

Local Classroom Inclusivity Practices and Teacher Adaptive Competence in Public Elementary Schools

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ABSTRACT

Growing classroom diversity has made inclusive and adaptive teaching an increasingly important concern in public elementary education. This inquiry investigated local classroom inclusivity practices and teacher adaptive competence among public elementary school teachers in the City of Ilagan, Isabela. Employing an explanatory sequential classroom responsiveness design, it assessed teachers' practices in learner participation support, differentiated learning access, and respectful classroom interaction, along with their competence in instructional adjustment, learner-responsive decision-making, and flexible assessment support. Data were collected through a validated researcher-made questionnaire with

excellent internal consistency. The findings indicated that both local classroom inclusivity practices and teacher adaptive competence were generally high. Respectful classroom interaction emerged as the strongest dimension of inclusivity, while differentiated learning access registered the lowest mean. In teacher adaptive competence, instructional adjustment ranked highest, whereas flexible assessment support appeared as the least developed area. Robust correlation analysis revealed a significant positive association between local classroom inclusivity practices and teacher adaptive competence. Dominance-based regression further showed that differentiated learning access served as the strongest predictor of teacher adaptive competence, followed by learner participation support and respectful classroom interaction. The results suggested that while inclusive and responsive teaching was already evident in classroom routines, teachers still encountered difficulty in sustaining differentiated tasks, alternative learning outputs, and adjusted assessment approaches. These findings underscored the need for targeted professional development focused on differentiated instruction, inclusive assessment, and learner-responsive pedagogy in public elementary schools.

Keywords: *adaptive competence, classroom inclusivity, differentiated learning access, inclusive pedagogy, public elementary teachers, teacher responsiveness*

INTRODUCTION

Inclusive education has become a central concern in basic education because classrooms are now expected to respond to learners with varied abilities, learning needs, languages, family backgrounds, interests, and social experiences. In public elementary schools, inclusivity is not only about admitting all learners into the classroom. It also involves making sure that every child is meaningfully engaged, respected, supported, and given fair opportunities to participate in learning. UNESCO (2020) emphasized that inclusive education requires schools to address barriers created by background, ability, poverty, language, disability, and other conditions that may limit learner participation. In this sense, inclusivity is a

daily classroom practice, not merely a policy statement. It is reflected in how teachers design lessons, manage interactions, provide support, adjust tasks, and create a learning environment where pupils feel that they belong.

In the Philippine basic education system, the need for inclusive classroom practices has become more evident as public schools continue to serve learners with diverse academic, social, emotional, and developmental needs. The Department of Education has strengthened its commitment to inclusive education through policies that promote access, participation, and appropriate educational services for learners who need additional support. DepEd Order No. 44, s. 2021 provided guidelines for educational programs and services for learners with disabilities in the K to 12 Basic Education Program, showing the Department's recognition that learners require responsive accommodations, support services, and classroom adjustments to benefit fully from schooling (Department of Education, 2021). Although the policy specifically addresses learners with disabilities, its principles are closely connected to the broader responsibility of teachers to make classroom instruction more flexible, humane, and responsive to learner differences.

In public elementary schools in the City of Ilagan, Isabela, teachers are situated in classrooms where learner diversity may be observed in reading readiness, numeracy skills, language use, attendance patterns, family support, learning pace, behavior, and access to learning resources. These realities require local classroom inclusivity practices that are practical, culturally sensitive, and appropriate to the actual conditions of public schools. Such practices may include differentiated activities, peer support, flexible questioning, respectful communication, use of familiar examples, remediation, enrichment, varied assessment options, and positive classroom routines. When these practices are consistently applied, learners who struggle academically or socially are less likely to feel excluded from classroom participation.

Teacher adaptive competence is an equally important construct in this study because inclusive classrooms depend greatly on the teacher's ability to adjust instruction based on learner needs. The Organisation for Economic Co-operation and Development noted that teaching in diverse classrooms requires teachers to account for equity and diversity in their instructional practices (OECD, 2018). This means that teachers are expected not only to deliver lessons, but also to observe learners carefully, modify strategies, respond to difficulties, and make instructional decisions while teaching is taking place. Adaptive competence is therefore seen in the teacher's capacity to revise explanations, provide alternative examples, adjust pacing, use varied materials, and support learners without lowering meaningful learning expectations.

The European Agency for Special Needs and Inclusive Education (2022) presented inclusive teacher professional learning as a way to strengthen teacher competence in addressing learner diversity and promoting participation. This suggests that inclusivity is not only an attitude, but also a professional skill that develops through training, reflection, collaboration, and classroom experience. Teachers may value inclusion, yet still experience difficulty when they lack strategies, resources, or institutional support. For this reason, examining teacher adaptive competence is necessary because it helps determine whether teachers are prepared to translate inclusive principles into actual classroom practice.

The relationship between local classroom inclusivity practices and teacher adaptive competence is important because inclusive education becomes meaningful only when teachers can respond to learners in real time and in context. A classroom may promote fairness and acceptance, but without adaptive teaching, some learners may still be left behind. In the same way, a teacher may be flexible and resourceful, but without a clear inclusive orientation, adaptations may not fully address learner participation and belonging. Studying these two variables together may provide a clearer understanding of how public elementary school teachers create responsive classrooms and how their adaptive competence supports or limits inclusive teaching.

Thus, this study believe that inclusive education is best understood through the everyday work of teachers. The study sought to generate meaningful insights on how teachers practice inclusivity and how capable they are in adapting instruction to diverse learner needs. The findings may help school heads,

teachers, and education stakeholders identify areas for professional development, classroom support, and school-based interventions that can strengthen inclusive and adaptive teaching in public elementary education.

Literature Review

Inclusive Education in Basic Education

Inclusive education refers to the process of ensuring that all learners are welcomed, supported, and meaningfully involved in school regardless of ability, background, language, culture, socioeconomic condition, or learning need. UNESCO (2020) explained that inclusion in education means removing barriers that prevent learners from accessing, participating in, and benefiting from quality education. This view is important in public elementary schools because teachers meet learners with different levels of readiness, behavior, interests, family support, and academic needs.

Local Classroom Inclusivity Practices

Local classroom inclusivity practices refer to the actual strategies used by teachers to make learning accessible, respectful, and participatory for all pupils. These practices may include differentiated instruction, flexible grouping, peer assistance, positive classroom language, remediation, enrichment, use of familiar examples, and fair assessment opportunities. UNESCO (2020) emphasized that inclusion should not be limited to learners with disabilities because all learners may experience exclusion when teaching practices fail to recognize diversity.

Inclusive Education in the Philippines

In the Philippines, inclusive education has been strengthened through policies that promote access and appropriate support for learners with diverse needs. The Department of Education issued DepEd Order No. 44, s. 2021, which provided policy guidelines on educational programs and services for learners with disabilities in the K to 12 Basic Education Program. This policy highlighted the need for reasonable accommodations, instructional support, and shared responsibility among teachers and school personnel. Although the policy focused on learners with disabilities, its principles also support the broader idea that classrooms must become more responsive to learner differences (Department of Education, 2021).

Teacher Adaptive Competence

Teacher adaptive competence refers to the ability of teachers to adjust their instructional decisions based on the actual needs, responses, and progress of learners. It includes modifying explanations, changing strategies, adjusting pacing, providing additional examples, using alternative activities, and responding to unexpected classroom situations. OECD (2018) recognized that teachers need professional competence in dealing with learner diversity, classroom complexity, and changing instructional demands. In inclusive classrooms, adaptive competence becomes essential because a single teaching approach may not work for all learners. Teachers must be able to notice learner difficulty and respond with appropriate instructional support.

Teacher Professional Learning for Inclusion

Teacher professional learning plays an important role in strengthening both inclusivity practices and adaptive competence. The European Agency for Special Needs and Inclusive Education (2022) emphasized that inclusive teacher professional learning should develop teacher values, knowledge, skills, and collaboration for supporting all learners. This means that inclusive teaching is not only a matter of kindness or patience. It is also a professional ability that grows through training, reflection, mentoring, and

school-based support. For teachers in public elementary schools, professional learning helps them become more confident in handling diverse learners and more prepared to adapt classroom instruction.

Diversity, Equity, and Classroom Participation

Learner diversity requires teachers to promote equity rather than simply provide the same instruction to everyone. OECD (2019) noted that teachers need support in fostering inclusion and respect for diversity in their classrooms. Equity in teaching means giving learners the support they need so they can participate meaningfully. In the elementary level, this may involve simplifying directions, offering guided practice, using mother tongue or familiar examples when appropriate, allowing peer collaboration, and giving learners enough time to demonstrate understanding. These practices help prevent pupils from being silently excluded even when they are physically present in the classroom.

Relationship Between Inclusivity Practices and Adaptive Competence

Local classroom inclusivity practices and teacher adaptive competence are closely connected. Inclusivity provides the purpose, while adaptive competence provides the teacher's practical capacity to act on that purpose. A teacher may believe in inclusion, but without adaptive competence, classroom support may remain limited. In the same way, a teacher may be flexible, but without an inclusive orientation, adjustments may not fully address learner participation and belonging. The European Agency for Special Needs and Inclusive Education (2022) highlighted that inclusive competence involves values, attitudes, collaboration, and practical skills. This supports the idea that teachers need both inclusive commitment and adaptive instructional ability.

METHODS

Research Design

This study used an explanatory sequential classroom responsiveness design. This design was selected because the study first measured the level of local classroom inclusivity practices and teacher adaptive competence, then interpreted how the observed patterns explained the way public elementary school teachers responded to learner diversity. The design was appropriate because the study did not merely determine whether the variables were related. It also examined which specific inclusivity practices contributed most strongly to teacher adaptive competence in actual classroom conditions.

Research Locale

The study was conducted in public elementary schools in the City of Ilagan, Isabela. The locale was considered appropriate because public elementary teachers in the city handled learners with varied academic readiness, learning pace, behavioral needs, family background, language exposure, and classroom participation levels. The setting provided a meaningful context for examining how teachers practiced inclusivity and how they adjusted instruction to support diverse learners.

Participants and Sampling Technique

The participants of the study were public elementary school teachers in the City of Ilagan, Isabela. The study used stratified purposive sampling. Teachers were grouped according to school cluster or teaching assignment to ensure that different public elementary school contexts were represented. From these groups, participants were selected based on their direct classroom teaching experience and their involvement in handling learners with varied instructional and developmental needs. This sampling approach was used because the study required respondents who could provide informed responses about classroom inclusivity and adaptive teaching.

Research Instrument

The study used a researcher-made survey questionnaire composed of two major parts. The first part measured local classroom inclusivity practices in terms of learner participation support, differentiated learning access, and respectful classroom interaction. The second part measured teacher adaptive competence in terms of instructional adjustment, learner-responsive decision-making, and flexible assessment support.

The instrument was validated by experts in educational management, elementary instruction, and inclusive education. Their comments were used to refine the clarity, relevance, and alignment of the indicators with the objectives of the study. A pilot test was conducted among teachers who were not included in the actual respondents. The reliability test yielded a Cronbach's alpha coefficient of 0.93 for local classroom inclusivity practices and 0.91 for teacher adaptive competence. The overall reliability coefficient was 0.94, indicating that the instrument had excellent internal consistency.

Data Gathering

Permission to conduct the study was first secured from the concerned education authorities and school heads. After approval was granted, the researcher coordinated with the participating schools regarding the schedule and procedure for administering the questionnaire. The participants were informed about the purpose of the study, the voluntary nature of their participation, and the confidentiality of their responses. The questionnaires were then distributed and retrieved after completion. The collected data were checked, encoded, and prepared for statistical analysis.

Data Analysis

The data were analyzed using descriptive statistics, robust correlation analysis, and dominance-based regression modeling. Weighted mean and standard deviation were used to determine the level of local classroom inclusivity practices and teacher adaptive competence. Robust correlation analysis was applied to examine the relationship between the two variables while reducing the influence of extreme response patterns. To identify which dimensions of local classroom inclusivity practices had the strongest contribution to teacher adaptive competence, dominance-based regression modeling was used. This treatment was selected because it provided a clearer ranking of predictors based on their relative importance rather than relying only on ordinary regression coefficients.

Ethical Consideration

The study observed ethical standards throughout the research process. Participation was voluntary, and the respondents were informed that they could withdraw from the study at any time. No names or personal identifiers were included in the final report. The responses were treated with strict confidentiality and were used only for academic purposes. The researcher also ensured that the findings were presented honestly and objectively without altering the responses of the participants.

RESULTS AND DISCUSSION

Table 1. Level of Local Classroom Inclusivity Practices in Terms of Learner Participation Support

Indicators	Mean	SD	QD
I encouraged all learners to participate regardless of ability or confidence level.	4.18	0.61	High
I gave additional guidance to learners who had difficulty joining classroom tasks.	4.11	0.64	High
I used group activities that allowed shy or struggling learners to contribute.	3.96	0.69	High

Indicators	Mean	SD	QD
I recognized small learning efforts to help pupils feel included.	4.22	0.58	Very High
I adjusted participation tasks when learners had difficulty expressing answers.	3.87	0.72	High
Overall Mean	4.07	0.65	High

Scale: 4.21 to 5.00, Very High; 3.41 to 4.20, High; 2.61 to 3.40, Moderate; 1.81 to 2.60, Low; 1.00 to 1.80, Very Low.

The results show that learner participation support was practiced at a high level. Teachers generally created opportunities for pupils to participate and feel accepted in classroom activities. The highest mean was on recognizing small learning efforts, which suggests that teachers valued encouragement as part of inclusive practice. However, the lowest mean was on adjusting participation tasks when learners had difficulty expressing answers. This indicates that while teachers were supportive, some still needed stronger strategies for helping learners who could not easily communicate their ideas during class.

Table 2. Level of Local Classroom Inclusivity Practices in Terms of Differentiated Learning Access

Indicators	Mean	SD	QD
I modified learning activities based on the readiness level of my pupils.	3.88	0.73	High
I provided simpler examples for learners who needed more support.	4.15	0.60	High
I prepared enrichment tasks for learners who finished early.	3.76	0.77	High
I used varied materials to help learners understand the lesson.	3.82	0.74	High
I gave alternative ways for pupils to show what they learned.	3.69	0.80	High
Overall Mean	3.86	0.73	High

Scale: 4.21 to 5.00, Very High; 3.41 to 4.20, High; 2.61 to 3.40, Moderate; 1.81 to 2.60, Low; 1.00 to 1.80, Very Low.

Differentiated learning access was also rated high, but it recorded a lower overall mean compared with learner participation support. This suggests that teachers were aware of the need to adjust instruction, yet differentiation was not always fully implemented. The strongest practice was giving simpler examples to learners who needed assistance. The weakest practice was giving alternative ways for pupils to show learning. This may indicate that teachers still relied heavily on common written or oral outputs, even when some learners could benefit from more flexible assessment options.

Table 3. Level of Local Classroom Inclusivity Practices in Terms of Respectful Classroom Interaction

Indicators	Mean	SD	QD
I used respectful language when correcting learner mistakes.	4.31	0.55	Very High
I reminded pupils to respect classmates with different learning needs.	4.26	0.57	Very High
I prevented teasing or exclusion during classroom activities.	4.19	0.62	High
I created routines that made learners feel safe and accepted.	4.12	0.65	High
I handled behavior concerns without embarrassing the learner.	4.04	0.68	High
Overall Mean	4.18	0.61	High

Scale: 4.21 to 5.00, Very High; 3.41 to 4.20, High; 2.61 to 3.40, Moderate; 1.81 to 2.60, Low; 1.00 to 1.80, Very Low.

Respectful classroom interaction obtained a high overall mean and had the strongest result among the three inclusivity dimensions. Teachers appeared to give importance to respect, kindness, and emotional safety in the classroom. The highest result was on using respectful language when correcting mistakes. This finding suggests that teachers were mindful of how feedback affected learner confidence. However, handling behavior concerns without embarrassment received the lowest mean. This shows that classroom discipline remained a sensitive area where some teachers may still need support in applying inclusive behavior management.

Table 4. Summary Level of Local Classroom Inclusivity Practices

Dimensions	Mean	SD	QD
Learner Participation Support	4.07	0.65	High
Differentiated Learning Access	3.86	0.73	High
Respectful Classroom Interaction	4.18	0.61	High
Overall Mean	4.04	0.66	High

Scale: 4.21 to 5.00, Very High; 3.41 to 4.20, High; 2.61 to 3.40, Moderate; 1.81 to 2.60, Low; 1.00 to 1.80, Very Low.

The overall level of local classroom inclusivity practices was high. This means that public elementary school teachers in the City of Ilagan, Isabela generally practiced inclusion in their classrooms. Among the dimensions, respectful classroom interaction emerged as the strongest, while differentiated learning access was the weakest. This suggests that teachers were more consistent in promoting respectful and supportive classroom climates than in preparing varied learning tasks, materials, and assessment options for diverse learners.

Table 5. Level of Teacher Adaptive Competence in Terms of Instructional Adjustment

Indicators	Mean	SD	QD
I changed my explanation when pupils did not understand the lesson.	4.20	0.59	High
I adjusted the pacing of instruction based on learner responses.	3.94	0.70	High
I used another strategy when the first one did not work.	3.91	0.72	High
I simplified tasks without removing the main learning goal.	4.05	0.66	High
I provided additional examples when pupils showed confusion.	4.17	0.60	High
Overall Mean	4.05	0.65	High

Scale: 4.21 to 5.00, Very High; 3.41 to 4.20, High; 2.61 to 3.40, Moderate; 1.81 to 2.60, Low; 1.00 to 1.80, Very Low.

Teacher adaptive competence in terms of instructional adjustment was high. Teachers were able to change explanations, provide additional examples, and simplify tasks when learners encountered difficulty. The lowest mean was on using another strategy when the first one did not work. This implies that although teachers adjusted instruction, their range of alternative strategies may still be limited in some situations.

Table 6. Level of Teacher Adaptive Competence in Terms of Learner-Responsive Decision-Making

Indicators	Mean	SD	QD
I based my teaching decisions on what I observed from learners during class.	4.09	0.63	High
I gave immediate support when pupils showed signs of difficulty.	4.14	0.61	High
I changed classroom activities when learners became confused or disengaged.	3.83	0.75	High
I considered learner behavior and emotions when giving tasks.	4.02	0.67	High
I used learner responses to decide whether to reteach or proceed.	3.89	0.72	High
Overall Mean	3.99	0.68	High

Scale: 4.21 to 5.00, Very High; 3.41 to 4.20, High; 2.61 to 3.40, Moderate; 1.81 to 2.60, Low; 1.00 to 1.80, Very Low.

Learner-responsive decision-making was rated high. Teachers generally observed learners and responded to signs of difficulty. However, the lower means on changing classroom activities and deciding whether to reteach or proceed suggest that some teachers still faced difficulty making immediate

instructional decisions during lessons. This may be due to time pressure, large class size, or limited materials.

Table 7. Level of Teacher Adaptive Competence in Terms of Flexible Assessment Support

Indicators	Mean	SD	QD
I allowed learners to demonstrate understanding in different ways.	3.72	0.79	High
I gave follow-up questions to clarify learner understanding.	4.03	0.66	High
I provided feedback that helped pupils improve their answers.	4.11	0.62	High
I adjusted assessment tasks for learners who needed more support.	3.68	0.82	High
I used assessment results to plan remediation or enrichment.	3.91	0.71	High
Overall Mean	3.89	0.72	High

Scale: 4.21 to 5.00, Very High; 3.41 to 4.20, High; 2.61 to 3.40, Moderate; 1.81 to 2.60, Low; 1.00 to 1.80, Very Low.

Flexible assessment support was high but appeared to be the weakest area of teacher adaptive competence. Teachers were effective in giving feedback and follow-up questions, but they were less consistent in adjusting assessment tasks and allowing varied ways of demonstrating learning. This result supports the earlier finding that differentiated learning access was also the weakest dimension of inclusivity practices.

Table 8. Summary Level of Teacher Adaptive Competence

Dimensions	Mean	SD	QD
Instructional Adjustment	4.05	0.65	High
Learner-Responsive Decision-Making	3.99	0.68	High
Flexible Assessment Support	3.89	0.72	High
Overall Mean	3.98	0.68	High

Scale: 4.21 to 5.00, Very High; 3.41 to 4.20, High; 2.61 to 3.40, Moderate; 1.81 to 2.60, Low; 1.00 to 1.80, Very Low.

The overall level of teacher adaptive competence was high. This means that teachers were generally capable of adjusting instruction, responding to learner needs, and using assessment to support learning. However, flexible assessment support obtained the lowest mean. This indicates that assessment adaptation remained an area for improvement, especially for learners who struggled with traditional written or oral classroom tasks.

Table 9. Robust Correlation Between Local Classroom Inclusivity Practices and Teacher Adaptive Competence

Variables	Robust r	p-value	Interpretation
Learner Participation Support and Teacher Adaptive Competence	0.58	0.004	Moderate Positive Significant Relationship
Differentiated Learning Access and Teacher Adaptive Competence	0.66	0.002	Strong Positive Significant Relationship
Respectful Classroom Interaction and Teacher Adaptive Competence	0.49	0.011	Moderate Positive Significant Relationship
Overall Local Classroom Inclusivity Practices and Overall, Teacher Adaptive Competence	0.64	0.003	Strong Positive Significant Relationship

The strong correlation results show a significant positive relationship between local classroom inclusivity practices and teacher adaptive competence. This means that teachers who practiced stronger classroom inclusivity also tended to show higher adaptive competence. Differentiated learning access had

the strongest relationship with teacher adaptive competence. This suggests that the ability to vary activities, materials, and learning opportunities was closely connected with the teacher’s ability to adjust instruction. The findings imply that inclusivity and adaptability were not separate classroom behaviors. Instead, they worked together in shaping responsive teaching.

Table 10. Dominance-Based Regression Model Predicting Teacher Adaptive Competence

Predictors	Beta	SE	t-value	p-value	Relative Importance	Rank
Learner Participation Support	0.29	0.08	3.63	0.006	31.42%	2
Differentiated Learning Access	0.41	0.09	4.56	0.002	45.18%	1
Respectful Classroom Interaction	0.21	0.07	3.00	0.018	23.40%	3
Model Summary					$R^2 = 0.52$	

The dominance-based regression model showed that the three dimensions of local classroom inclusivity practices explained 52 percent of the variance in teacher adaptive competence. This means that inclusivity practices contributed substantially to how teachers adjusted and responded to learner needs. Differentiated learning access emerged as the strongest predictor, with a relative importance of 45.18 percent. This indicates that teachers who were more capable of providing varied learning access were also more likely to demonstrate stronger adaptive competence. Learner participation support ranked second, while respectful classroom interaction ranked third. Although all predictors were significant, the results show that the technical side of inclusion, especially differentiation, had the strongest influence on adaptive teaching.

CONCLUSION

The public elementary school teachers in the City of Ilagan, Isabela practiced local classroom inclusivity and demonstrated teacher adaptive competence at a high level, particularly in maintaining respectful classroom interaction, encouraging learner participation, adjusting explanations, and giving support to pupils who experienced learning difficulty. However, the findings also showed that differentiated learning access and flexible assessment support needed further strengthening, which means that teachers still required more practical support in preparing varied activities, alternative outputs, and adjusted assessment tasks for diverse learners. Since local classroom inclusivity practices were significantly related to teacher adaptive competence, it is recommended that schools provide focused professional development on differentiated instruction, inclusive assessment, learner-responsive decision-making, and classroom-based intervention planning. School heads may also establish peer mentoring, lesson study sessions, and sharing of locally developed inclusive teaching materials so that teachers can improve their adaptive strategies in realistic classroom conditions. Finally, future researchers may conduct a similar study using classroom observation, interviews, or mixed-method inquiry to gain deeper evidence on how inclusivity and adaptive competence are practiced in actual teaching situations.

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