inclusive Education" is shown below:

Independent variable: Knowing the policies in inclusive education (IEP)

Educational policies are proposed according to current regulations to generate inclusive work from each of the actors in educational institutions. Educational policies within the framework of inclusive education are the result of

various international analyses, based on treaties, conventions, and movements, as well as constitutional norms, laws, regulations, and agreements, presented as a developing and mandatory mechanism in the local scenario of a country (Delgado, 2019).

Knowing the policies in inclusive education will be analyzed according to the different levels of organization, it considers precisions in terms of a work of attention as proposed by the entire regulatory framework on inclusive education for the different levels of study, the provisions of the internal regulations of each educational institution, the understanding of the new approach to inclusive education, as well as accessibility measures in terms of infrastructure, furniture and equipment. Figure 4 shows the dimensions that guide the development of indicators to be elaborated according to institutional contexts.

Figure 4 Variable Dimensions



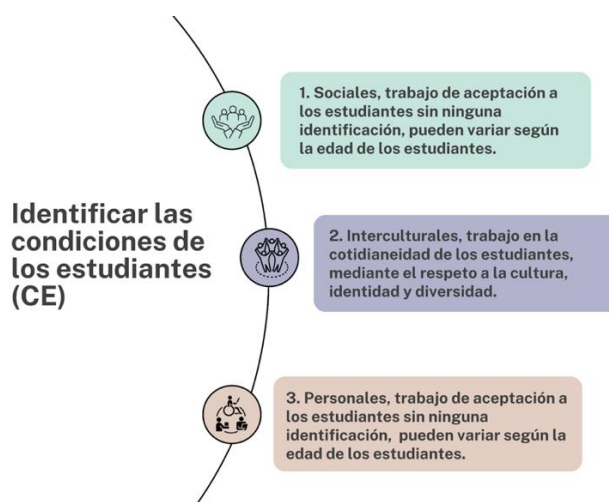
Source: Delgado, K. (2018).

Note: In original Spanish language.

Independent variable: Identify the conditions of the students (CE)

The independent variable, related to identifying the conditions of the students, is proposed according to the differences that they may present considering the diversity of the student body. The conditions of the students can be

social, intercultural and/or personal. The different conditions may be previously identified or during a school year by the teacher or teachers or, with the support of their peers, parents or representatives and by the collaborative teams of each educational institution. Figure 5 develops dimensions as a reference to be implemented according to the different conditions that students may present.

Figure 5 Variable Dimensions

Source: Delgado, K. (2018).

Note: In original Spanish language.

The conditions will be addressed in the educational institution and in each of the classrooms, considering the attitudes that the collaborative teams of each educational institution must assume. Attitudes are described as detailed in the following variable.

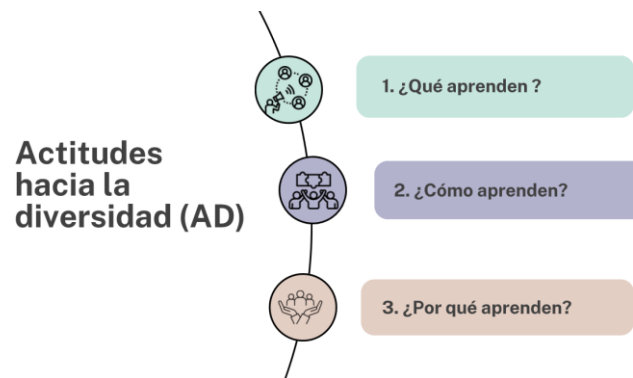
Dependent variable: Attitudes towards diversity (AD)

The variable attitudes towards diversity, according to the different ways of addressing the conditions that the diversity of students may present. Attitudes towards diversity are related to assuming and making inclusion in the classroom, supported by innovative and inclusive methodologies, among which Universal Design for Learning (UDL) stands out, which seeks to respond to the what, how, and why of learning (Durazno, 2025). Answering these questions is also articulated with inclusive practices addressed based on the classic conception related to the third dimension of the Inclusion Index, focused on how daily classroom and extracurricular activities reflect inclusive cultures and policies, orchestrating the learning of all students to

encourage their active participation, engaging in their own collaborative learning, with assessments that support achievement and discipline based on mutual respect. In addition, pedagogical resources must be mobilized, drawing on teachers' experience in developing adapted materials, and equitably distributing school and community resources to support inclusion, as well as management for complementary resources such as technologies (Flores, 2017).

Attitudes towards diversity focus on evolving everyday practices to reflect the knowledge and application of inclusive policies, as well as identifying the diversity of students, ensuring that classrooms and extracurricular activities promote the full participation of all students.

Assuming attitudes towards diversity is articulated with the principles of the UDL, its guidelines and strategies, which must be designed for the diversity and specificity of students (Sebastian, 2020). Therefore, it is related to the evidence dimensions in Figure 6, as a reference to define indicators to be implemented that teachers must assume according to specific educational needs.

Figure 6 Variable Dimensions

Source: Author.

Note: In original Spanish language.

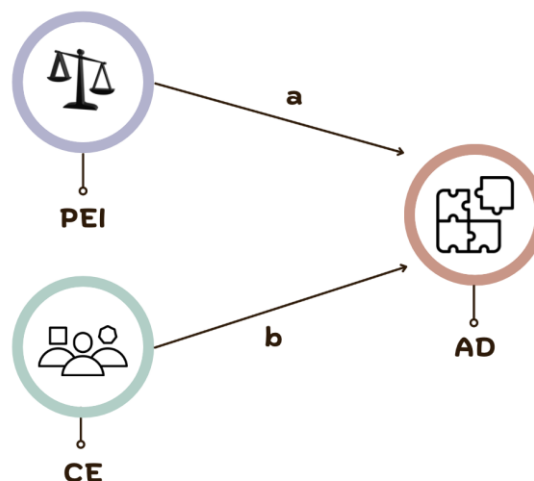
The MSEI for its application takes into account what is exposed in this methodology, as well as what is evidenced in Figure 7, through a Mathematical Model of Structural Equations (MEE) or causal. The MEE allows establishing the dependency relationships between the variables, based on the calculation of the management effectiveness index in inclusive education, given in a higher education institution.

ESMs work with observable, measurable or manifest variables (those that have an input value) and latent or unobserved variables (that have no value as such). Latent variables can be

treated as exogenous, whose causes are unknown, and endogenous variables whose characteristic explains the functioning of the model, (Chacha, López, Viñán. 2018).

The MSEI considers as exogenous variables: PEI and EC, and on the other hand, the endogenous variable is taken as: AD.

The ESMs can be expressed by means of structural diagrams in which the arrows indicate the direction of the influence of one variable on the other, taking into account the variables considered in the study model shown in Figure 11.

Figure 7 Structural diagram of the Social Model of Inclusive Education.

Source: Author.

Figure 7 shows the endogenous variable AD as the result of the exogenous variables PEI and CE, the model has a single endogenous variable, therefore, it has a single structural equation

described as: "the value of the AHE variable is an additive function of the values of the PEI and CE variables", whose formula is:

$$AD = a * PEI + b * CE$$

The structural equation of this model allows the calculation of the values *a* and *b*, called: weights or coefficients of the exogenous variables, these values are indices indicating the influence on the AD variable. The equation also allows us to calculate the management effectiveness index in inclusive education for higher education institutions in an equivalent way as the satisfaction index is calculated in the ECSI models (Sánchez, 2013).

Regarding their estimation, the MEE are based on the correlations between the variables measured in a cross-sectional way, therefore, in order to make the estimates, it is enough to take the measurements of a sample at a given time; In this sense, the measurements of the variables

have been carried out quantitatively in order to obtain the existing correlations between them.

In order to apply this methodology, the proposed model is fitted using the plspm package of the R statistical software, which uses partial least squares (PCM) as a statistical fitting technique. The parameter used by the plspm package to measure the performance of the model is called GoF (Goodness of Fit) which is shown in the results.

Table 1 shows the latent variables described, articulated with dimensions and indicator or manifest variables, to which a series of indicators can be articulated in order to contextualize each of the scenarios of educational institutions at any level of training.

Table 1 Measurable or manifest variables

Latent Variables (VL)	Dimensions	Indicator or Manifest Variables (VI)
VL1: Know the policies in inclusive education (IEP)	Regulatory framework	Participation – PEI1 Equal Opportunities - PEI2 Educational Institution Support – PEI3 Principles – PEI4 Capabilities – PEI5 Student Wellness – PEI6 Integrity – PEI7
	Rules of procedure (if any)	Development – PEI8 Application – PEI9
	Description of the concept of inclusive education	New Approach – PEI10 Diversity – PEI11
	Accessibility measures (infrastructure, furniture and equipment)	Infrastructure – PEI12 Furniture – PEI13 Equipment – PEI14 Technology Resources – PEI15
	Social	Place or situation of origin – CE1 Risk situation – CE2 Religion and ideology – CE3 Political affiliation – CE4 Judicial past – CE5 Socio-economic situation – CE6
	Intercultural	Culture – CE7 Diversity – CE8 Identity – CE9
VL2: Identify student conditions (CE)	Personal	Gender identity – CE10

		Sexual orientation – CE11
		Learning Disabilities – CE12
		Organic problems or disability – CE13
		Behavioural disorders – CE14
		Superior Endowment – CE15
		High-level or performance athletes – CE16
		Addictions – CE17
VL3: towards (AD)	Attitudes towards diversity	What do they learn?
		Submit the information (AD1)
		Thinking about the diversity of learning (AD2)
		How do they learn?
		Means of execution (AD3)
		Media for Expression (AD4)
		Why do they learn?
		Means for Involvement (AD5)
		Means for Application (AD6)

Source: Compilation.

The collection of information could be used as techniques for collecting information: the survey and observation and as instruments the interview, checklist and questionnaire. The aforementioned instruments allow the collection of information provided by authorities, teachers and students in each of the educational institutions, through a set of questions or issues that contribute to planned topics.

Conclusions

Each educational institution of any level of training requires a scenario that guides its

management in inclusive education, it is only appropriate to define the indicators according to the context of the proposed MSEI. The model guides management, and also allows reflecting a relationship between latent variables, which can calculate an index of management effectiveness in inclusive education. Applying this model guarantees an exercise of social justice related to the right to education, since it guarantees an education to attend to the diversity of the student body. The MSEI has been applied as an experience at some educational levels, reference experiences towards improvement.

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