

## **Necessary experience for educational inclusion from the perspective of curriculum internationalization in health and education**

Experiencia necesaria para la inclusión educativa desde la internacionalización del currículo en salud y educación

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## ABSTRACT

**Background:** Curriculum internationalization as a strategy to incorporate intercultural and global dimensions into academic training can enhance interdisciplinary experiences supported by contributions from neuroscience.

**Objective:** To show an experience generated from an inter-university meeting in which regularities were observed regarding the incorporation of educational inclusion content with an international and multidisciplinary approach.

**Methods:** A qualitative study based on participatory action research was carried out at Universidad Central "Marta Abreu" de Las Villas, Cuba, during the 2025 academic period. The sample involved professionals from the Bachelor's degree in Education, majoring in Biology, and future Neurology specialists. The methods were: document analysis of both programs, a questionnaire administered to students of the Bachelor's degree in Education (Biology major), and in-depth interviews with those in the Neurology specialty within medical sciences. The results were grouped through methodological triangulation.

**Results:** Motivation and a need for training in educational inclusion were evident in both groups. Undergraduate students demanded greater knowledge about the neurological foundations of patients with these conditions under inclusive settings, while Neurology residents recognized the need to strengthen their pedagogical competencies for effective educational guidance.

**Conclusions:** The experience generated allowed for an exchange in which regularities were observed that strengthen the future performance of professionals in the Bachelor's degree in Education (Biology major) and neurologists by incorporating content on educational inclusion with an international and multidisciplinary approach.

**MeSH:** students; internship and residency; knowledge management; education, higher; education, medical

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## RESUMEN

**Fundamento:** la internacionalización del currículo como estrategia para incorporar dimensiones interculturales y globales en la formación académica puede potenciar experiencias interdisciplinarias sustentadas en los aportes de la neurociencia.

**Objetivo:** mostrar una experiencia generada a partir de un encuentro interuniversitario en que se apreciaron regularidades ante la incorporación de contenidos sobre inclusión educativa con un enfoque internacional y multidisciplinario.

**Métodos:** se realizó un estudio cualitativo basado en la investigación acción participativa, en la Universidad Central Marta Abreu de Las Villas, Cuba, durante el período lectivo 2025. La muestra involucró profesionales de la carrera Licenciatura en Educación, especialidad Biología, y futuros especialistas en Neurología. Los métodos fueron: análisis de documentos de ambas carreras, cuestionario a los estudiantes de la carrera Licenciatura en Educación, Biología, y entrevista en profundidad a los de la especialidad de Neurología en las ciencias médicas. Los resultados se agruparon a través de la triangulación metodológica.

**Resultados:** se evidenció motivación y necesidad de formación en inclusión educativa en ambos grupos. Los estudiantes de licenciatura demandaron mayor conocimiento sobre fundamentos neurológicos de los pacientes con estas afectaciones en condiciones de inclusión; mientras los residentes de Neurología reconocieron la necesidad de fortalecer sus competencias pedagógicas para una orientación educativa efectiva.

**Conclusiones:** la experiencia generada permitió un intercambio en el que se apreciaron regularidades que fortalecen el desempeño futuro de los profesionales de la carrera Licenciatura en Educación especialidad, Biología y de los neurólogos al incorporar contenidos sobre inclusión educativa con enfoque internacional y multidisciplinario.

**DeCS:** estudiantes; internado y residencia; gestión del conocimiento; educación superior; educación médica

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Received: 01/06/2026

Accepted: 09/08/2026

## INTRODUCTION

The 2030 Agenda for Sustainable Development, in its Goal 4, urges the guarantee of inclusive, equitable, and quality education, positioning inclusion as a global priority.<sup>(1)</sup> In Cuba, the State prioritizes attention to diversity through policies that minimize barriers and foster an inclusive culture, in line with the paradigm of educational inclusion that advocates for institutions capable of welcoming all people, including those with special educational needs associated or not with disability.<sup>(2,3)</sup>

Within this framework, curriculum internationalization emerges as a key strategy to incorporate intercultural and global dimensions into training programs, democratizing educational opportunities and preparing students for diverse contexts.<sup>(4,5)</sup>

Previous research<sup>(6)</sup> has pointed out that educational inclusion and curriculum internationalization constitute convergent processes; which, when articulated, enhance the training of professionals capable of addressing diversity from a multicultural perspective.

In the current context, characterized by accelerated transformations in the educational field, neuroeducation represents a scientific response to the challenges faced by teachers and students; classrooms today more than ever demand methodologies that integrate the cognitive, emotional, and sensory dimensions, promoting motivating, accessible, and equitable learning environments.<sup>(7)</sup>

This multidisciplinary approach is concretized in the experience shown here, arising from ongoing research in the Bachelor's Degree in Education, majoring in Biology, at Universidad Central Marta Abreu de Las Villas. At the request of the students themselves, an elective course on educational inclusion was implemented, which, based on the principles of curriculum internationalization, promoted the exchange of knowledge with other disciplines, specifically through an inter-university meeting between 4th-year students of said degree and 3rd-year residents of the Neurology specialty in medical sciences.<sup>(8)</sup>

The purpose was to address, from a multidisciplinary perspective and with neuroscientific support, the learning situations that children, adolescents, and young people with neurological conditions face daily under inclusive conditions. This experience, not previously

reported in Cuba, evidenced bidirectional benefits: future educators acquired fundamental clinical knowledge, while Neurology residents broadened their understanding of the educational implications of the disorders they treat.

However, the absence of formal spaces for interdisciplinary exchange in the curricula was noted, which constitutes the scientific problem justifying this research. Consequently, the authors set the following objective: to show an experience generated from an inter-university meeting in which regularities were observed for the incorporation of educational inclusion content with an international and multidisciplinary approach.

## **METHODS**

A study with a predominantly qualitative methodological approach was carried out, assuming participatory action research as the central strategy. The study was conducted at Universidad Central "Marta Abreu" de Las Villas, Cuba, during the 2025 academic period. Participant selection was carried out through intentional non-probabilistic sampling to form two groups:

Group I (Bachelor's Degree in Education students): 9 fourth-year students majoring in Biology.

Group II (Neurology residents): 5 third-year residents of said specialty.

For data collection and analysis, theoretical methods were employed:

- Analytical-synthetic and inductive-deductive: for constructing the theoretical framework and interpreting the findings.

From the empirical level:

- Document analysis of the Bachelor's Degree in Education (Biology) program: Study Plan E, to verify which subjects in the curriculum address content on educational inclusion for students with special educational needs.
- Thematic plan of the Neurology specialty to verify the presence of content related to educational guidance for patients and families of individuals with this condition.
- Questionnaire administered to Bachelor's Degree in Education students: to explore their personal and professional interest in mastering content on diversity and educational inclusion, with emphasis on neurological conditions, as well as their main concerns and aspirations regarding the topic.
- In-depth interview with Neurology specialty residents: with the aim of verifying how they implement care for individuals with neurological conditions under educational inclusion settings; identifying their greatest concerns in managing these patients; exploring the means they use to mitigate the secondary effects of diagnosis and treatment on their daily and academic lives; and learning about their personal and professional interest in the pedagogical and multifactorial actions carried out with this population.

Mathematical-statistical methods: for percentage analysis as a complementary mathematical procedure in data description.

The information was processed through methodological triangulation to ensure the validity of the results.

Ethical aspects: The conception and implementation of the research took into account not violating the principles of research ethics in health for the different groups, and ensured respect for their privacy and anonymity.

## RESULTS AND DISCUSSION

The analysis of Study Plan E of the Bachelor's Degree in Education (Biology) revealed attention to diversity as a cross-cutting theme, but no specific curricular spaces were identified that address the inclusion of students with special educational needs, the

neurological foundations in the educational context, or that promote interdisciplinary exchange with health sciences.

Likewise, it was found that the thematic plan of the Neurology specialty lacks content related to educational guidance for patients with neurological conditions under inclusive settings—and their families—; no contents were observed regarding educational care for patients with Autism Spectrum Disorder (ASD) or those with Attention Deficit Hyperactivity Disorder (ADHD).

#### Results of the questionnaire applied to Group I (Education students)

The results revealed that 100% considered it necessary and timely for their future professional performance to acquire solid knowledge about diversity and educational inclusion, with particular emphasis on neurological conditions. Participants argued that this need responds to the current demands of a transformative education aimed at eliminating barriers and prejudices.

As a notable potential, high motivation and interest in the topic were identified, which is considered a fundamental prerequisite for approaching the challenges of inclusion with sensitivity and willingness.

Unanimously, students expressed the need to know the clinical particularities of schoolchildren with neurological conditions, as this would allow them to better understand their limitations, the possible evolution of their condition, and the adverse reactions that medical treatments could generate on their academic performance, behavior, and cognitive processes.

To this end, they proposed holding other knowledge-exchange meetings with specialists, delivering joint lectures, and studying updated bibliography.

A relevant finding was that 66.6% of respondents perceived that mastery of the demands of educational inclusion in adolescence and youth is a distant element in the work of secondary

education teachers, which contrasts with the real need to address it in daily practice. The remaining 33.3% indicated that ignorance on the subject directly affects the quality of their learning and limits their possibilities for future professional interaction.

#### Results of the interview applied to Group II (Neurology residents)

100% agreed that, although the topic of educational inclusion may seem distant from their daily clinical practice, it constitutes an element of great relevance for the comprehensive well-being of their patients. They recognized the need to broaden their work and social competencies to have a more effective impact on the inclusive process, advocating for greater training in this regard for all health professionals.

Regarding the care they provide, residents pointed out that their practice tends to be limited to offering a diagnosis and pharmacological treatment, without establishing educational guidance links with specialists from the education sector. 80% identified communication limitations as one of the main difficulties, especially in the case of patients with complex neurological conditions, which makes it difficult to obtain accurate information for diagnosis and to explain the therapeutic procedure to families.

The interviewees reported that treatments with antiepileptic drugs, psychostimulants, or neuroprotectants, while effective, can generate adverse effects with an impact on neurocognitive processes and behavior.

They expressed that the main concerns voiced by families and patients in consultation relate to physical exhaustion, drowsiness, lack of concentration, and memorization difficulties during academic activities. In response, medical recommendations tend to focus on respecting the learning pace and avoiding overload, which underscores the need for teaching staff to have this information to adjust their pedagogical strategies.

The results evidenced a clear confluence of interests between future education and health professionals. Both groups recognize that the educational inclusion of people with neurological conditions requires an approach that transcends their respective disciplines.

Health is revealed as the foundation that enables the achievement of educational objectives, while education, as a multi-conditioned process, demands the intervention of various spheres to be effective.

These findings are consistent with Cuban inclusive policies that urge intersectoral collaboration and with the need to develop an inclusive culture from the initial training of teachers and health professionals.<sup>(2,3)</sup>

The interdisciplinary exchange experience described here stands as a concrete example of how curriculum internationalization, understood as the incorporation of intercultural and global dimensions into training, materializes in formative practice.<sup>(4,5)</sup>

Previous research holds that curriculum internationalization in pedagogical programs constitutes a timely way to address educational inclusion, by fostering the exchange of experiences and the adoption of multicultural approaches that enrich professional training.<sup>(6)</sup>

In this sense, the experience documented here aligns with this premise, by demonstrating that dialogue between disciplines -in this case, education and neurology- can be catalyzed by an international perspective that values diversity as an enriching element of the teaching-learning process.

From the framework of neuroscience, neuroeducation is articulated around principles derived from scientific knowledge of the brain and its relationship with learning; one of the fundamental pillars is attention to the student's neurobiological individuality, which implies recognizing that each brain learns differently according to its previous experiences and maturation rates; another key principle is emotionality as the driver of learning, since positive affective experiences favor the consolidation of new synaptic connections.<sup>(7)</sup>

Cognitive neuroscience has shown that students with neurological conditions such as ASD or ADHD present different executive functioning profiles and brain connectivity patterns, but this does not necessarily make them deficient in all aspects.<sup>(9)</sup> On the contrary, many of

them possess strengths in areas such as visual perception, memory for details, or divergent thinking.

The challenge for the educator is not to "normalize" these students, but to identify their strengths and design learning environments that enhance them, minimizing the impact of their difficulties, which is only possible if the teacher understands, at least at a fundamental level, the neurobiological mechanisms underlying these conditions and how they interact with the teaching-learning processes.

The adoption of the neurodiversity paradigm and universal design for learning allows for planning accessible educational experiences for everyone, recognizing neurological variability as a natural aspect of the human condition.<sup>(10)</sup>

Recent studies in the field of neuroeducation<sup>(11)</sup> have shown that pedagogical interventions designed to stimulate executive functions, such as attention and working memory, significantly improve students' self-regulation capacity and cognitive performance.

Likewise, educational research has documented that barriers to the effective inclusion of students with ASD and ADHD are classified as institutional, attitudinal, and methodological; the lack of specific teacher training is one of the most significant obstacles. To overcome them, strategies such as adapting teaching materials, implementing active methodologies, and using digital technologies are proposed.<sup>(12)</sup>

The interdisciplinary exchange experience described here aligns with international trends that advocate for professional training based on collaboration. Neuroeducation, as a field of convergence, has shown that pedagogical strategies informed by neuroscience, such as universal design for learning, multisensory teaching, active breaks, or immediate feedback, benefit not only students with special educational needs but all students.<sup>(13)</sup>

Likewise, health professionals who understand the principles of learning and the demands of the school environment are better prepared to offer realistic and effective recommendations to families and educators.<sup>(14)</sup> Interprofessional undergraduate training has proven to be an

effective strategy for developing collaborative competencies that positively impact the quality of care for diverse populations.<sup>(15)</sup>

In this sense, curriculum internationalization, by fostering the mobility of knowledge and collaboration between disciplines, becomes a vehicle for articulating inclusive training with the demands of a globalized society.<sup>(8)</sup>

It is important to highlight the novel nature of this experience in the Cuban context. Although the international literature reports interprofessional collaboration initiatives in health and education training, at the national level there are few documented experiences that explicitly integrate neurology and pedagogy within a framework of educational inclusion and curriculum internationalization.

This experience demonstrates that it is possible and necessary to create spaces for dialogue between disciplines that, although seemingly distant, share a common objective: the well-being and comprehensive development of people under inclusive conditions.

The benefits were bidirectional: education students acquired fundamental clinical knowledge for their pedagogical practice, while Neurology residents broadened their understanding of the educational implications of the conditions they treat, thus improving their capacity to guide families. This bidirectionality responds to the goal of quality education that contemplates diversity as a value and not as an obstacle.<sup>(1)</sup>

The most significant limitation emerging from this study is the lack of formalized spaces for interdisciplinary exchange in training curricula.

Inclusive education is not a process that concerns educators alone; it is a collective effort that involves all of society and, crucially, other professions. To move forward, it is necessary to eliminate the barriers that fragment care and to bet on the creation of intercultural and international competencies that allow future professionals to collaborate effectively in complex contexts. The lived experience demonstrates that these spaces, even if incipient, are highly valued and generate a positive impact on the training of both groups.

Based on the findings, it is considered necessary to promote the incorporation of elective subjects or curricular spaces that address educational inclusion from a multidisciplinary perspective and with neuroscientific foundations, within the framework of curriculum internationalization, facilitating the exchange of knowledge between health sciences and education students.

Likewise, it is recommended to foster the development of research and extension projects involving specialists from both sectors, in order to generate contextualized solutions to the challenges of inclusion.

Regularities generated from the multidisciplinary experience in the initial training of professionals of the Bachelor's Degree in Education (Biology major) regarding the incorporation of educational inclusion content with an international and multidisciplinary approach:

1. High motivation and unanimous recognition of the need for training in this field, demanding preparation that integrates clinical, pedagogical, and neuroscientific knowledge.
2. Existence of a significant gap between the training received and the demands of the inclusive educational context, especially regarding neurological conditions in the classroom.
3. The interaction with Neurology residents, conceived as a curriculum internationalization strategy, proved to be a novel experience of high formative value, by fostering a multidisciplinary approach and collaborative competencies that benefited both groups.
4. Health professionals in training recognize the need for greater preparation in educational inclusion to optimize guidance for patients and families.
5. The integration of contributions from neuroscience provides a scientific foundation that enriches inclusive practices and offers a common interdisciplinary language.
6. Curriculum internationalization is revealed as a suitable pathway to articulate training in educational inclusion, by fostering the exchange of knowledge, the adoption of global perspectives, and the overcoming of fragmented views.

#### Scientific contribution

The scientific contribution of the research consists of the articulation of curriculum internationalization to address the educational inclusion of children, adolescents, and young people with neurological conditions from a multidisciplinary perspective in the initial training of professionals of the Bachelor's Degree in Education (Biology major). Furthermore, the research revealed the regularities generated in their initial training when incorporating content on educational inclusion with an international and multidisciplinary approach.

## CONCLUSIONS

The results of this experience reaffirm the urgency of overcoming disciplinary fragmentation in undergraduate training and moving toward educational models that actively promote intersectoral collaboration, with an international and scientifically informed approach. Only through a comprehensive and joint approach will it be possible to guarantee truly comprehensive, equitable, and quality care for all people under inclusive conditions.

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### **Conflict of interest statement**

The authors have no conflict of interest with the present study.

### **Authors' contribution**

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