Revista Perspectivas
Social Sciences Journal

Original Article https://doi.org/10.22463/0122820X.1793

Inclusive education: conceptual and epistemological review
Educación inclusiva: revisión conceptual y epistemológica

Sandra Milena Carrillo-Sierra[1]

[1]Magíster en educación, sandramimics@gmail.com, ORCID 0000-0001-9848-2367, Universidad Autónoma de Bucaramanga, Bucaramanga, Colombia.

ABSTRACT

Keywords:

Universal education
Educational opportunities
Educational policy
Intercultural education
Pedagogical practice
Teacher training

To carry out a conceptual and epistemological analysis of inclusive education.bibliographic design of documentary type of scientific literature on inclusive education approach produced in the period 2014-2019, in key of giving answers to the epistemological questions and identification of concepts, methodologies and advances. conceptually, the inclusive education approach is related to education for all, educational equity and social justice; axiologically, it promotes human dignity, freedom and justice, based on respect and participation; methodologically, the studies are mainly descriptive in design, as informants or research subjects, teachers and parents. longitudinal studies on education are scarce, requiring more knowledge about good inclusive practices and teacher training, educational communities, an alternative potential is the generation of training guidelines and skills of disciplines, which welcomes the education sector in the understanding and intervention to educational exclusion.

RESUMEN

Palabras clave:

Educación universal
Oportunidades educacionales
Política educacional
Educación intercultural
Práctica pedagógica
Formación de docentes

Realizar un análisis conceptual y epistemológico de la educación inclusiva. Diseño bibliográfico de tipo documental de literatura científica sobre enfoque de educación inclusiva producida en el periodo de 2014-2019, en clave de dar respuestas a las preguntas epistemológicas e identificación de conceptos, metodologías y avances. conceptualmente está relacionado el enfoque de educación inclusiva con educación para todos, equidad educativa y justicia social, axiológicamente promueve a dignidad humana, libertad y justicia, a partir del respeto y participación, metodológicamente los estudios son principalmente de diseño descriptivo, como informantes u sujetos de investigación docentes y padres de familia. los estudios de corte longitudinal sobre educación son escasos, requiriéndose conocer más sobre buenas practicas inclusivas y de formación a docentes, comunidades educativas, una potencial alternativa es la generación de directrices de formación y competencias de las disciplinas, que acoyunda al sector educativo en la comprensión e intervención a la exclusión educativa.

1. Introduction

Psychology and education as sciences have undergone great transformations that have allowed them to build steward intellectual capital (1998), with which he has to understand and transform social phenomena and practices. In relation to the teaching-learning process, these two sciences connect with disciplinary fields such as educational psychology and other disciplines such as occupational therapy, phonoaudiology, which together seek to support education actors and communities Educational (Leal,2007).

It's right from the perspective of education as a right, that the inequities of education are visible in terms of access, permanence, graduation, conditions of schooling, quality of apprenticeships of population minorities and infant-youth population of the underdeveloped countries (2013), emerging in the current theories of education the Sanchiz inclusive education approach (2009) based on principles of acceptance of the community, education based on results.

The purpose of this article is to carry out a conceptual and epistemological analysis of inclusive education (González,2015) from the perspective

of the cognocedores, to the object and reality; through the review of scientific literature in key to the following guiding questions, what is the nature of inclusive education?, What is the relationship between proponents and researchers on inclusive education?,What is the knowledge and in the face of inclusive education, how has it been investigated on inclusive education?, What are the values that are promoted in the inclusive education approach?,What is the ultimate goal of inclusive education? The above, in order to clarify the epistemological conditions of the inclusive education approach and conditions of possibility for the development of the same, in favor of the cognoscent subjects and incident actors in education, so that their actions result in the well-being or scope of the ultimate end of the approach.

2. Development

Inclusive education a glimpse from cognoscent subjects. In the scientific literature, interest and production resulting from research by psychologists, educators, therapists, governmental organizations, international organizations in relation to inclusive education are evident, varying from their conceptualized approach, the following table rescues the main definitions and concepts related to inclusive education.

Table 1. Background check

Concept	Categories or variables	Authors
Inclusive education	A process that addresses and responds to the diversity of the needs of all educators through greater participation in learning, cultural and community activities and reducing exclusion within and outside the education system. (UNESCO, 2009). Categories or elements relevant to inclusive education: presence, learning and participation (Ainscow et al, 2006).	Booth, Ainscow, Black-Hawkins, Vaughan, M & Shaw,2000, Dussan, 2010,
Education for all	Declaration enacted in order to generate alternatives and basic learning opportunities aimed at all human beings. From the union of national and international efforts to exchange experiences or to achieve resources for the satisfaction of learning needs. Relevant elements for education for all: priority actions at the national, regional and global levels.	Unesco, Mundial, B., & UNICEF. (1990).
Educational equity	Provision to all students, including those with significant disabilities, equal opportunities to receive effective educational services with the necessary supplementary and supportive services, in class appropriate to their age and in schools in their ward, in order to prepare them for a productive life as full members of society (NCERI,1994). equitable education: is equitable distribution, resources, teacher quality, educational supply, taking care that inequalities do not meet school learning and performance, and putting compensatory resources and means in naturally or socially disadvantaged students (Antonio Bolívar,2005 cp Carneros, Torrecilla, Javier & Moreno-Medina, 2018). Categories or elements relevant to equitable education: internal equity, external equity	Castillo y Cabezas,2018, Domínguez, Gutiérrez-Barroso & Gómez-Galdona,2017, Krüger,2016, Calero, y Bonal, 1999.

In the face of the table above, the nature of inclusive education is recognized as multidisciplinary, a qualitative aspiration of varied theoretical support that has strongly positioned itself in the discussions of the education sciences and agencies that are driving it, allowing the debate between functionalist theories that conceive of education as an upward social mobilizer and the critical reproductive theories that perceive education systems and their schools as legitimizing power relations and other approaches to education as an emancipator (Medina Gual, 2018; Cueto, Miranda and Vásquez, 2016). Therefore, the inclusive education approach seeks to reduce social inequalities during the time of study and the schooling stage ended (Calero and Bonal,1999).

In other words,inclusive education has a systemic character (Echeita Sarrionandia, and Ainscow, 2011), and deserves the participation of the different social and educational actors to respond to the diversity of human needs in learning situations. Finally, inclusion is a cross-cutting idea that must be present in all areas: school, family and social communities (Parrilla (2002) cited for Dueñas, 2010).

Next, interesting see What relationships is possible between researchers, teachers and professionals in relation to inclusive education? Relationships between cognoscents can be of tension and collaboration, tension in the face of the disparity of contexts where we aspire to develop processes of educational inclusion and collaboration especially among researchers, teachers and agents to understand and respond to social exclusion, generated by political, economic and social systems (Dussan,2010).

In other words, the multidimensionality of educational exclusion requires stopping to analyze by stakeholders the coverage, learning, integration-segregation dimensions, understood as access, the reception of quality knowledge, the acquisition of skills, socialization with different population groups, which allow in schooling to prepare for insertion into a complex world (García-Huidobro, 2010; Escudero and Martínez, 2011), taking attitudes and responses

of respect for racial diversity, social class, ethnicity, religion, gender, for a better coexistence (Blanco, 2010 cited for Echeita, Simón, López and Urbina, 2013).

3. Methodology

Documentary literature design that consisted of ensuring the most relevant information in the field of study of the sciences of education, for in that universe of documents, select under 2014-2019 time criteria, literature related to the approach to inclusive education, the product of studies, reflections and reviews, as a step followed, reading and critical evaluation were carried out, in key to giving answers to epistemological questions and identifying concepts, methodologies and advances in educational inclusion and finally the review letter was drafted (Vilanova, 2012; Gómez-Luna, Fernando-Navas, Aponte-Mayor, Betancourt-Buitrago, 2014; Aleixandre-Benavent, Alcaide, de Dios and Alonso-Arroyo, 2011).

4. Results

With regard to existing knowledge and reflection in the face of inclusive education according to the revised literature is seen as a global challenge, which takes on greater interest over the years, especially from the 1990s to the present, leading to policy changes countries' educational. This interest is reflected in numerous production of descriptive knowledge, the product of diagnostics of educational institutions and reports of countries and international organizations being 70% of the material consulted, research takes leading research subjects to teachers and parents who are gathered for information to account for representations, perceptions and barriers to educational inclusion,(Castro, 2017; Errón-Caro, Cárdenas-Rodríguez, and Casado, 2017; Escareño, 2017; Muñoz, López and Assaél, 2015; Domínguez, López, Pino, and Vázquez, 2015), with only 30% being the material related to good practices, successful experiences and measuring the impact of educational

inclusion programs at different levels of education (Palikara, Castro, Gaona and Eirinaki, 2019; Fajardo, 2017; Ariztía, 2017; Martínez- Usarralde, Català and Rico, 2017; Guasp, Ramón, Rosa, Rossell, and Mayol, 2016; González Fernández, Medina, and Domínguez , 2016; Marimuthua and Cheong, 2015; Garzón, 2015)

At the Axiological level, the principles promoted in the inclusive education approach according to scientific literature are human dignity, freedom, justice and equality(Rubio y Angarita,2017), to the point where its main drivers emphasize that the development of inclusive education is a matter of ethical values and principles(Booth, 2006, Echeita, Simón, López, & Urbina, C. 2013) values such as respect and recognition, because the absence of these makes participation impossible, so that without participation you are excluded and disrespected in the possibility of exercising your social rights to certain human groups, approaching axiologically the approach of inclusive education to social justice (Fraser y Honneth, 2006 citado por Carneros, Torrecilla, Javier & Moreno-Medina, 2018).

5. Discussion

Inclusive education as a focus on education has fostered transformations as it affects the philosophy and policy of institutions, promoting reform to processes and practices that respond to the diversity of needs and characteristics (Ainscow and Cesar, 2006; Giangreco and Suter, 2015), however, it is the ethical and legal arguments that support the approach that most mobilize policy changes, but the impact on practices is not perceived in equal measure (González,2018, Carrillo-Sierra, Forgiony-Santos, Rivera-Porras, Bonilla-Cruz, Montánchez-Torres & Alarcón-Carvajal,2018).

Findings and conclusions from the revised studies reiterate that changes in practice involve commitment from the basis of the scaffolding of the education system and i.e. teachers or key players in the teaching-learning process (Moliner, Sales and Escobedo, 2016, Pérez and Gramigna, 2013).

Epistemology of teaching and new scientific frontiers. Inter-university teacher training journal, (76, p. 15-27), hence, that are numbers studies that review the perceptions and attitudes of teachers coinciding their results is low the willingness and knowledge about functional and cultural differences (Torres, Jornet, Meliá, Perales Montolío, Carrillo Sierra and Wilches Durán, 2017; Beltrán and Cuéllar,2013), in addition to strategies for teaching and evaluation, therefore, training teachers in teaching strategies is the main lack (Montánchez, Carrillo and Barrera, 2017) and information on knowledge of inclusive and intercultural good practices at the school level, on influential external factors in student practice and perception of inclusion processes of students on inclusion processes is low. (Szumski, Smogorzewska and Karwowski, 2017; Taub, McCord, and Ryndak, 2017).

Thus, the possibilities for the development of the approach are related to the characteristics of the contexts, from an institutional perspective the Inclusion Index (Booth, Ainscow,Black-Hawkins, Vaughan and Shaw, 2000), being highly welcomed, but in the face of weakness in teacher training for the scope of inclusive practices is not identified a specific response, nor measurement of impact of training processes or intervention to curricula of the bachelor's degrees of the professions involved with the educational communities, and even impact on students who develop their studies in centers that apply the inclusive approach (Kvande, Belsky and Wichstrom, 2018; García Molina and Sáez Carreras, 2017; Usarralde, Català and Rico, 2017). Against the foregoing, societies continue to be awaiting the application of inclusive education that encourages the participation and acceptance of differences (Beers and Summers, 2018; Caro, Cárdenas-Rodríguez and Casado). In this way, the commitment to promote respect for diversity and intercultural ism is a democratic output to promote from school contexts (Pérez-Jorge, Gutiérrez-Barroso, Morales-León and Marrero-Morales, 2016; Kaplan and García, 2006)

6. Conclusions

The review of scientific literature concludes that longitudinal cutting studies on education are scarce, requiring more information on good inclusive practices and training to teachers, educational communities. There may be limitations on the development of such studies or poor training proposals on an inclusive education approach. In addition, inclusive practices in school contexts of different levels of education are essential to ensure internal equity, participation, learning and completion of studies, as well as external equity insertion of work that leads to the quality of life of minority groups, therefore, the presence of professionals from different disciplines committed to mediation for the development of the inclusive approach in school contexts, would promote leadership and project development of this nature (Perez, 2018; Castillo and Cabezas, 2018; Martínez Usarralde, 2015).

The generation of training guidelines and discipline competences, which supports the education sector in understanding and intervention to educational exclusion as a multidimensional and transdicipliner, would enable more holistic and benefit and even for the enjoying of other rights other than education, such as health and health care, recreation and other core human functional capacities (Nussbaum, 2002 cited for Domínguez and Richart, 2018).

7. References

Aleixandre-Benavent, R., Alcaide, G. G., de Dios, J. G., & Alonso-Arroyo, A. (2011). Fuentes de información bibliográfica (I). Fundamentos para la realización de búsquedas bibliográficas. Acta Pediátrica Española, 69(3).

Ariztía, T. (2017). La teoría de las prácticas sociales: particularidades, posibilidades y límites. Cinta de Moebio, (59), 221-234. Recuperado de http://dx.doi.org/10.4067/S0717-554X2017000200221

Beers, M. & Summers, T (2018). Educational Equity and the Classroom: Designing Learning- Ready Spaces for All Students. Educause Review, 53(3), 54–55

Beltrán, R. R., & Cuéllar, M. Y. C. 2013. Sobre la formación de maestros en Colombia: una mirada desde la relación entre conocimientos pedagógicos y disciplinares. Pedagogía y saberes, (39), 21-32.

Booth, T., Ainscow, M., Black-Hawkins, K., Vaughan, M., & Shaw, L. (2000). Índice de inclusión. Desarrollando el aprendizaje y la participación en las escuelas. Centro de Estudios para la EducacióInclusiva, UNESCO.

Calero, J. y X. Bonal. Política educativa y gasto público en educa-ción. Aspectos teóricos y una aplicación al caso español, Bar-celona, Pomares-Corredor, 1999

Carneros, S., Torrecilla, M., Javier, F., & Moreno-Medina, I. (2018). Una aproximación conceptual a la educación para la justicia social y ambiental. Revista Internacional de Educación para la Justicia Social (RIEJS).

Caro, M., Cárdenas-Rodríguez, R., & Casado, M. D. R. R. (2017). Educación intercultural inclusiva. Funciones de los/as educadores/as sociales en instituciones educativas. Pedagogía social: revista interuniversitaria, (29), 25-40.

Carrillo-Sierra, S. M., Forgiony-Santos, J., Rivera-Porras, D., Bonilla-Cruz, N. J., Montánchez-Torres, M., & Alarcón-Carvajal, M. (2018). Prácticas Pedagógicas frente a la Educación Inclusiva desde la perspectiva del Docente. Revista Espacios, 39(17), 15-32. Obtenido de http://bonga.unisimon.edu.co/handle/123456789/2167

Castillo, J., & Cabezas, G. (2018). Caracterización de jóvenes primera generación en educación superior. Nuevas trayectorias hacia la equidad educativa. Calidad en la Educación, (32), 44-76. doi:https://doi.org/10.31619/caledu. n32.151

Castillo, J., & Cabezas, G. (2018). Caracterización de jóvenes primera generación en educación superior. Nuevas trayectorias hacia la equidad educativa.. Calidad en la Educación, (32), 44-76. doi:https://doi.org/10.31619/caledu. n32.151

Castro, R. (2017). Revisión y análisis documental para estado del arte: Imaginarios sociales sobre inclusión educativa. Revista Latinoamericana de Inclusión Educativa, 11(1), 283-297.

Cueto, S., Miranda, A., & Váquez,M.C.(2016). Inequidades en la educación. GRADE (2016). investigación para el desarrollo en el Perú: once Balances. Lima.pp.55-107

Domínguez, D. V. P., & Richart, A. (2018). Entre la neuroética y la neuroeducación: las fronteras de las neurociencias sociales. Recerca: revista de pensament i anàlisi, (22), 7-13.

Domínguez, Y. M., Gutiérrez-Barroso, J., & Gómez-Galdona, N. (2017). Equidad, Género Y Diversidad En Educación. European Scientific Journal, ESJ, 13(7).

Dueñas Buey, M. (2010). EDUCACION INCLUSIVA. Revista Española de Orientación y Psicopedagogía, 21 (2), 358-366. Recuperado en: http://www.redalyc.org/articulo. oa?id=338230785016

Dussan, C. P. (2010). Educación inclusiva: un modelo de educación para todos. ISEES: Inclusión Social y Equidad en la Educación Superior, (8), 73-84

Echeita Sarrionandia, G., & Ainscow, M. (2011). La educación inclusiva como derecho: marco de referencia y pautas de acción para el desarrollo de una revolución pendiente. Tejuelo: Revista de Didáctica de la Lengua y la Literatura

Echeita, G., Simón, C., López, M., & Urbina, C. (2013). Educación inclusiva. Sistemas de referencia, coordenadas y vórtices de un proceso dilemático. Discapacidad e inclusión. Manual para la docencia, 329-357.

Errón-Caro, T., Cárdenas-Rodríguez, R. & Rodríguez Casado, R.(2017). Educación intercultural inclusiva. funciones de los/as educadores/as sociales en instituciones educativas. Pedagogía social, (29), 25–40.

Escareño, J. R. C. (2017). Docente inclusivo, aula inclusiva. Revista de Educación Inclusiva, 9(2).

Escudero, J. M., & Martínez, B. (2011). Educación inclusiva y cambio escolar. Revista iberoamericana de educación, 55, 85-105.

Fajardo, M. (2017). La educación superior inclusiva en algunos países de Latinoamérica: Avances, obstáculos y retos. Revista Latinoamericana de Inclusión Educativa, 11(1), 171-197.

García Molina, J. y Sáez Carreras, J. (2017). Investigadores, docentes y educadores frente a la exclusión social: Paradojas y apuestas. Educación XX1, 20(2), 95-112, doi: 10.5944/educXX1.12710

García-Huidobro, J. E. (2010). Educación inclusiva y formación democrática. Educación secundaria, UNICEF, Buenos Aires.

Garzón, J. E. C. (2015). Inclusión e identidad desde las prácticas discursivas de los estudiantes en la escuela. Revista Educación y Desarrollo Social, 10(1), 78-97.

Giangreco, M. F., & Suter, J. C. (2015). Precarious or purposeful? Proactively building inclusive special education service delivery on solid ground. Inclusion, 3(3), 112-131.

Gómez-Luna, E, Fernando-Navas, D, Aponte-Mayor, G, Betancourt-Buitrago, LA. Metodología para la revisión bibliográfica y la gestión de información de temas científicos, a través de su estructuración y sistematización. Dyna [Internet]. 2014;81(184):158-163. Recuperado de: https://www.redalyc.org/articulo.oa?id=49630405022

González Fernández, R., Medina, M. d., & Domínguez, M. (2016). Ventajas del tratamiento inclusivo de la diversidad: perspectivas de los principales agentes encargados de su desarrollo. Enseñanza & Teaching: Revista Interuniversitaria de Didáctica, 34(2), 131-148. doi: http://dx.doi.org/10.14201/et2016342131148

González, A. O. (2015). Consideraciones Epistemológicas para una Educación Inclusiva más oportuna: la necesidad de un nuevo paradigma epistémico. Revista Torreón Universitario, (8), 11-17.

González, A. O. (2018). Condiciones de producción de la Educación Inclusiva. Revista Pedagógica, 20(45), 134-161.

Guasp, J. J. M., Ramón, M.,Rosa Rossell, & Mayol, B. d. l. I. (2016). Buenas prácticas en educación inclusiva/Good practices in inclusive education. Educatio Siglo XXI, 34(1), 31-49. doi:http://dx.doi.org/10.6018/j/252521

Kaplan, C., & García, S. (2006). La inclusión como posibilidad. Buenos Aires: OEI.Chile, Granica,1998, ISBN9789506412531

Krüger, N. (2016). Equidad educativa interna y externa: principales tendencias en Argentina durante las últimas décadas. Revista Latinoamericana de Estudios Educativos (México), 46(2).

Krüger, N.S(2013). Segregación social y desigualdades de logros educativos en Argentina.

Kvande, M., Belsky, J., & Wichstrom, L. (2018). Selection for special education services: the role of gender and socio-economic status. European Journal of Special Needs Education, 33(4), 510–524

Leal, A. Z. (2007). Ciencias de la educación, psico-pedagogía y didáctica. Anuario del doctorado en Educación: pensar la educación, (2), 71-96.

Marimuthua, S & Cheong, L. (2015). Inclusive Education for Social Transformation.Procedia - Social and Behavioral Sciences 172, pp. 317 – 322. Recuperado de: https://www.sciencedirect.com/science/article/pii/S1877042815004073

Martínez Usarralde, M. J. (2015). La mediación intercultural en el contexto internacional e intranacional. En defensa de la competencia socioeducativa. En A. Escarbajal (ed.), Comunidades interculturales y democráticas. Un trabajo colaborativo para una sociedad inclusiva (pp. 143-162). Madrid: Narcea.

Medina Gual, L. (2018). La desigualdad de los resultados educativos en Latinoamérica: un análisis desde PISA. (Spanish). Revista Latinoamericana de Estudios Educativos, 48(2), 45–70

Moliner-García, O., Sales-Ciges, A., & Escobedo-Peiro, P. (2016). Posibilidades y limitaciones de generar cultura de centro desde las prácticas compartidas de aula: el caso de la educación intercultural inclusiva.

Montánchez, M., Carrillo, S. y Barrera, E. (2017). Inclusión educativa: diversidad a partir de la otredad. En Graterol, M.E., Mendoza, M.I, Contreras, J., Graterol, R. y Espinosa, J.F.(Eds.), la Base de la Pirámide (pp.271-282). Maracaibo, Venezuela: Publicaciones Universidad del Zulia.

Mundial, B., & UNICEF. (1990). Declaración mundial sobre educación para todos y marco de acción para satisfacer las necesidades básicas de aprendizaje. In Declaración mundial sobre educación para todos y marco de acción para satisfacer las necesidades básicas de aprendizaje. WCEFA.

Muñoz Villa, M. L., López Cruz, M., & Assaél, J. (2015). Concepciones docentes para responder a la diversidad:¿ Barreras o recursos para la inclusión educativa?. Psicoperspectivas, 14(3), 68-79.

NCERI (National Centre on Educational Restructuring and Inclusion) (1994): National Study of Inclusive Education. New York: The City University of New York.

Palikara, O. O. P. ac. u., Castro, S., Gaona, C., & Eirinaki, V. (2019). Professionals' views on the new policy for special educational needs in England: ideology versus implementation. European Journal of Special Needs Education, 34(1), 83–97. https://ezproxy.unisimon.edu.co:2124/10.1080/08856257.2018.1451310

Perez, M. R. (2018). Strategies of Segregation: Race, Residence, and the Struggle for Educational Equality. History of Education Quarterly, 58(2), 301–304. https://ezproxy.unisimon.edu.co:2124/10.1017/heq.2018.7

Pérez, T. G., & Gramigna, A. (2013). Epistemología de la enseñanza y nuevas fronteras científicas. Revista interuniversitaria de formación del profesorado, (76), 15-27.

Pérez-Jorge, D., Gutiérrez-Barroso, J., Morales-León, I., & Marrero-Morales, S. (2016). Collaborative work from the eduacational guidance perspective, the case of primary and secundary schools in Tenerife. International Journal of Current Research, 6(5), 7950-7954.

Rubio, L. V. Q., & Angarita, M. M. (2017). Análisis De Conceptos Nucleares Que Fundamentan La Normatividad De La Educación Inclusiva En Colombia. Revista Colombiana de Rehabilitación, 14(1), 76-87.

Sanchiz Ruiz, M. L. (2009). Modelos de orientación e intervención psicopedagógica. Universitat Jaume I.

Steward, T. A., (1998). La nueva riqueza de las organizaciones: el capital intelectual. Chile, Granica.

Szumski, G., Smogorzewska, J., & Karwowski, M. (2017). Academic achievement of students without special educational needs in inclusive classrooms: A meta-analysis. Educational Research Review, 21, 33–54. https://ezproxy.unisimon.edu.co:2124/10.1016/j.edurev.2017.02.004

Taub, D. A., & Ryndak, D. L. (2017). Opportunities to Learn for Students With Extensive Support Needs: A Context of Research-Supported Practices for All in General Education Classes. Journal of Special Education, 51(3), 127–137. https://ezproxy.unisimon.edu.co:2124/10.1177/0022466917696263

Torres, M., Luisa, M., Jornet Meliá, J. M., Perales Montolío, M. J., Carrillo Sierra, S. M., & Wilches Durán, S. Y. (2017). Educación inclusiva. http://bonga.unisimon.edu.co/handle/123456789/2104

UNESCO. (2009). Mejor Educación para Todos: cuando se nos incluya también. Informe Mundial. Salamanca, España: INICIO.

Vilanova, J. C. (2012). Revisión bibliográfica del tema de estudio de un proyecto de investigación. Radiología, 54(2), 108–114. doi:10.1016/j.rx.2011.05.015