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Inclusive education from a sociological and pedagogical perspective: report from Polish research

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Abstract

The objectives of the paper were to identify the areas of research on inclusive education, systematize them through the developed categories, identify the dominant research directions, and conduct a sociological reflection on them. The article is divided into two parts. The first part is a systematic review of Polish research on inclusive education. 72 scientific sources were analyzed and systematized into four categories: creating an inclusive culture, developing inclusive policies, developing inclusive practices (Booth & Ainscow, 2011), and critical reflection. In the second part of the article, there are considerations about inclusive education in the context of social theories. Each theory provides a different perspective on the issue and emphasizes different elements of it. By analyzing the issue through the lenses of reproduction theory, social constructivism, autopoietic systems theory, and critical theory, it is possible to identify the reasons behind the difficulties in implementing this model.

Keywords: inclusive education, systematic review, critical discourse analysis, social theories.

Introduction

Inclusive education (IE) in Poland is a relatively new phenomenon, still under development and refinement. An attempt to understand the current state of knowledge on inclusion led to the creation of the following text. One of the inspirations was a review article on international research (Van Miegheem et al., 2020). The authors analyzed 26 sources and, on their basis, identified five areas of research on inclusive education: attitudes towards IE (input), teachers' professional development on IE (input), IE practices (process), student participation (outcome) and aspects of conducting research into IE. Another important point of reference was a report analyzing Polish research on inclusive education Domańska-Zyśk, 2018). The areas identified by the author are: 1. Theoretical, formal, and organizational foundations of integration and inclusion. 2. Methods and strategies supporting inclusive education. 3. Peer relationships in inclusive and integrated classrooms. 4. Parents' attitudes and opinions on segregation, integration, and inclusion in education. 5. Teachers' attitudes and opinions on segregation, integration, and inclusion in education. 6. Opinions and attitudes of students with disabilities in the context of their education in mainstream and inclusive schools. As a result, we decided to conduct our own review, which will examine and analyze the most recent Polish research.

The outcome and one of the goals of the mentioned reviews was to provide guidance for inclusive education practice, highlight research gaps and point to their potential for further development, and provide evidence-based knowledge resources. In our case, there was a need not only to analyze sources and systematize research on inclusive education, but also to attempt to understand the sociological foundations of their trends.

Sources and methodology

The objective of the own research is to understand the scope of research in Poland on inclusive education. The following research questions have also been formulated to facilitate the creation of the entire review:

1. What are the topics and problems addressed by research on inclusive education?
2. How can these studies be systematized, highlighting their main areas?
3. What are the sociological factors that condition the results of the review?

The method used for the review is a systematic review (Grant & Booth, 2009, p. 95), which is based on a comprehensive search, synthesis of scientific research and guidelines on the conduct of a review – including or excluding sources after quality assessment.

The sources used in the review were books under the editorship (on inclusive education), reports and scientific articles. Due to the multi-faceted nature of inclusive education, Polish scientific journals on pedagogy and special pedagogy were used for the review.

Articles were searched for using the keywords: "inclusive education." They also had to meet a time criterion of 2018-2023. This criterion was based on the existence of a previous report that covered the years 2013-2017 (Domagała-Zyśk, 2018).

The texts (72) were systematized according to the areas they address. The framework for identifying these categories was based on three areas of inclusive education (Booth & Ainscow, 2011, p. 13): creating inclusive cultures, producing inclusive policies, evolving inclusive practices. We also identified one additional category – critical reflection on inclusive education, which refers to theoretical articles and the development of pedagogy as a scientific discipline.

Inclusive culture (15)

The indicators mentioned by the authors (Booth & Ainscow, 2011, p. 75) are the creation of a school community where everyone feels welcome, helps each other, and collaborates on a partnership basis, as well as the establishment of inclusive values such as equal treatment and appreciation of all students, adherence to a common philosophy of inclusion and inclusive education, reduction of barriers in the educational process in all aspects of school life, and minimization of forms of discrimination.

In the area of creating an inclusive culture, empirical studies have been categorized. These studies concern the opinions of participants in the educational process: teachers (or education students), parents, and students. These studies are presented chronologically below in the form of a table.

Table 1
Empirical studies on the perceptions and meanings ascribed to inclusive education.

Source	Research objective	Method	Study group
(Koralewicz-Lew, 2018)	To understand teachers' opinions on the process of integrating children with autism spectrum disorders.	Diagnostic poll method	Teachers (60) working with individuals on the autism spectrum: inclusive kindergarten (26), mainstream primary school (34).
(Chrzanowska, 2018)	To determine whether and to what extent the opinions of teachers in inclusive kindergartens regarding the integrated education of children in mainstream institutions are influenced by their years of professional experience.	Diagnostic poll method	Teachers in inclusive kindergartens (190).

Table 1
Empirical studies on the perceptions... (cont.)

Source	Research objective	Method	Study group
(Nowakowska & Pisula, 2018)	To examine how knowledge and opinions about autism spectrum disorders are currently shaped among teachers in mainstream primary schools and education students.	Diagnostic poll method	Education students (70) and teachers in mainstream primary schools (70).
(Skotnicka, 2019)	Find out and consider the opinions of students of pedagogical faculties concerning the selection of the most beneficial form of education for students with disabilities.	Diagnostic poll method	Students of pedagogical faculties (213).
(Barłóg, 2019)	Attempt at finding an answer to the question- how do teachers determine and classify difficulties and successes in inclusive education.	Diagnostic poll method	Teachers working at public schools (65).
(Chrzanowska, 2019)	Learn the attitudes and the opinions of the teachers on varying levels of seniority, from special pre-schools and to identify, whether essential statistical differences exist in the opinions of teachers, determined by their seniority.	Diagnostic poll method	Special pre-school teachers (127).
(Baranowska & Leszka, 2019)	Determine the aims with which teachers from various types of schools and of varied professional experience develop normative definitions of inclusive education.		Teachers of various types of schools (188).
(Przybyszewska, 2019)	To analyze the opinions of parents about the infrastructure of buildings, the size of classes, the availability of professionals, teacher qualifications, accommodations and social relations.	diagnostic analysis method	Parents of children attending inclusion classrooms in four different primary schools in the city of Poznan (70).
(Godawa, 2020)	Examining the opinions of students in the field of inclusive education and inclusive education, as well as broadly understood social integration.	Diagnostic poll method	Students in special education and rehabilitation pedagogy (100).
(Skibska, 2021)	Structuring based on "factor loadings" of early childhood education teachers' opinions on inclusive education and identifying and distinguishing the attitudes (beliefs) of the surveyed teachers towards inclusive education and students with special educational needs (SEN) without considering disability categories.	Diagnostic poll method	Teachers of early childhood education in mainstream schools where children with special educational needs are enrolled (277).

Table 1
Empirical studies on the perceptions... (cont.)

Source	Research objective	Method	Study group
(Gorczyca, 2023)	Diagnosing the inclusion process and assessing the level of acceptance of children with disabilities by their typically developing peers in a mainstream institution.	Diagnostic poll method	Students in grades IV-VIII at KOU Elementary School in Rudzienko (55).
(Mórawska, 2023)	Understanding teachers' opinions on the benefits and risks associated with implementing inclusive education.	Diagnostic poll method	Teachers from randomly selected primary schools in Mińsk Mazowiecki (27).

Source: own research.

There is a clear predominance of research on teachers' attitudes (10) compared to parents (1) or students (1). As indicated by Iwona Chrzanowska (Chrzanowska & Szumski, 2019, p. 44) one of the determinants of successful inclusive education is the teacher's attitude, their acceptance, and understanding of this concept. However, collaboration and shared inclusive values within the student-teacher-parent triad are equally important and worth exploring.

Another area emerging in this category is the relationships between teachers or between teachers and students in inclusive education. The relationships between supporting teachers (co-teachers involved in organizing education) and lead teachers have been the subject of research in focus groups (data collected through interviews) among 19 general and supporting teachers, postgraduate students, and second-degree students (Skura, 2018). The conclusions drawn by the researcher emphasized the need for mandatory co-creation of general principles of cooperation among teachers and the declaration of the necessity to base this cooperation on partnership relations.

The topic of relationships between students in inclusive education was addressed in a study aimed at determining the position of children with special educational needs within peer groups and the nature of their relationships with peers during early school education (Dyduch & Trojańska, 2018). The study involved 270 primary school students (including 75 students with special educational needs) and 13 early childhood education teachers. Data were collected through surveys, interviews, and sociometric techniques. The research indicates that all students with special educational needs, despite a strong desire and sympathy towards the group, are not perceived as liked by their typically developing peers. They experience difficulties in collaboration and spending time together with their peers. These findings vary depending on the type and severity of the special educational needs.

At the intersection of culture and inclusive policy, there is a text discussing the social and cognitive aspects of the participation of people with disabilities in education (Chilman, 2021). The author highlights important social aspects of inclusion such as stigmatization, stereotyping, social judgment, and the creation of image and social norms in media discourse. She relates these to the cognitive needs of students and specific strategies for optimizing the educational process, for example, through the use of particular methodological approaches.

Inclusive policies (30)

In the realm of creating inclusive policies (Booth & Ainscow, 2011, p. 97) two areas of action have been distinguished. The first involves the development of schools for all: encompassing recruitment and advancement systems for staff, support in implementing inclusive practices, acceptance of students from local and non-local areas, architectural adjustments, assistance for students in adapting to school life, and ensuring fair and non-discriminatory class formation processes. The second area focuses on providing support and assistance tailored to student needs and organizing support for diversity: including coordinating all forms of support, developing staff to address student diversity, avoiding excessive categorization of students with special educational needs, recognizing diversity within educational needs groups, coordinating support for students learning Polish as a second language, implementing educational policies that support students' educational journeys, reducing exclusion levels through collaborative efforts, decreasing premature school leaving rates, and minimizing school violence levels.

In the analyzed Polish sources, two research trends can be observed. The first concerns "special educational needs" (18). Researchers analyze the following issues:

- Analysis of challenging behaviors among students on the autism spectrum (Woźniak, 2018).
- Risk of exclusion of students in inclusive education (Dryżałowska, 2018; Skałbania & Babiarez, 2018).
- Strategies for working with students "for inclusion" (Gołębnik & Pachowicz, 2018).
- Diagnosis and areas of support for students with migration experience (Chrzanowska & Jachimczak, 2019; Chrzanowska & Szumski, 2019).
- Utilization of the Assisting Hand Assessment in the diagnosis and therapy of children with unilateral cerebral palsy (Podgórska-Jachnik & Szmalec, 2019).
- Education of exceptionally gifted students (Chrzanowska & Szumski, 2019).
- Higher education for students with disabilities (Waszczuk et al., 2020).

- Sensory support (its absence) for students on the autism spectrum (Bombińska-Domżał et al., 2020).
 - Aggressive behaviors among students with Special Educational Needs (Baranowska & Leszka, 2021).
 - Personality model and diagnosis (Cieciuch & Strus, 2021).
 - Pedagogical therapy (Baran, 2021).
 - Specific educational needs of students from various groups, as well as work in a diverse group (Jachimczak, 2021).
 - The role of a school pedagogue (Soszyńska, 2022).
 - Students with special educational needs in remote education (Chrzanowska, 2022).
 - Socio-economic factors in inclusive education (Piwowarski, 2023).
 - Support for students with intellectual disabilities (Żółkowska & Parafiniuk, 2023).
- The second pertains to the legal and organizational aspects of inclusive education (12):
- Implementing inclusive education into the Polish education system (Sadowska, 2018).
 - Analysis of the inclusive school and kindergarten model (financial, organizational, and pedagogical aspects) (Chrzanowska & Szumski, 2019).
 - Right to education under the Convention on the Rights of Persons with Disabilities (Mikrut, 2019).
 - Principles of educating students with disabilities (Gajdzica, 2019).
 - Inclusive education in relation to the Integrated Skills Strategy (Staszewicz & Walczak, 2021).
 - Organizing teaching for students with special educational needs in inclusive education (Pomirska, 2021).
 - Inclusive actions in schools from the perspective of theory, legal solutions, and educational reality (Dobrowolska, 2022).
 - Changes in the education system for students with intellectual disabilities (Konieczna & Smolińska, 2022).
 - Analysis of the education system in Poland during the implementation of inclusive education (Gajdzica et al., 2021; Podgórska-Jachnik, 2022).
 - The role of local governments in implementing inclusive education (Skotnicka & Mrózek, 2023).
 - The role of the principal in creating an inclusive school (Tersa, 2023).

Inclusive practices (21)

According to Booth and Ainscow, indicators for implementing inclusive practices include (Booth & Ainscow, 2011, p.120): organizing the educational process

(planning programs that meet the needs of all students, encouraging their participation and activity, aiming to understand diversity, promoting cooperative learning, inclusive assessment practices, maintaining order and discipline based on mutual respect, teacher collaboration in planning processes, support for all students by support teachers, appropriate formulation of homework assignments, and participation in extracurricular activities) and orchestrating learning (recognizing diversity as a value conducive to enhancing education, utilizing the knowledge and experience of staff, the local community, and fair management of assistance and support).

Teachers, particularly their knowledge, competencies, and experience, are identified as a key resource in inclusive education. This area has been the focus of numerous texts and studies categorized under inclusive practices (14). Below is a chronological list of topics addressed within this area:

- Analysis of teacher education in inclusive education. Identification of challenges and the necessity to promote knowledge of inclusive education among teachers and educational management staff (Jachimczak, 2018).
- Reflection on the role and tasks of a special educator in a mainstream school, and the potential benefits of special pedagogy for inclusive education (Rutkowski & Bidziński, 2018).
- Identification of key competency areas that should be developed in future teachers of inclusive education, as well as the skills required in these areas. The author highlights the concept of inclusive education, diversity as an asset, supporting all students, diverse educational needs in relation to teaching programs and methods, collaboration with parents, intra-school team cooperation, and professional development within the education sector. The author advocates for expanding the competencies of students in special education programs to encompass these areas (Chrzanowska, 2018)
- Description of teachers' self-efficacy in pursuing goals related to inclusive practices. Exploration of its definition, sources, and conducting research on its measurement (Narkun, 2019).
- Creating a classification of competencies for early childhood inclusive education teachers and formulating conclusions for the training model of early childhood education teachers (Zamkowska, 2019)
- The role and tasks of a support teacher in the education of students on the autism spectrum (Szafrńska, 2019).
- Analysis of the key players involved in educating and raising pupils within the public school system. It focuses on the roles, responsibilities, professional qualifications, necessary skills, and personality traits of teachers who work with students with special educational needs (Niemiec, 2019).
- Definition of the profile of an inclusive education teacher, including personality traits, predispositions, qualifications, competencies, and practical skills.

Diagnosis of difficulties and needs of teachers in achieving effective inclusive education based on own research. Formulation of guidelines for preparing teachers for inclusive education (Kołodziejczyk, 2020).

- Analysis of changes introduced in the education of future teachers in the field of inclusive education. Reference to international reports and Polish initiatives within the framework of education for all models. Formulation of new demands for changes in teacher education programs (Zamkowska, 2021).
- Highlighting the importance, potencial and diverse forms of teacher mentoring in preparing future inclusive education teachers (Domagała-Zyśk, 2021).
- Examining three key methods for supporting mainstream teachers in achieving inclusive education. It argues that these approaches are rarely used in Polish schools and are largely overlooked in Polish educational research (Gajdzica, 2022).
- Analysis of inclusive education (including educational opportunities and actions by teachers) in the face of the pandemic (Głodkowska, 2022a, 2022b).
- Providing a glimpse into the work of special education teachers in Polish mainstream schools, as described by the teachers themselves. It aims to portray the realities of their work following the introduction of a mandate to employ special education specialists in all schools. It also highlights the need for a deeper analysis of this issue from the perspective of preparing special education teachers for real-world tasks that enhance the effective implementation of inclusive education in practice (Bartuś, 2023).

The natural consequence of enhancing teachers' competencies in inclusive education is their adoption of specific methodological solutions that support this form of education. Based on several texts (7) addressing this topic, the following methodological solutions and best practices have been highlighted:

- Project-based methods, utilization of the Dalton Plan, small group work, task teams or pairs, introduction of bilingualism through CLIL methodology (Content and Language Integrated Learning), education towards democracy, peer tutoring, and age-diverse group work (Jachimczak & Małachowska, 2019).
- Formulating performance goals, referring to universal principles of teaching, Collaborative Learning, Project-Based Learning, Inquiry-Based Learning, Inquiry-Based Science Education, Design Thinking, STEAM lessons (Science, Technology, Engineering, Art, Maths), inclusive educational content, evaluation (Rola, 2021).
- Holistic education, relational in reference to inclusive education (Nowak-Łojewska, 2020).
- Educational dialogue, organizational differentiation, Winnetka Plan, Dalton Plan, Dottrens' concept, auxiliary team-individual teaching concept (Al-Khamisy et al., 2020).
- Collaborative learning (Bąbka & Korzeniowska, 2020).

- Uniwersal Design for Learning (Knopik et al., 2021).
- Utilization of artificial intelligence (Koziej, 2023).

Critical Reflection (9)

The final category identified through the analysis of all sources was critical reflection on inclusive education. This category includes articles that place inclusive education within the theoretical grounds of social sciences and contribute to the development of pedagogy as a scientific discipline (inclusive education and systemic transformations are factors that generate many dynamic changes).

Works that highlight the multifaceted nature of inclusive education relate it to social theories:

- defectology (Vik, Somby, 2018);
- paradigm shift from classroom pedagogy to inclusive pedagogy (Gołębniak & Pachowicz, 2018);
- Social Role Valorization (SRV) theory (Papuda-Dolińska, 2018, 2019);
- Education for Peace (Jachimczak, 2019);
- constructivism (Rzeźnicka-Krupa, 2020);
- education for social transformation (Sadowska, 2021);
- hypocritical discourse (Krause, 2023a);
- ideology of enchantment and oppression (Krause, 2023b).

Sociology reflection

In the analyzed literature, both directly and indirectly, the theories of social constructivism and critical theory resonate strongly. Social constructivism posits that social reality is constructed by people through their interactions and communication (Berger & Luckmann, 2011). In the context of inclusive education, the attribution and transformation of meanings seem crucial. This process occurs at multiple levels and pertains to fundamental components of the education system. Discussions regarding the implementation of this model raise questions about who the learner is, what the teacher should be, and what the school should represent.

The learner ceases to be merely a recipient of knowledge and becomes an active participant in the educational process. Their role is constructed by both the educational system and interactions with teachers, peers, and their own experiences. In inclusive education, the learner is perceived as an individual with unique needs and potential.

Schools have long ceased to be institutions solely for transmitting knowledge. They are also places where values and social attitudes are shaped. In the context of inclusive education, schools should be spaces that support diversity and inclusion, where all students feel accepted regardless of their psycho-physical abilities.

As the literature indicates, these meanings diverge from those present in societal consciousness and the consciousness of the educational environment itself. In practice, schools may encounter difficulties in fully integrating students with diverse needs due to lack of appropriate resources, the scope of teacher competencies, and support from parents and caregivers.

The discourse analyzed raises not only questions about the current state and its implications for the education system but also ideas about the desired shape of the system and concepts for improving the current state. The discussion focuses on what the school should be like and how to bring about transformations to ensure that the content and meanings align with the ideals of inclusive education. Critical theory, which examines existing structures, also creates space for proposals for change (Bottomore, 2003). This is an extremely useful approach in the context of inclusive education, which is based on principles of equality and inclusion.

Thus, we are dealing with a complex problem that concerns both theoretical and practical aspects. The current state of education is undergoing structural transformations while questioning the meanings underlying it.

According to the theory of autopoietic systems by Niklas Luhmann, the education system has the ability to self-reproduce and, although embedded in a broader social context, it is somewhat independent. The elements it generates, including meanings, become (if accepted by the system) part of it, allowing it to autonomously persist. It can maintain its identity and structure despite turnover among its members (Luhmann, 1989). If we understand education in this way, the concept of inclusive education appears either as an external element outside the systemic framework, artificially implemented, or as an element generated by the system that is still awaiting a decision on whether it will be accepted or rejected by the system. In both cases, we observe similar effects. Inclusive education is an element awaiting its status. The consequence of this state is the discussion we can observe concerning the construction and reconstruction of meanings.

According to Pierre Bourdieu's theory of social reproduction, despite its task of reducing social inequalities, the school actually reproduces them (Bourdieu & Passeron, 1990). In the educational field, as in any other field, there is a struggle for power and resources (Bourdieu, 1990). In this context, the assumptions of inclusive education may seem almost impossible to implement. The question arises whether, in the current field of education, it is possible to implement the assumptions of inclusive education without transforming the field itself and the rules of the game that prevail within it. Analyzing the discourse, this seems impossible.

An interesting perspective is the perception of the school field in inclusive education as a space for integration, stemming from its mass character. The discourse of inclusive education emphasizes massiveness as a potential asset, enabling broad access and even social development. However, scientific literature shows significant difficulties in effectively implementing this model. From Bourdieu's perspective, massiveness can be seen as a potential obstacle, leading to the reproduction of social inequalities by perpetuating existing structures of dominance and exclusion.

In summary, we are dealing with a constant clash of expectations and practices. Observing systemic change, we are also witnessing changes in the realm of symbols, where tensions are most pronounced, causing difficulties in making these transformations.

Given these considerations, inclusive education becomes a challenge both theoretically and practically. Discussions on constructing roles for students, teachers, and schools build social awareness and point to the need for profound systemic and cultural changes to realize its ideas.

The conceptualization of the notion of a publicly accessible education system is another interesting issue. Inclusion in a publicly accessible education system can refer to the current system or the system after transformations. The discourse of inclusive education may consider a publicly accessible system one that has already undergone appropriate transformations. Whether this belief applies to the existing publicly accessible system or through the transformation of the current system, it actually becomes publicly accessible to all students. It seems that these are purely theoretical considerations, but a review of the literature indicates that this is an issue that translates into practice. This is evident, for example, in the issue of teacher competencies. Much time in the discussion is devoted to teacher competencies. Attention is paid to the fact that there is no appropriate devotion to this issue.

In literature on the implementation of the assumptions of inclusive education, a great emphasis is placed on social attitudes, indicating that they are a key factor influencing the success of the implementation of new ideas and practices. The effectiveness of implementing pedagogical innovations largely depends on the attitudes of the three main groups: teachers, students, and parents/caregivers.

Teachers play a central role because their commitment, openness to change, and ability to adapt teaching methods to the diverse needs of students determine whether new educational practices will be effectively implemented. In the context of social constructivism theory, the role of the teacher takes on special significance. In inclusive education, the teacher must adapt their methods and approach to meet the diverse needs of students, considering their individual experiences, cultural background, and abilities.

The transformation of the teacher's role in the context of inclusive education represents a significant change not only in terms of function but also in terms of meaning. The traditional role of the teacher, deeply rooted in societal consciousness, undergoes transformation that triggers tensions and discussions. This transformation is not just a change in the teacher's function but primarily a change in their role in societal consciousness and social readiness to accept this change. Inclusive education itself, along with its components, is still in the process of construction.

The field of inclusive education not only questions the traditional role of the teacher but also suggests a model of the teacher consistent with its ideals. This approach aligns with critical theory, which provides space for reflection on existing educational practices and their transformation towards greater inclusiveness and equality.

The directive of inclusive education, stemming from social policy aimed at realizing human rights, is implemented through appropriate legislation, initiating wide-ranging discussions and diverse concepts regarding its implementation, revealing numerous difficulties. Although teachers are key agents of change, their efforts prove insufficient without accompanying structural and organizational reforms. Traditional educational goals focusing on knowledge acquisition lose significance, giving way to social relationships, a direct result of the political demand promoting social integration and shaping civic attitudes among students. Implementing these changes, although challenging, is necessary to adapt the education system to contemporary social challenges.

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Edukacja włączająca w ujęciu socjologiczno-pedagogicznym: doniesienia z polskich badań

Streszczenie

Celami pracy było poznanie obszarów badań nad edukacją włączającą, usystematyzowanie ich poprzez opracowane kategorie i wyłonienie dominujących kierunków badań oraz dokonanie socjologicznej refleksji nad nimi. Artykuł podzielony został na dwie części. Pierwsza z nich jest systematycznym przeglądem polskich badań nad edukacją włączającą. Analizie poddano 72 źródła naukowe i usystematyzowano je w ramach czterech kategorii: tworzenie inkluzyjnej kultury, wypracowanie inkluzyjnej polityki, rozwój inkluzyjnych praktyk (Booth&Ainscow, 2011) oraz krytyczna refleksja. W drugiej części artykułu pojawiają się rozważania nad edukacją włączającą w kontekście teorii społecznych. Każda z nich daje możliwość spojrzenia na zagadnienie z innej perspektywy oraz kładzie nacisk na inne jej elementy. Dzięki analizie zagadnienia przez pryzmat teorii reprodukcji, konstruktywizmu społecznego, systemów autopojetycznych i teorii krytycznej możliwe jest wskazanie przyczyn w trudności implementacji tego modelu.

Słowa kluczowe: edukacja włączająca, systematyczny przegląd, krytyczna analiza dyskursu, teorie społeczne.