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Son les escoles espanyoles inclusives? Una revisió sistemàtica
de las mesures de resposta a la diversitat

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Ability grouping, Inclusion, Segregation, Special schools, Support classroom, Support teacher.

Abstract

For years, international guidelines defined and promoted by organisations like UNESCO and social entities have been aligned with the promotion of inclusive education and social justice. An approach that focuses on that all children, regardless of their characteristics, have the right to access an inclusive education system. However, in Spain, there is a recurring violation of the rights of some children, which justifies the need for research focused on analysing and improving educational inclusiveness. One of the main issues is the measures in response to diversity that are initially aimed at reducing or removing barriers to inclusion but do not always succeed. Therefore, the objective of this paper is to analyse the reality of these measures and to identify the obstacles that hinder their implementation. To do so, a systematic review of the recent state of four of the main measures has been carried out related to three dimensions of analysis: the concept and approach of the measures and its relation to inclusion; its level of inclusiveness; and the strengths and weaknesses of each measure in response to diversity. The main result is that all measures can lead to inclusion or segregation depending on how they are designed, oriented, and implemented in each context. This is probably related to the fact that the Spanish education system, is subject to ambiguous regulations that do not always generate a clear and focused framework for inclusive policies, cultures, and practices. An ambiguous, ambivalent and uncertain frame that produces in some cases, more exclusion and inequality. New lines of critical and contextual research are needed based on contradictions, ambiguities and barriers found in the analysis.

Resum

Des de fa anys, les directrius internacionals definides i promogudes per organitzacions com la UNESCO i entitats socials s'alineen amb la promoció de l'educació inclusiva i la justícia social. Un enfocament que es centra en que tots els nens, independentment de les seves característiques, tinguin dret d'accedir a un sistema educatiu inclusiu. Això no obstant, a Espanya, existeix una vulneració recurrent dels drets d'alguns nens, el que justifica la necessitat de realitzar investigacions enfocades a analitzar i millorar la inclusivitat educativa. Un dels principals problemes són les mesures d'atenció a la diversitat que, en un principi, pretenen reduir o eliminar les barreres a la inclusió, però que no sempre ho aconsegueixen. Per això, l'objectiu d'aquest treball és analitzar la realitat d'aquestes mesures i identificar els obstacles que en dificulten la seva aplicació. Per això, s'ha realitzat una revisió sistemàtica de l'estat recent de quatre de les principals mesures en relació amb tres dimensions d'anàlisi: el concepte i l'enfocament de les mesures i la seva relació amb la inclusió; el seu nivell d'inclusivitat; i els seus punts forts i febles de cada mesura en resposta a la diversitat. El principal resultat és que totes les mesures poden conduir a la inclusió o segregació depenent de com es dissenyin, orientin, i apliquin en cada context. Això està probablement relacionat amb el fet que el sistema educatiu espanyol, està subjecte a normatives ambigües que no sempre generen un marc clar i centrat en polítiques, cultures i pràctiques inclusives. Un marc ambigu, ambivalent i incert que produeix en alguns casos, més exclusió i desigualtat. Son necessàries noves línies d'investigació crítica i contextual a partir de les contradiccions, ambigüitats, i barreres trobades en l'anàlisi.

Resumen

Desde hace años, las directrices internacionales definidas y promovidas por organizaciones como la UNESCO y entidades sociales se alinean con la promoción de la educación inclusiva y la justicia social. Un enfoque que se centra en que todos los niños, independientemente de sus características, tienen derecho a acceder a un sistema educativo inclusivo. Sin embargo, en España, existe una vulneración recurrente de los derechos de algunos niños, lo que justifica la necesidad de realizar investigaciones enfocadas a analizar y mejorar la inclusividad educativa. Uno de los principales problemas son las medidas de atención a la diversidad que, en un principio, pretenden reducir o eliminar las barreras a la inclusión, pero que no siempre lo consiguen. Por ello, el objetivo de este trabajo es analizar la realidad de estas medidas e identificar los obstáculos que dificultan su aplicación. Para ello, se ha realizado una revisión sistemática del estado reciente de cuatro de las principales medidas en relación con tres dimensiones de análisis: el concepto y el enfoque de las medidas y su relación con la inclusión; su nivel de inclusividad; y los puntos fuertes y débiles de cada medida en respuesta a la diversidad. El principal resultado es que todas las medidas pueden conducir a la inclusión o a la segregación dependiendo de cómo se diseñen, orienten y apliquen en cada contexto. Esto está probablemente relacionado con el hecho de que el sistema educativo español, está sujeto a normativas ambiguas que no siempre generan un marco claro y centrado en políticas, culturas y prácticas inclusivas. Un marco ambiguo, ambivalente e incierto que produce en algunos casos, más exclusión y desigualdad. Son necesarias nuevas líneas de investigación crítica y contextual a partir de las contradicciones, ambigüedades y barreras encontradas en el análisis.

1. Are Spanish schools for inclusion?

Since the Salamanca Statement (1994), the development, characterisation, and definition of the concept of inclusive education as an analytical tool to critically examine educational realities and a normative horizon that aims to guide educational policies, cultures and practices towards equity and social justice, has been very important. Inclusive education is understood as the right of all children and young people, regardless of their characteristics and conditions, to attend the schools they are entitled to and that their families have freely chosen, to fully participate as full citizens, to feel appreciated and valued and to learn together with and from others (Pujolàs, 2006; Calderón and Rascón, 2020). As Booth and Ainscow (2002) point out, school policies, practices and cultures need to be transformed in the process of moving forward.

For years, international guidelines defined and promoted by social organisations and entities (ONU 1993, 2006; EADSNE, 2003; OACDH, 2013, 2014; UNESCO, 2020a, 2020b) have been very clear in their commitment to inclusive education, equity and social justice and in the demand that all actions in the field of education be oriented towards this goal. Spain, for its part, opted at both the legislative and political level for a system that respects these international guidelines, based on the fourth additional provision in the Organic Law 2019 for the improvement of educational quality in which it makes explicit reference to the fact that.

The government, in collaboration with the education administrations, needs to develop a plan so that, within ten years, in accordance with article 24.2e of the United Nations Convention on the Rights of Persons with Disabilities and in compliance with the fourth sustainable goal of the 2030 agenda, ordinary schools to have the necessary resources to be able to serve students with disabilities in the best conditions. Despite these concrete guidelines and the specific wording of legislative texts, in Spain, as in other countries, there are indications that a recurring violation of the rights of children to an inclusive

education. For example, in the case of children with disabilities, the violation of their rights in various aspects of their schooling was included in the report of the Committee on the Rights of Persons with Disabilities (2018). The report specifies (Section B, point 6) that the type of schooling of these students must respect their right to an inclusive and quality education in an ordinary framework and also the will of their parents, and must not depend on administrative, educational and inspection staff. The violation of this right occurs because the Spanish regulatory, political and practical framework still allows, and in some cases reinforces, the coexistence of two parallel education systems —ordinary and special— and «in an inclusive education system there cannot be two parallel education systems, but a single form of schooling that responds to the educational needs of all students» (Calderón and Rascón, 2020, p. 10).

In Spain, there are two main actors in the policy field of education: the state and the 17 regions (called Autonomous Communities – CCAA). The balance of powers in education is always under discussion but the state's exclusive power is to regulate the general framework of the basic standards of education and the establishment of the core curricula; and the CCAA are responsible for the management of the education system in their respective territories (Holesch and Nagel, 2012). The Committee on the Rights of Persons with Disabilities report also points out that the improvement of the quality of education and the responsibility of ensuring the necessary resources for the care of those students that require it falls on each Spanish CCAA, and that there are no general guidelines to implement these general principles in each region (CRPD, 2018). This leaves each CCAA to decide whether to develop its own legislative framework relating to the basic state law of education. Especially since the Salamanca Statement, Spain has implemented different measures in response to diversity (MRD) aiming to achieve a more inclusive education. However, in light of the guidelines, report and research presented, (UNESCO, 1994, 2020a, 2020b; Calderón, 2018; CRPD, 2018; Calderón and Rascón, 2020), it is doubtful whether these are the best measures to assure to the right to presence, participation and learning of all students within the

framework of an inclusive education. That is, if they are oriented in a practical, everyday and concrete way towards inclusion, or, on the contrary, they generate segregation. It is precisely this question that this article seeks to answer through a systematic review of recent research that analyses the measures taken in response to diversity that should be designed, implemented and evaluated from an inclusive perspective.

1.1. Inclusive measures in response to diversity

We understand inclusive MRDs to be those that are designed to reduce or remove barriers to inclusion. That is, those measures that allow all children and young people to attend their rightful schools, to fully participate as full citizens, to feel appreciated and valued and to learn together with and from others (Pujolàs, 2006; Calderón and Rascón, 2020). Measures that seek to use all the resources and support available in the classroom, school and community to help break down these barriers (Intxausti et al., 2017).

These measures should be aimed at all students and not just students with special education needs, low academic level or migrant background, among others (Sandoval et al., 2019), in order to overcome the individualised and deficit-based approach generally associated with the measures and support in response to diversity. It is in this sense that López (2018) proposed that the design of MRDs should have an impact on the modification of the elements of the curriculum, pedagogy, educational activity and assessment in such a way as to enable all students to be present in the regular classroom, actively participate and learn.

As previously mentioned, with the critical analysis of the MRDs widely used in the Spanish education system, and collected in the researched article, we seek to know their true and concrete orientation towards inclusion or segregation and the levels of coherence-incoherence between recent political commitments and actual practices. Although the article focuses on the analysis of the situation in Spain, we believe that the conclusions reached could be useful for the international debate.

2. Material and Methods

We believe that the most appropriate method to answer the research question is the systematic review. This method comes from the medical profession but is increasingly used in the field of education (Amor et al., 2019; Tomilinson et al., 2019; Dell'Anna et al., 2021; Reyes et al., 2022; Schnepel and Pirjo, 2022) to provide robust and reliable summaries of a topic which can be used to contrast current policy, to inform future laws, policies and practices, and to point to future research directions (Petticrew and Roberts, 2008).

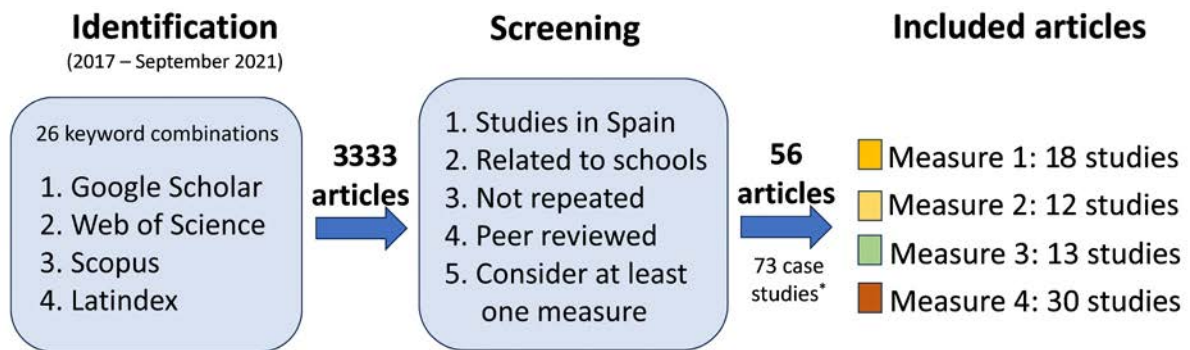
2.1. Criteria of inclusion and exclusion

The revision we have carried out it has been from the articles published in the last five years (2017-September 2021) in Spanish and English (Figure 1). We chose that period due to the constant changes that have occurred in Spanish system during the last years, in order to focus in the most current reality of the four MRDs selected:

- Measure 1: Special Schools and shared schooling.
- Measure 2: Support classrooms outside the regular classroom.
- Measure 3: Ability grouping.
- Measure 4: Shared teaching and support teacher in the regular classroom.

Following the PRISMA guidelines and the criteria for search and inclusion of studies in systematic reviews (Page et al., 2021; Paul and Criado, 2020), the search was performed using keywords included in the title and the text of the study. A total of 26 keyword combinations have been used (see Supplementary Table S1) and, through their inclusion or exclusion in searches, facilitate their replicability (Moher et al., 2015). The search was performed using the Google Scholar, Web of Science, Scopus and Latindex search engines (Figure 1). We selected these databases because they provide a high coverage of our specific topic and complement each other. However, neither

Figure 1. Flow diagram of the systematic literature review search illustrating the number of case studies considered per measure of response to diversity considered



*The number of case studies was higher than the numbers of articles included since some articles considered more than one measure of response to diversity.

includes all references (Burnham, 2006). Considering these search variants (Supplemental Table S1), 282 studies related to measure 1 were found, 1,601 to measure 2, 212 to measure 3, and 1,238 to measure 4, obtaining an initial overall result of 3,333 studies (Figure 2).

A second selection was then made, excluding those studies that were: 1) not carried out or not refer to Spain; 2) not related to schools; 3) repeated; 4) not published in scientific journals; and 5) those

that did not analyse at least one of the selected measures. The final selection included 56 articles, which were read in depth for further analysis. The total sum of case studies was 73 since some articles describe several measures of response to diversity. The total percentage of case studies by measure is shown in Figure 3. With respect to publication dates, 18 articles were published in 2017, 11 in 2018, 15 in 2019, 15 in 2020 and 14 in 2021, as shown in Figure 4.

Figure 2. Percentage of articles found per measure of response to diversity considered

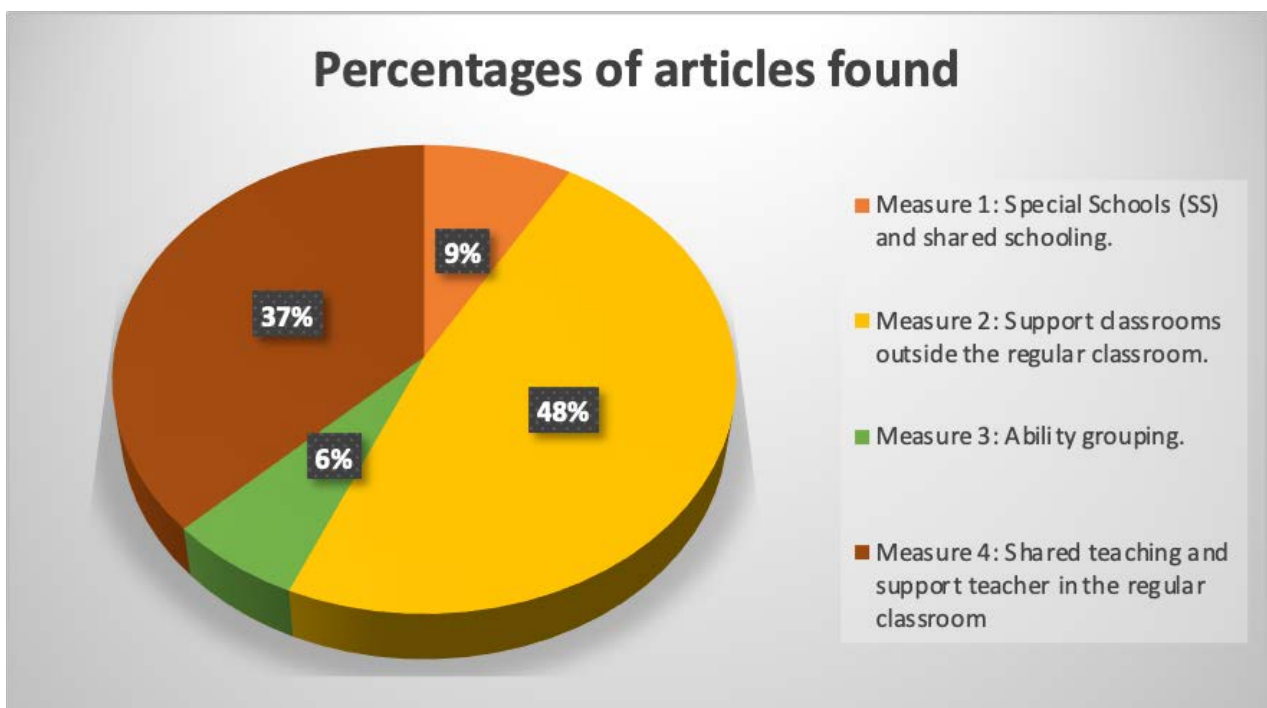


Figure 3. Percentage of case studies analysed for each measure of response to diversity considered

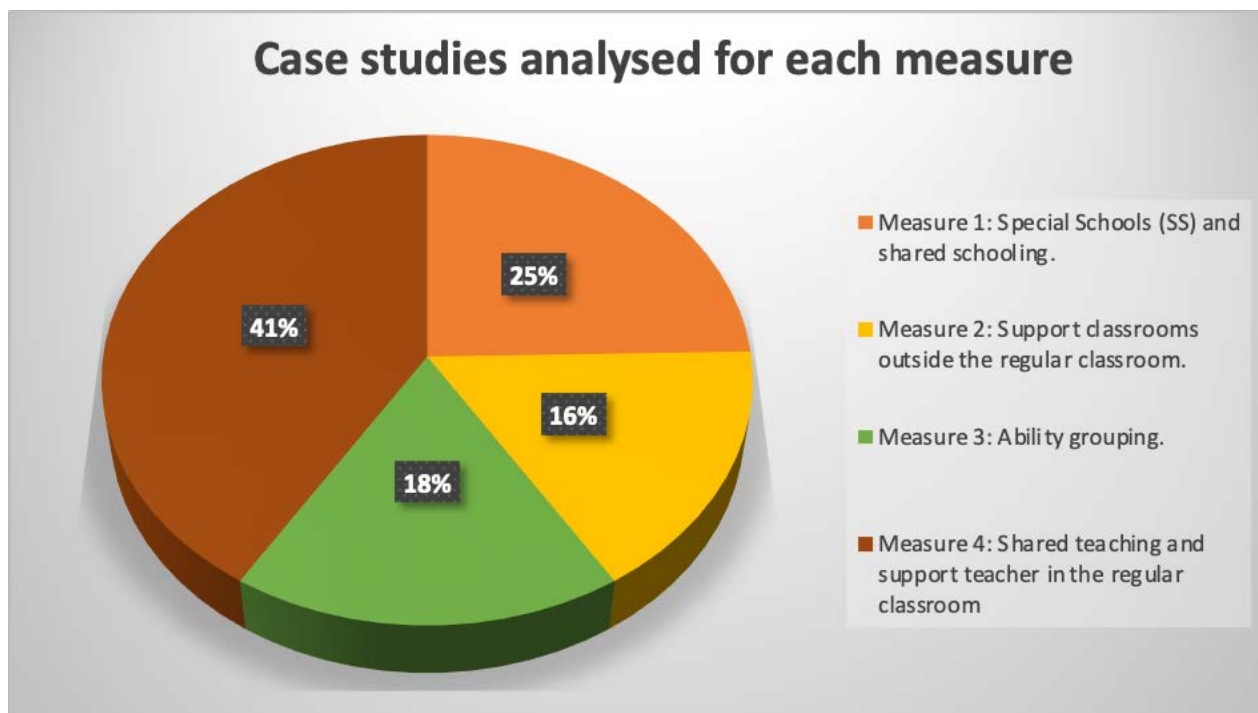
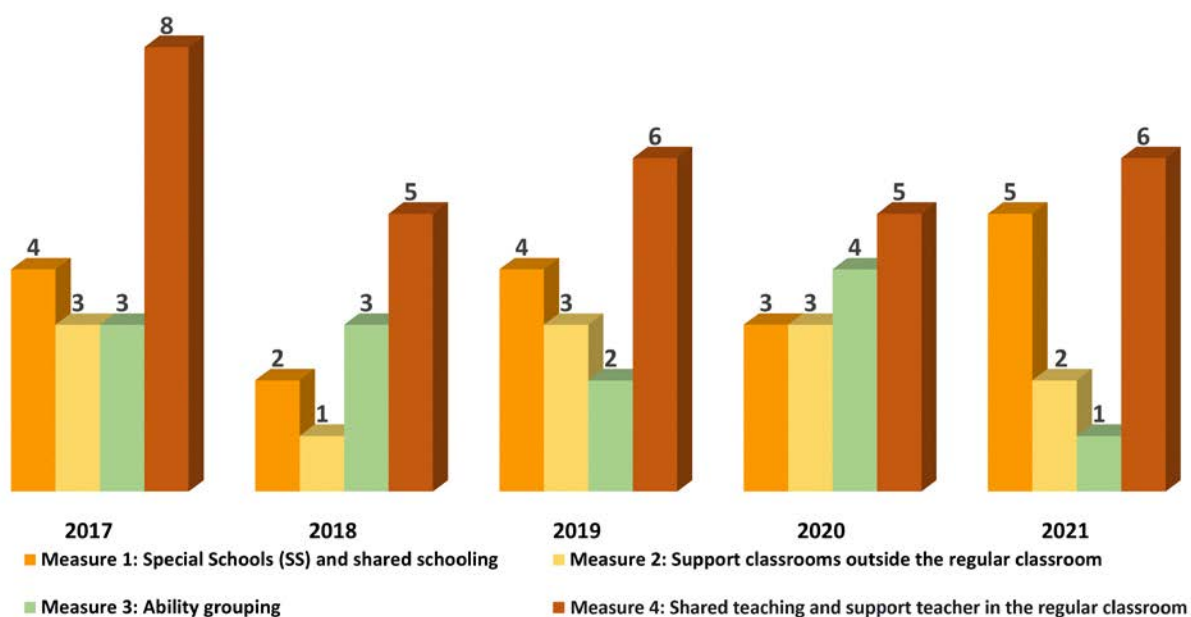


Figure 4. Number of case studies analysed by measure of response to diversity considered and year



2.2. Results and discussion

In this section we present the results and discuss the analysis of the four measures outlined above. The analysis is based on three dimensions: a) Concept: the description of each measure, including its functions, strategies and organizational structures; b) Inclusiveness: its level of inclusion; c) The analysis of the strengths and weaknesses of each measure with respect to the goals established; and d) other elements.

2.2.1. Measure 1: Special Schools and shared schooling

To provide an educational response to children and their diversity in Spain, there are three basic types of schooling: in ordinary schools, in special education schools and in shared or combined schooling (Mon et al., 2018; Lacruz-Pérez et al., 2021). Most children attend ordinary schools, which is the most general measure; shared schooling is for those children for whom ordinary schools are considered to only partially cover their needs; and special education schools are for those children for whom, due to their characteristics or conditions (mainly students with especial needs, it is considered that ordinary schools are unable to provide an adequate educational response (Moreno et al., 2018). Special Schools are thus a parallel track of the ordinary educational system with differentiated curricula, specialised personnel and alternative itineraries to those contemplated in the general curriculum (Añón and Vaello, 2021).

Although ordinary schooling would seem to be the priority political option in all regions, this is not what the research analysed shows (Hernández et al., 2021). The dual network is maintained and the exceptional character (when the educational needs of the students cannot be attended to in the ordinary schools (LOE art.74.1)) of the Special Schools is lost, becoming a common response to diversity. Thus, the segregated schooling of certain children becomes an accepted and common option, as is the case in most European countries (González et al., 2019). An example of this can be seen in the fact that in Spain, in the 2018-2019 academic year there were 212,807

students with especial needs, 37,499 of whom were enrolled in Special Schools (Hernández et al., 2021). There is disagreement among researchers on the nature of Special Schools as a tool for responding to diversity. On the one hand, Lacruz-Pérez et al. (2021) argues that given the considerable diversity of students, there is also a need for diversity in the educational response by providing multiple spaces for schooling. On the other hand, several authors have argued that this is a segregating measure that does not guarantee equal opportunities and does not safeguard the rights of children (e.g. Forteza-Forteza and Moreno, 2017; Baena et al., 2020; Añón and Vaello, 2021), as the international report of the Committee on the Rights of Persons with Disabilities (2018) also criticised. And more so when inclusive education has been shown to be the option that offers the highest quality teaching-learning processes (Soldevila et al., 2017). Measure 1 fails to meet the criteria we outlined, based on Ainscow and Booth (2002), Pujolàs (2006) and Calderón and Rascón (2020), for defining an MRD as inclusive since it does not allow for one of the most basic conditions: the presence of all students in the schools they are entitled to.

2.2.2. Measure 2. Support classrooms outside the regular classrooms

The types of support classrooms can be different depending on the school or the «typology» of the students, but the characteristics and functions are very similar in all of them (Hernández Rodríguez et al. 2021). We are referring to those classrooms organised by most primary and secondary schools for children considered unable to follow the curriculum of their regular classroom that offer a different study plan (Artiles et al., 2018; Martínez et al., 2019; Sánchez et al., 2021). According to Martínez et al. (2019), the main goals of these classrooms are as follows:

- Encourage an educational response in more standardised contexts.
- Improve the educational response of students with especial needs.

- Promote less restrictive diversity response experiences.
- Foster attitudes of respect and attention to the diversity of the whole educational and social community.

Thus, these classrooms are considered a more inclusive option than Special Schools, offering a more appropriate educational response to the characteristics of certain students (Sánchez and García, 2020) and a less restrictive socialisation opportunity (Arnaiz and Caballero, 2020; Sánchez et al., 2021) within the framework of ordinary schools.

In contrast, other authors consider that support classrooms in ordinary schools does not make them inclusive responses to diversity (Artiles Rodríguez et al., 2018; Martínez et al., 2019). Quite the contrary because the students involved are deprived of interaction with their peers in the regular classroom (Moreno et al., 2018), affecting the expectations that might be generated about the students considered «different» from the others (Sanahuja et al., 2018). From this perspective, these classrooms are considered one of the main barriers to inclusive education since they are part of a segregated organisation that generates separate spaces to provide support to children that need it. This directly affects the presence, participation and progress of the students in the regular classroom (Gil Noguera and Hernández Prados, 2019; Sandoval et al., 2019), making them mechanisms of exclusion beyond the support they can offer (Arnaiz and Caballero, 2020; Nieto and Moriña, 2021; Petreñas et al., 2021).

Measure 2, based on the criteria used to define an MRD as inclusive, partially meets the first since there is only a partial presence of the children in the regular classroom. As a result, the other conditions, participation and shared learning are also only partially met.

2.2.3. Measure 3. Ability-grouping

Ability-grouping is a practice that is carried out in ordinary and special schools. In this section we will focus only on ordinary schools. Ability-grouping consists in placing students with others that have

comparable strengths, talents, skills, needs, or pre-assessed levels of learning, in the same classes (sometimes reducing the ratio by half). It can also be in groups in a class designing levels for the same task and assigning it to students according to their academic levels (Smale-Jacobse et al., 2019). These groups are most commonly found in secondary schools and are usually grouped by academic level linked to performance and the type of students. For example, in Catalonia, 89 % of secondary schools use grouping by level (Tarabini, 2018), and the criteria used to assess this are mainly linked to performance and the type of students.

When it comes to analysing the inclusive nature of this MRD based on the conditions set out, there is some ambiguity. There is disagreement among authors about whether this MRD is inclusive or segregating. That measure enables the presence, participation and learning of children and young people in ordinary schools (Puigdellívol et al., 2017; García-Martínez et al., 2020). However, other authors understand that it is the type of grouping and the goal pursued that determine whether it is more inclusive or exclusive (Salom, 2018; Ribés et al., 2020). Thus, grouping together the most «conflictive» students and/or those with the most negative assessments, implementing policies that reproduce segregating activities that lead to discrimination and inequality, even though it is argued that this way can gain better results in qualifications, is an exclusive measure (Intxausti et al., 2017; Salom, 2018; Baena et al., 2020; Petreñas et al., 2021).

2.2.4. Measure 4. Shared teaching and support teacher in the regular classroom

Shared teaching is an organisational strategy that involves the joint work of the tutor with other school professionals in the ordinary classroom (Fernández Gavira et al., 2018, Pérez et al., 2021), making shared decisions, sharing responsibilities in the task of educating and designing a curriculum adapted to all the students (Duran and Miquel, 2019) and with the aim of responding to their needs within a single classroom (Orbegozo, 2020).

The discrepancies with respect to this measure appear mainly in relation to the role and tasks performed by the support teacher (Verger Gelabert et al., 2020) and the difficulties that arise. The research collected analyses about two types of situations. First, the situations in which a fragmented task within the concept of shared teaching is revealed. The role of the support teacher here is limited to the direct and individualised attention of the students with especial needs, with a support approach that is more therapeutic than educational (Sandoval Mena et al., 2019; Sanahuja et al., 2020; Verger Gelabert et al., 2020; Pérez et al., 2021), being the only responsible for this child (Sanahuja et al., 2018). The support teacher is relegated to follow the curriculum and assessment designed unilaterally by the tutor (Verger Gelabert et al., 2020; Cobeñas and Grimaldi, 2021). This situation could be because the tutor limits his/her task to teaching the school subjects without being involved in the promotion of inclusive education (López Belmonte et al., 2018). Sandoval et al. (2019) and Rubio et al. (2021) even state that some tutors do not want the support teacher in the classroom, and this position is, in many cases, supported by the management team. However, this situation might also be because some support teachers accept the principles of inclusion but do not put them into practice (Sanahuja et al., 2018), or because there is an individualist approach to educational practice and an inadequate support culture (Duran and Miquel, 2019). Second, there are situations aligned with the definition of co-teaching that we collected and where the support teacher assumes educational tasks (Verger Gelabert et al., 2020), also supporting the other students from a collective perspective (Martínez, 2018; Sanahuja, et al., 2020). In contrast to measure 2 (*support classrooms outside the regular classroom*), Rueda et al. (2018) states that measure 4 is aimed at students with and without especial needs, and shared teaching is valued positively due to the positive impact it has on the interaction, socialisation, inclusion and response to diversity within the ordinary classroom. When it comes to analysing the inclusive nature of this MRD based on the conditions set out, there is also some ambiguity. This will be an inclusive measure as long as the actions of the support teachers

are aimed at promoting the presence, participation and learning of all the students in the framework of an ordinary classroom with a heterogenous grouping and from a collective perspective.

As a first conclusion we wish to highlight the *regulatory ambiguity of the Spanish education system*. Although the government claims to have opted, legislatively and politically for an inclusive education system, as we have seen some of these policies, as well as everyday educational cultures and practices, do not move in the same direction. Moreover, in some cases they lead us to think that the Spanish government is reluctant to give way to a full inclusion since, for example, it continues to maintain a dual system of schooling (ordinary and Special Schools), which perpetuates an education system that structurally generates exclusion and social inequality. Maintaining this segregated structure of response to diversity is contradictory and clearly prevents progress towards inclusion. Thus, we can say that both the scientific community and the international guidelines we have seen reject the dual system of schooling essentially because it violates children's rights. Nevertheless, the continuity of this dual system seems to be guaranteed both legislatively and practically because a business has been built around the growing number of students with special needs (Tomlinson, 2012), among other causes.

As a second conclusion, regarding the complex relationship between educational innovation and inclusion, in Spain research has begun to identify the way in which educational innovation can lead to educational processes and practices that are contrary to inclusion (Baena et al., 2020). Adding to this debate and identifying the need for more research in this area, we take up a second idea from other research, namely that *exclusion can be carried out directly or indirectly*. We understand direct segregation to be that which is defined by the same character and nature as the measure (e.g., dual system); and we understand indirect segregation to be that which occurs in measures that, depending on their specific orientation and practice, may become inclusive or segregating. Thus, as we have seen, all the MRDs can end up being segregating depending on how they are carried out, even those that are most explicitly declared inclusive. A clear example

of this is the exclusive use of inclusion support teachers (Soldevila et al., 2017). Therefore, formally inclusive measures do not necessarily make them so in practice. There is a need for a clear commitment to cultures, policies and practices that break with false support for inclusion (indirect segregation) and that are consistent at the concrete level and in practice with international declarations, the rights of children, inclusion and social justice. Further research should analyse in particular the possible dynamics of direct and indirect exclusion. Third, we also want to highlight the *individualism of the measures* and *the criteria used to choose the type of measures provided to children and young people*. With respect to the individualistic focus of the measures, the research analysed coincided with Ainscow (2020) when he states that:

The continued use of what is sometimes referred to as a ‘medical model’ of assessment –within which educational difficulties are explained solely in terms of a child’s deficits– prevents progress in the field, not least because it distracts attention from questions about why schools fail to teach so many children successfully (...) schools need to be reformed and practices need to be improved in ways that will lead them to respond positively to student diversity (p. 12).

This is why it is important to focus on the barriers that specifically hinder presence, participation and learning (Booth and Ainscow, 2002) and to promote MRD that take into account all students – and here «all means all» (UNESCO, 2020b). This will enable us to avoid the *usual criteria used to choose the type of measures provided to children and young people*, criteria that are based, as we have seen in all the analysed articles, exclusively on academic performance.

Finally, a second proposal for new research, in line with that proposed by Messiou (2019) and Beneyto et al. (2019), is to focus more on the voices of students and their families. We found that in the analysed research these voices were poorly represented and have received little research, even though they have been identified as essential for improving inclusive educational processes (UNESCO, 2020a).

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Supplementary table S1. Word variants of the search. Searches carried out in English and Spanish using similar terms are identified by the same letter

Articles published from 2017 to September 2021 in Spanish and English	Search result	Selected articles
a) Search variants for CEE and shared schooling	282	18
A «Special education centers in Spain»	6	
A «Centros de educación especial en España»	9	
B «Special education schools in Spain»	3	
B «Escuelas de educación especial en España»	3	
C «Combined schooling» + «Spain»	14	
C «Escolarización combinada» + «España»	188	
D «Shared schooling» + «Spain»	14	
D «Escolarización compartida» + «España»	45	
b) Search variants for USEE, SIEI, AEE and AO	1601	12
A «Open classrooms» + «Spain»	106	
A «Aulas abiertas» + «España»	573	
B «Special education classrooms» + «Spain»	244	
B «Aulas de educación especial» + «España»	280	
C «USEE» + «Spain»	124	
C «USEE» + «España»	82	
D «SIEI» + «Spain»	106	
D «SIEI» + «España»	84	
E «Special Education Support Unit» + «Spain»	2	
E «Unidades de soporte educación especial» + «España»	0	
c) Search variants for level groups or homogeneous groups	212	13
A «Grupos homogéneos» + «centros escolares» + «educación inclusiva» + «España»	115	
A «Homogeneous groups» + «schools» + «inclusive education» + «Spain»	54	
B «Grupos de nivel + «educación inclusiva» + «centros escolares» + «España»	22	
B «Level groups» + «inclusive education» + «schools» + «Spain»	21	
d) Search variants for shared teaching and assistant educator	1238	30
A «Docencia compartida» + «España» + «primaria» + educación inclusiva»	158	
A «Shared teaching» + «Spain» + «primary» + «inclusive education»	20	
B «Profesorado de apoyo» + «educación inclusiva» + «España»	323	
B «Support teachers» + «inclusive education» + «Spain»	737	
Total	3.333	56 / 73