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Public policies for educational inclusion, equity, and school participation in Latin America: A systematic review

Políticas públicas de inclusión educativa, equidad y participación escolar en América Latina: revisión sistemática

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Abstract

The objective of this systematic review was to analyze the available scientific evidence on public policies for educational inclusion, educational equity, and school participation in Latin America, with the aim of identifying the main advances, challenges, and prevailing trends reported in recent literature. The study was conducted following the PRISMA 2020 guidelines. The literature search was carried out in SciELO, Dialnet, Redalyc, ERIC, Google Scholar, and open-access scientific repositories, considering publications published between 2022 and 2026. After applying the inclusion and exclusion criteria, a total of 36 scientific articles were selected for qualitative synthesis. The findings revealed five main thematic axes: public policies and regulatory frameworks for educational inclusion; educational equity and the reduction of inequalities; inclusion of vulnerable groups and attention to diversity; school participation and shared educational responsibility; and educational management and the implementation of inclusive policies. The evidence indicates significant progress in strengthening legal frameworks and strategies aimed at guaranteeing the right to education. However, persistent socioeconomic, territorial, cultural, and institutional disparities continue to limit the effectiveness of implemented policies. It is concluded that the consolidation of more inclusive educational systems requires strengthening the processes of management, monitoring, and evaluation of public policies, as well as promoting the active participation of educational stakeholders to ensure higher levels of equity and social justice across the region.

Keywords: educational inclusion, social justice, educational diversity, educational management, school governance.

Resumen

El objetivo de esta revisión sistemática fue analizar la evidencia científica disponible sobre las políticas públicas de inclusión educativa, la equidad y la participación escolar en América Latina, con el propósito de identificar avances, desafíos y tendencias predominantes reportadas en la literatura reciente. La investigación se desarrolló siguiendo las directrices PRISMA 2020. La búsqueda bibliográfica se realizó en SciELO, Dialnet, Redalyc, ERIC, Google Scholar y repositorios científicos de acceso abierto, considerando publicaciones entre 2022 y 2026. Tras la aplicación de criterios de inclusión y exclusión, se seleccionaron 36 artículos científicos para la síntesis cualitativa. Los resultados permitieron identificar cinco ejes temáticos principales: políticas públicas y marcos normativos para la inclusión educativa; equidad educativa y reducción de desigualdades; inclusión de grupos vulnerables y atención a la diversidad; participación escolar y corresponsabilidad educativa; y gestión educativa e implementación de políticas inclusivas. La evidencia muestra avances significativos en el fortalecimiento de marcos legales y estrategias orientadas a garantizar el derecho a la educación; sin embargo, persisten brechas asociadas a factores socioeconómicos, territoriales, culturales e institucionales que limitan la efectividad de las políticas implementadas. Se concluye que la consolidación de sistemas educativos más inclusivos requiere fortalecer los procesos de gestión, monitoreo y evaluación de las políticas públicas, así como promover la participación activa de los distintos actores educativos para garantizar mayores niveles de equidad y justicia social en la región.

Palabras clave: educación inclusiva, justicia social, diversidad educativa, gestión educativa, gobernanza escolar.

Introduction

Educational inclusion has become a cornerstone of contemporary education systems, given its close connection to safeguarding the right to education, reducing inequalities, and fostering more equitable societies. Across Latin America, the economic, social, and cultural transformations of recent decades have underscored the need to design public policies capable of responding to student diversity and ensuring educational opportunities for all social groups. Nevertheless, the region continues to grapple with deep-seated gaps linked to socioeconomic, territorial, ethnic, cultural, and disability-related factors that constrain access, retention, and meaningful participation for numerous students within school systems. In this context, educational inclusion has moved beyond its traditional focus on school access to embrace an approach centered on full participation, meaningful learning, and the recognition of diversity as an essential asset for social development (Valdivieso et al., 2022; Aldana-Zavala, 2024).

The growing salience of educational inclusion has prompted Latin American governments to design and implement public policies aimed at strengthening equity and expanding educational opportunities for historically marginalized groups. These initiatives have driven regulatory reforms, programs targeting vulnerable populations, equitable access mechanisms, and strategies to improve educational quality across different system levels. However, evidence shows that the existence of inclusive legal frameworks and policies does not consistently translate into effective outcomes within educational institutions. Challenges persist around resource allocation, inter-institutional coordination, teacher training, school management, and policy evaluation, highlighting the complexity of translating normative principles into sustainable and effective educational practices (Torres-Bernal et al., 2024; Sánchez-Rodríguez, 2023).

In this scenario, educational equity has assumed a central role in both academic and policy debates across the region. Beyond ensuring equal access, equity entails recognizing students' differing circumstances and generating differentiated responses that compensate for structural inequalities shaping their educational trajectories. Various studies have pointed out that economic, geographical, and sociocultural gaps continue to condition learning opportunities and constrain the development of truly inclusive education systems. Consequently, contemporary public policies have begun incorporating

frameworks oriented toward social justice, attention to diversity, and the removal of barriers that hinder student participation and academic achievement (Proaño et al., 2023; Verduzco & Kral, 2022).

Educational inclusion also demands recognition of the heterogeneity characterizing school communities. Across Latin America, inclusive policies have had to respond to the needs of students with disabilities, Indigenous populations, migrant communities, ethnic minorities, and individuals from historically discriminated groups. Recent scholarship indicates that these groups continue to face institutional, cultural, and pedagogical barriers restricting their effective participation in educational processes. Inclusion strategies therefore require comprehensive actions that articulate rights protection, curricular adaptation, teacher training, and the strengthening of school environments that respect diversity. Studies on migration and inclusion, in particular, have shown that human mobility represents one of the most significant emerging challenges for Latin American education systems, while research on sexual and gender diversity highlights the need to strengthen policies promoting safe and discrimination-free school environments (Fontecha et al., 2024; Mejía-Elvir, 2024).

Concurrently, school participation has emerged as a strategic dimension for the success of inclusive policies. Building democratic education systems requires active involvement from students, families, teachers, administrators, and communities in decision-making and educational governance processes. From this perspective, participation serves as a mechanism that enhances the legitimacy of public policies and fosters more collaborative and inclusive educational environments. In this regard, open government approaches have begun gaining traction as relevant tools for improving transparency, shared responsibility, and coordination among different education system actors, promoting more participatory forms of school governance (Hevia, 2022; Ruiz Muñoz, 2024).

Despite progress in regulatory frameworks and the expansion of inclusion-oriented programs, multiple studies converge in identifying persistent gaps between legal provisions and practices developed within educational institutions. The evidence reports limitations related to specialized resource availability, teacher preparation, infrastructure adequacy, institutional management, and policy monitoring. Moreover, many education systems continue reproducing exclusionary dynamics that disproportionately affect students from vulnerable groups. These difficulties underscore that educational inclusion depends not only on the existence of public policies but also on education systems' capacity to translate such policies into concrete actions that foster equity and effective participation for all students (Morales & Hervás, 2024; Valdivieso et al., 2022).

Although scholarly production on educational inclusion in Latin America has grown steadily in recent years, available studies tend to concentrate on specific dimensions of the phenomenon, such as disability, interculturality, migration, higher education, or educational management. Similarly, recent reviews have primarily addressed the conceptual evolution of inclusion or experiences from particular contexts, leaving fragmented the evidence concerning the interplay between public policies, educational equity, and school participation as interdependent components of a single process. This fragmentation hinders a comprehensive understanding of both the progress achieved and the challenges that continue to constrain the consolidation of inclusive education systems across the region (Villegas Álvarez et al., 2026).

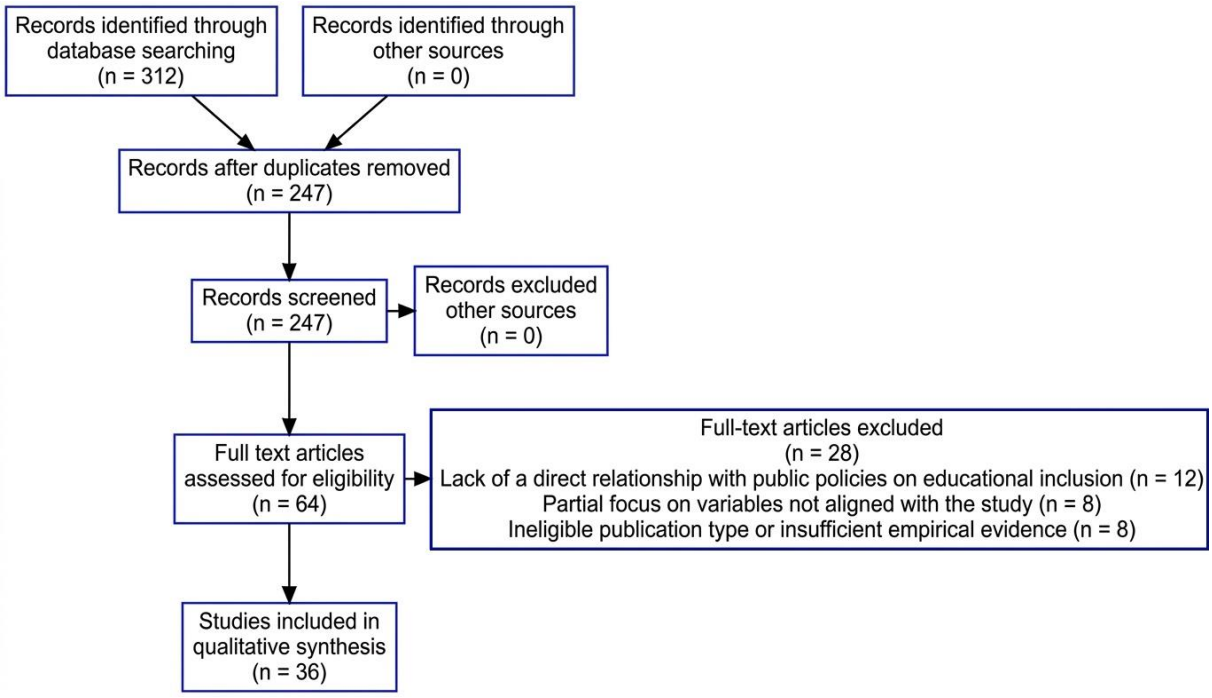
Given this situation, there is a clear need for research that integrates the various perspectives present in the literature and identifies common trends, strengths, limitations, and knowledge gaps concerning public policies oriented toward educational inclusion. A rigorous synthesis of available evidence can contribute to strengthening decision-making processes, guiding future research, and providing relevant inputs for designing strategies that promote greater equity and school participation in Latin America.

Accordingly, the objective of this systematic review was to analyze the available scientific evidence on public policies for educational inclusion, equity, and school participation in Latin America, with the aim of identifying principal advances, challenges, dominant approaches, and emerging trends reported in recent academic literature.

Methodology

This study was developed as a systematic literature review, following the guidelines established by the PRISMA 2020 statement (*Preferred Reporting Items for Systematic Reviews and Meta-Analyses*), given its international recognition for the identification, selection, appraisal, and rigorous synthesis of scientific evidence. This approach enabled the collection, organization, and analysis of studies addressing public policies for educational inclusion, equity, and school participation in Latin America, ensuring methodological transparency and reproducibility throughout the research process.

Figure 1. *PRISMA flow diagram.*



Note. Flow diagram prepared in accordance with PRISMA 2020 guidelines for systematic reviews. The selection process included identification, screening, eligibility assessment, and inclusion of studies addressing public policies for educational inclusion, equity, and school participation in Latin America. A total of 36 scientific articles were ultimately included in the qualitative synthesis.

The literature search was conducted between January and March 2026 across databases and academic sources with broad coverage in the social sciences and education, including SciELO, Dialnet, Redalyc, ERIC, Google Scholar, and open-access scientific repositories. The search strategy was designed using key terms in Spanish and English related to the object of study. Boolean operators AND and OR were employed to expand the retrieval of potentially relevant documents. The search equation used was as follows:

("políticas públicas" OR "public policies") AND ("inclusión educativa" OR "educational inclusion") AND ("equidad educativa" OR "educational equity") AND ("participación escolar" OR "school participation") AND ("América Latina" OR "Latin America").

Complementary searches were also conducted using specific combinations of terms associated with educational inclusion, diversity, disability, migration, interculturality, student participation, and school equity to identify pertinent studies that might not appear in the main search.

Inclusion criteria considered scientific articles published between 2022 and 2026, written in Spanish, English, or Portuguese, directly related to public policies for educational inclusion, educational equity, or school participation in Latin American countries. Empirical research, systematic reviews, and documentary analysis studies published in peer-reviewed academic journals with full-text availability were also included. Conversely, undergraduate and graduate theses, books, book chapters, institutional reports, normative documents, conference proceedings, editorials, reviews, and studies that did not explicitly address the central research variables were excluded.

The search strategy initially identified 312 potentially relevant records across the selected databases. After applying filters related to publication period, language, full-text access, and thematic relevance, 248 records were excluded. Subsequently, 64 studies underwent screening through title, abstract, and full-text review. During the eligibility phase, 28 documents were excluded for lacking a direct relationship with the variables analyzed, presenting partial thematic approaches, or corresponding to ineligible document types. Ultimately, 36 scientific articles were included in the qualitative synthesis of the systematic review.

The selection process proceeded through four stages. Initially, potentially relevant documents were identified by applying the search equations across the selected databases. Next, titles and abstracts were reviewed to eliminate duplicate records and studies not meeting established criteria. In the third phase, full-text reading of preselected documents was conducted to verify thematic relevance and academic quality. Finally, a definitive sample of 36 scientific articles meeting all eligibility criteria was assembled and incorporated into the qualitative synthesis.

For data extraction and organization, a documentary analysis matrix was developed that included author, year of publication, country of study, research objective, methodology employed, and main findings. This information enabled the identification of patterns, convergences, and differences among selected studies, facilitating the construction of analytical categories for result interpretation.

Evidence analysis was conducted through a qualitative thematic synthesis strategy. Studies were grouped according to their primary research approaches, allowing the identification of five emerging categories: public policies and regulatory frameworks for educational inclusion; educational equity and inequality reduction; inclusion of vulnerable groups and attention to diversity; school participation and shared educational responsibility; and educational management and implementation of inclusive policies. These categories served as the basis for organizing, interpreting, and discussing findings reported in the analyzed scientific literature.

Results

The methodological and thematic characterization of the 36 included studies is presented in Annex 1. Through the qualitative synthesis process, five thematic axes were identified that enabled understanding of the relationship between public policies for educational inclusion, equity, and school participation in Latin America: public policies and regulatory frameworks for educational inclusion; educational equity and inequality reduction; inclusion of vulnerable groups and attention to diversity; school participation and shared educational responsibility; and educational management and implementation of inclusive policies.

To organize the identified evidence, a thematic classification of selected studies was performed. Table 1 presents the five emerging axes and their respective characteristics, which allowed systematization of the principal approaches addressed by the scientific literature on educational inclusion, equity, and school participation in Latin America.

Table 1. *Characterization of included studies.*

Variable	Result
Total studies	36
Period	2022-2026
Languages	Spanish, English, and Portuguese
Study type	Empirical, reviews, and documentary analyses
Databases	SciELO, Dialnet, Redalyc, ERIC, Google Scholar
Region	Latin America

Note. Authors' own elaboration.

The analyzed scholarly production primarily addresses public policies for educational inclusion, educational equity, school participation, and institutional management through quantitative, qualitative, and documentary approaches.

Table 2. *Thematic axes identified in the systematic review on public policies for educational inclusion, equity, and school participation in Latin America.*

Thematic axis	Description
Public policies and regulatory frameworks for educational inclusion	Encompasses studies oriented toward analyzing educational policies, legal frameworks, human rights approaches, and government strategies aimed at promoting educational inclusion in Latin America.
Educational equity and inequality reduction	Groups research related to educational gaps associated with socioeconomic, territorial, technological, ethnic, and disability-related factors, as well as strategies implemented to reduce such inequalities.
Inclusion of vulnerable groups and attention to diversity	Includes studies focused on the educational care of students with disabilities, special educational needs, migrant populations, sexual diversity, and other historically excluded groups.
School participation and shared educational responsibility	Brings together research analyzing the participation of students, families, teachers, administrators, and communities in building inclusive and democratic educational environments.
Educational management and implementation of inclusive policies	Considers studies related to institutional management, educational leadership, teacher training, and the implementation and monitoring processes of inclusive policies.

Note. The thematic axes were identified through a qualitative synthesis process of the 36 studies included in the systematic review. Their grouping allowed for the organization, interpretation, and discussion of main findings related to public policies for educational inclusion, equity, and school participation in Latin America.

Concerning public policies and regulatory frameworks for educational inclusion, selected studies primarily addressed the analysis of legal frameworks, human rights approaches, and government strategies implemented across various countries in the region. Aldana-Zavala (2024) examined education from a human rights perspective, while Ruiz Muñoz (2024) analyzed policies oriented toward strengthening democratic societies. Verduzco and Kral (2022) studied the evolution of educational inclusion policies in Mexico. Escobar et al. (2025) reported progress in educational public policy formulation in Ecuador, and Jaramillo et al. (2024) described the legal frameworks supporting educational inclusion in that country.

Torres-Bernal et al. (2024) identified challenges associated with educational public policies in Latin America, while Flores and Montalvo (2024) analyzed processes related to the construction of educational inclusion policies.

Regarding the axis of educational equity and inequality reduction, the reviewed studies addressed various factors affecting educational opportunities across different population groups. Benavides et al. (2025) analyzed educational gaps related to ethnic groups and persons with disabilities in Ecuador. Alcívar-Córdova et al. (2025) studied educational inequalities present in diverse socioeconomic contexts. Mesías Crespin et al. (2022) described challenges linked to inclusive education and school equality in Peruvian educational institutions. Herrera-Enríquez et al. (2023) evaluated hybrid learning strategies aimed at rural contexts, while Honores et al. (2025) examined curricular proposals guided by equity principles. Alcalde and Gründel (2024) analyzed aspects related to teacher professional development and educational inequality, while Lora (2025) addressed the relationship between educational equity and social inclusion.

The axis referring to the inclusion of vulnerable groups and attention to diversity brought together research focused on different populations historically excluded from education systems. Jiménez et al. (2024) and Lara (2024) examined aspects related to the inclusion of students with disabilities. Similarly, Ramírez-Solórzano and Herrera-Navas (2024) addressed challenges and opportunities linked to students with special educational needs. Regarding migratory processes, Fontecha et al. (2024) and Galindo (2023) analyzed educational inclusion experiences directed at migrant populations across different Latin American contexts. Mejía-Elvir (2024) studied educational policies related to LGTBIQ+ inclusion, while Cecilia-López (2025) examined the inclusion of students with special educational needs in Ecuadorian higher education.

Concerning school participation and shared educational responsibility, selected studies addressed the involvement of different educational actors in inclusion processes. Hevia (2022) analyzed the relationship between open government and education in Latin America and the Caribbean. Vinueza-Vinueza et al. (2025) studied family-school collaboration as an element associated with educational inclusion. Pertuz et al. (2024) examined school leadership within the framework of public policies implemented across various Latin American countries. Antayhua and Rodríguez (2024) described experiences linked to community participation in educational inclusion processes.

Finally, the axis of educational management and implementation of inclusive policies grouped studies related to institutional leadership, school management, and implementation processes of inclusive strategies. Villanueva Candiotti et al. (2025) analyzed the relationship between educational management and inclusive education in Latin America. Rodríguez (2024) and Vélez et al. (2024) examined policies and strategies for educational inclusion in higher education. Similarly, Valdivieso et al. (2022), Encalada (2024), and Villegas Álvarez et al. (2026) addressed advances and characteristics of inclusive education across different Latin American contexts. Velazco and Domich (2025) studied the implementation of inclusive education in Colombia and Latin America, while Morales and Hervás (2024) analyzed the relationship between interculturality, public policies, and education. Proaño et al. (2023) and Mujica-Stach (2024) examined challenges associated with educational inclusion and attention to diversity in Latin American contexts.

Discussion

This systematic review revealed that public policies for educational inclusion in Latin America have evolved significantly in recent years, consolidating as one of the primary instruments for promoting equity and guaranteeing the right to education. The analyzed studies converge in indicating that countries in the region have progressively strengthened their regulatory frameworks through approaches based on human rights, social justice, and recognition of diversity (Aldana-Zavala, 2024; Escobar et al., 2025; Jaramillo et al., 2024; Ruiz Muñoz, 2024). However, the evidence also demonstrates that the existence of legal frameworks does not by itself ensure the effectiveness of inclusive policies. Torres-Bernal et al. (2024) and Sánchez-Rodríguez (2023) contend that the principal limitations relate to difficulties in implementation, monitoring, and institutional coordination, while Flores and Montalvo (2024) emphasize the need to

strengthen educational actors' participation in policy formulation and execution processes. These findings align with those reported by Verduzco and Kral (2022) in Mexico, who identify a persistent gap between normative advances and the actual conditions of educational institutions. Consequently, the evidence suggests that the region's current challenge lies not in the absence of inclusive policies but rather in education systems' capacity to operationalize and sustain such policies in contexts marked by structural inequalities.

Regarding educational equity, the results show that socioeconomic gaps continue to constitute one of the principal obstacles to achieving truly inclusive education systems. Benavides et al. (2025), Alcívar-Córdova et al. (2025), and Mesías Crespin et al. (2022) concur that factors such as poverty, territorial exclusion, disability, and ethnic belonging significantly condition educational opportunities for broad population sectors. This situation underscores that equal access proves insufficient when not accompanied by strategies aimed at compensating for historical and contextual inequalities. From this perspective, Herrera-Enríquez et al. (2023) highlight the potential of hybrid modalities to reduce gaps in rural areas, while Honores et al. (2025) posit the need for curricula guided by principles of equity and educational justice. Complementarily, Alcalde and Gründel (2024) caution that inequalities also manifest in educational transitions, particularly between secondary and higher education, while Lora (2025) links equity to broader processes of social inclusion. Taken together, these findings suggest that educational equity must be addressed from a multidimensional perspective that simultaneously considers economic, territorial, cultural, and pedagogical aspects.

A particularly relevant aspect identified in this review is the conceptual expansion of educational inclusion toward a more comprehensive understanding of diversity. Traditionally, inclusive policies were primarily associated with attention to students with disabilities; however, recent studies show a progressive expansion toward other historically excluded groups. Jiménez et al. (2024), Lara (2024), and Ramírez-Solórzano and Herrera-Navas (2024) evidence that significant challenges persist in guaranteeing effective participation for students with disabilities and special educational needs. Concurrently, Fontecha et al. (2024) and Galindo (2023) highlight that migratory processes have generated new demands on Latin American education systems, compelling a rethinking of inclusion strategies from intercultural perspectives. Mejía-Elvir (2024) incorporates the dimension of sexual and gender diversity, while Cecilia-López (2025) analyzes the barriers faced by students with special needs in higher education. These results suggest that contemporary educational inclusion can no longer be understood solely as a response to specific needs but rather as an approach oriented toward recognizing and managing the diversity present in education systems.

The findings also underscore the importance of school participation as a fundamental component for the sustainability of inclusive policies. The reviewed evidence demonstrates that educational inclusion does not depend exclusively on government decisions but also on educational communities' capacity to become actively involved in management and decision-making processes. In this regard, Hevia (2022) proposes that open government principles contribute to strengthening transparency and shared educational responsibility, while Vinueza-Vinueza et al. (2025) identify family-school collaboration as a determining factor for academic success and inclusion. Similarly, Pertuz et al. (2024) highlight school leadership as an articulating element between educational policies and institutional practices, while Antayhua and Rodríguez (2024) underscore the relevance of community participation in building inclusive environments. These results suggest that school participation should be understood as a democratic governance strategy that strengthens the legitimacy and effectiveness of educational public policies.

Another relevant finding concerns the strategic role of educational management in implementing inclusive policies. Villanueva Candiotti et al. (2025), Rodríguez (2024), and Vélez et al. (2024) concur that the effectiveness of inclusive initiatives depends largely on the organizational capacity of educational institutions. Similarly, Valdivieso et al. (2022), Encalada (2024), and Villegas Álvarez et al. (2026) acknowledge important advances in promoting educational inclusion, though they caution about limitations related to resources, teacher training, and institutional sustainability. These difficulties are also identified by

Velazco and Domich (2025), who describe a persistent gap between educational regulations and school reality. Morales and Hervás (2024) highlight the need to incorporate intercultural approaches within educational policies, while Proaño et al. (2023) and Mujica-Stach (2024) emphasize the importance of strengthening institutional capacities to respond adequately to student diversity. Consequently, educational management emerges as a mediating factor between public policy formulation and the materialization of effective inclusive practices.

Across the board, the 36 reviewed studies allow identification of a common trend in Latin America: the consolidation of an educational paradigm centered on inclusion, equity, and participation as interdependent principles. This convergence is particularly significant because it shows that contemporary educational challenges cannot be addressed from fragmented perspectives. The results show that public policies, educational equity, attention to diversity, school participation, and institutional management constitute a system of complex relationships that conditions the effectiveness of inclusive strategies implemented in the region. In this sense, the main contribution of this review lies in integrating these dimensions within a single analytical framework, enabling an understanding of how they interact with one another and which factors favor or constrain their implementation.

Finally, the evidence suggests that the future of inclusive policies in Latin America will depend on governments' and educational institutions' capacity to strengthen evaluation, monitoring, and continuous improvement mechanisms. Although normative advances observed in recent years represent significant progress, challenges persist related to funding, teacher training, educational leadership, community participation, and reduction of structural inequalities. Therefore, future research should be promoted to evaluate the real impact of inclusive policies across different national contexts, as well as to develop management models capable of translating inclusion and equity principles into sustainable and verifiable educational outcomes.

Conclusions

This systematic review revealed that public policies for educational inclusion in Latin America have experienced significant advances in recent years, particularly in strengthening regulatory frameworks oriented toward guaranteeing the right to education, promoting equity, and expanding opportunities for school participation. However, the analyzed evidence shows that important challenges persist related to the effective implementation of such policies, especially in contexts characterized by socioeconomic inequalities, institutional limitations, and barriers affecting historically vulnerable groups.

The findings evidence that educational equity continues to be one of the region's principal challenges, given the persistence of gaps associated with territorial, economic, cultural, and technological factors. The review also confirmed that educational inclusion has progressively expanded its scope, incorporating attention to students with disabilities, migrant populations, cultural diversity, special educational needs, and traditionally excluded groups. Similarly, the active participation of families, teachers, students, and communities was identified as a fundamental element for strengthening the sustainability of inclusive policies and fostering more democratic educational environments.

The reviewed evidence confirms that educational management plays a strategic role in materializing inclusion and equity principles, given that policy effectiveness depends on factors such as institutional leadership, teacher training, resource availability, and monitoring and evaluation mechanisms. Consequently, it is recommended to strengthen the implementation and monitoring processes of inclusive policies, as well as to promote future research analyzing their impact across different Latin American educational contexts, thereby contributing to the construction of more equitable, participatory, and inclusive education systems.

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Declaration on the use of Artificial Intelligence

The authors declare that during the preparation of this manuscript, generative artificial intelligence tools such as *Perplexity* were used solely as support for linguistic and editorial tasks, including grammatical review, academic writing improvement, scientific style optimization, and preliminary content organization. These tools were not employed to generate results, conduct analyses, interpret evidence, formulate conclusions, or substitute the authors' critical, methodological, or ethical judgment. The search and selection of sources, methodological design, literature analysis, interpretation of findings, and final manuscript writing were developed and fully supervised by the authors, who assume complete responsibility for the accuracy, originality, integrity, and scientific validity of the submitted work. This declaration is made in accordance with international principles of transparency, academic integrity, and ethics in scientific publication promoted by the Committee on Publication Ethics (COPE) and the good practices recognized in contemporary scientific communication.