

Students With Special Educational Needs in Regular Classrooms and their Peer Effects on Learning Achievement

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Abstract : This study explores the impact of inclusive education on the educational outcomes of students without Special Educational Needs (non-SEN) in Peru, utilizing official Ministry of Education data and implementing cross-sectional regression analyses. Inclusive education is a complex issue that, without appropriate adaptations and comprehensive understanding, can present substantial challenges to the educational community. While prior research from developed nations offers diverse perspectives on the effects of inclusive education on non-SEN students, limited evidence exists regarding its impact in developing countries. Our study addresses this gap by examining inclusive education in Peru and its effects on non-SEN students, thereby contributing to the existing literature. The findings reveal that, on average, the presence of SEN students in regular classrooms does not significantly affect their non-SEN counterparts. However, we uncover heterogeneous effects contingent on the specific type of SEN and students' academic placement. These results emphasize the importance of targeted resources, specialized teachers, and parental involvement in facilitating successful inclusive education, particularly for specific SEN types and students positioned at the lower end of the academic achievement spectrum. In summary, this study underscores the need for tailored strategies and additional resources to foster the success of inclusive education and calls for further research in this field to expand our understanding and enhance educational policy.

Keywords : inclusive education, special educational needs, learning achievement, Peru, Basic education

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