

Scientific Production in Inclusive Education: Progress and Challenges

A produção científica na educação inclusiva:
avanços e desafios

La producción científica en educación inclusiva:
avances y desafíos

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Abstract

This review article aims to trace the development of inclusive education as a research object taking as a reference the scientific production generated since the Salamanca Declaration with a view to assess both the achievements and the challenges ahead so that we may prioritize our actions and define our future agenda accordingly. In order to do so, a bibliometric analysis, based on the parameters of authorship, journal and scientific article, has been carried out of those Spanish-language studies focusing on inclusive education from the year 1994 up until now, published in Scopus database indexed journals. The results drawn from our analysis evince five main findings, namely, that these studies are still scarce; that their authors pursue their research under the university institutional umbrella; that they mostly work either individually or in small teams of not more than three members; that the availability and visibility of their outcomes are very limited because there are still few open-access publications and they are published in journals which are not prominent in the Scimago Journal Rank (SJR); and, finally, that they have largely seen the light in the last ten years and have been cited only once or not at all, which reveals that their relevance for subsequent scientific studies is meagre. As a way of conclusion, we can attest to the import of the initiatives taken in this area of research, even if it is still much necessary to keep on facing numerous challenges which, albeit not exempt from obstacles, are at the same time filled with opportunities and constitute unprecedented stimuli for action, reflection, and educational engagement.

Palavras-chave

educação; educação
igualitária; formação docente;
pesquisa científica; revistas

Keywords

education; equal education;
tutor training; scientific
research; periodicals

Resumo

O objetivo deste artigo de revisão é conhecer a evolução da educação inclusiva como objeto de pesquisa, tomando como referência a produção científica gerada durante os 25 anos transcorridos desde a Declaração de Salamanca, para avaliar quais desafios ainda não foram cumpridos e orientar todas as ações e esforços nesta direção. Para tal, foi realizada uma análise bibliométrica, baseada nos parâmetros de autoria, revista e artigo científico, de estudos em língua espanhola sobre a educação inclusiva desde o ano de 1994 até o momento atual, publicados em revistas indexadas na base de dados Scopus. Os resultados mostram que são escassos os estudos realizados em espanhol sobre este tema; que os autores desenvolvem seu trabalho principalmente no âmbito universitário e de maneira individual ou em grupos de dois ou três; que o acesso e a visibilidade dos trabalhos são ainda limitados por serem poucas as publicações editadas em acesso aberto e porque as revistas não estão em posições relevantes no Scimago Journal Rank (sjr); e, por último, que a publicação de artigos se concentra nos últimos 10 anos sendo o número de citações recebidas uma ou nenhuma. Este quadro indica a pouca relevância dos trabalhos nos estudos científicos posteriores. Em suma, as ações, tanto no âmbito nacional como internacional, geraram importantes conquistas, mas ainda é preciso abordar os numerosos desafios pendentes, não isentos de obstáculos, mas repletos de novos estímulos orientados à ação, à reflexão e o comprometimento docente.

Resumen

El propósito de este artículo de revisión es conocer la evolución de la educación inclusiva como objeto de investigación, tomando como referencia la producción científica generada durante los 25 años transcurridos desde la Declaración de Salamanca, para valorar qué retos quedan por cumplir y orientar todas las acciones y esfuerzos en esta dirección. Para ello, se ha realizado un análisis bibliométrico, basado en los parámetros de autoría, revista y artículo científico, de aquellos estudios en lengua española centrados en la educación inclusiva desde el año 1994 hasta la actualidad, publicados en revistas indexadas de la base de datos Scopus. Los resultados muestran que son escasos los estudios hechos en español sobre esta materia; que los autores desarrollan su labor principalmente en el ámbito universitario y de manera individual o en grupos de dos o tres; que el acceso y visibilidad de los trabajos se encuentra aún limitado al ser escasas las publicaciones editadas en acceso abierto y al no ocupar las revistas posiciones relevantes en el Scimago Journal Rank (sjr); y, por último, que la publicación de los artículos se concentra en los últimos 10 años siendo el número de citas recibidas una o ninguna. Esto indica la escasa relevancia de los trabajos en estudios científicos posteriores. En suma, las acciones, tanto en el ámbito nacional como internacional, han generado importantes logros, pero sigue siendo preciso abordar los numerosos desafíos que quedan pendientes, no exentos de obstáculos pero sí repletos de nuevos estímulos orientados a la acción, a la reflexión y al compromiso docente.

Palabras clave

educación; educación
igualitaria; formación del
profesorado; investigación
científica; revistas

Introduction

The year 2019 takes on particular relevance regarding two fundamental issues – which are intertwined – that should be part of a plural and diverse society and world like ours: inclusion and education for all.

We say that this period is relevant because, throughout it, we celebrate, on the one hand, the 30th anniversary of the *Convention on the Rights of the Child* (UNICEF, 2006), which was adopted as an international human rights treaty on November 20, 1989; and, on the other hand, 25 years since the *World Conference on Special Needs Education: Access and Quality approved the Salamanca Statement and Framework for Action for Special Needs Education*. This event took place on June 10, 1994.

The Salamanca Statement (UNESCO, 1994) represented a fundamental turning point in achieving a paradigm shift in the conception of special education (Martínez, De Haro, and Escarbajal, 2010; García Rubio, 2017). It discusses inclusive schools to include children – we must not forget that we are in the year 1994 – with a focus on those who had long been separated and segregated from the educational system. The message conveyed to those who had the opportunity to participate in this significant event (Echeita and Verdugo, 2004) was that schools should prepare to welcome and accommodate all these individuals and, consequently, provide them with quality and equitable education (Arias, 2014; Muñoz, López, and Assaél, 2015; Valdunquillo and Iglesias, 2015; Navarro-Montaña, 2017; Boroel, Sánchez, Morales, and Henríquez, 2018). Considering that this Declaration takes into account and refers to the Universal Declaration of Human Rights of 1948 (UN, 2015), proclaimed and adopted by the United Nations General Assembly, which already speaks of education for all and where the principles of education for everyone were first expressed,

[...] the rights and freedoms that every human being can aspire inalienably and under conditions of equality. [...] The Declaration establishes the foundations for a just and dignified future for all. It provides people worldwide with a powerful instrument in the fight against oppression, impunity, and affronts to human dignity. [...] “All human beings are born free and equal in dignity and rights.” (pp. iii-v)

Similarly, it considers the provisions of the *World Declaration on Education for All and the Framework for Action: Meeting Basic Learning Needs* (UNESCO, 1990), approved by the World Conference on Education for All in Jomtien (Thailand) in March 1990. The emphasis was placed on the top priority of education for everyone throughout life, specifically in “meeting the basic learning needs of all children, youth, and adults” (Article 3: Universalizing access to education and promoting equity). Also, as stated later in March 1994, in the so-called “Standard Rules on Equalization

of Opportunities for Persons with Disabilities” (Resolution adopted by the United Nations General Assembly [based on the report of the Third Committee (A/48/627)]), in its Article 6 concerning education, which urges:

[...] States must recognize the principle of equal opportunities for education at the primary, secondary, and higher levels for children, youth, and adults with disabilities in integrated settings, and they must ensure that the education of persons with disabilities is an integral part of the education system. (UN, 1994, p. 16)

In addition, today more than ever, due to its current relevance, one must add what is established in the Charter of Fundamental Rights of the European Union (Official Journal of the European Communities, 2000), proclaimed by the European Parliament, the Council, and the Commission in the year 2000, where in its preamble it states:

Aware of its spiritual and moral heritage, the Union is founded on the indivisible and universal values of human dignity, freedom, equality, and solidarity. It is based on the principles of democracy and the rule of law. Establishing Union citizenship and creating an area of freedom, security, and justice places the individual at the center of its actions. (p. C 364/8)

As can be observed, education, in the broadest sense of its meaning, has been and continues to be one of the main concerns of all governments and various international organizations (Azorín, 2017a), as evidenced in the

[...] proclaimed and agreed upon by the United Nations in the Universal Declaration of Human Rights and the international human rights covenants, that every person has all the rights and freedoms outlined in them, without distinction of any kind, such as race, color, sex, language, religion, political or other opinions, national or social origin, economic position, birth, or any other status. (UNICEF, 2006, p. 8)

Also, in the United Nations Convention on the Rights of Persons with Disabilities, ratified by Spain in 2008, when Article 24 states: “[...] States Parties shall ensure an inclusive education system at all levels, as well as lifelong learning [...]”. Furthermore, in Article 7.3, as was done previously in the Convention on the Rights of the Child in 1989, in Article 12, reference is made to probably one of the most important rights granted to a person, in this case, to children – a right that adults do not have – which is as follows: “States Parties shall ensure that children have the right to express their views freely on all matters affecting them, and their views shall be given due weight following their age and maturity.” A right, by the way, that children should exercise but do not, and adults do not fulfill.

In summary, the Salamanca Declaration and other aforementioned declarations represented the commitment of all governments and their educational policies to implement inclusive policies. This became a significant step for all educational systems, which undoubtedly must be prepared to accept and attend to all boys and girls in the best possible conditions and with the highest quality. In this regard, it is worth noting that implementing the inclusive philosophy underlying these declarations would not have been possible without the constant and selfless work of various professionals, including Tony Booth, Mel Ainscow, William Stainback, or Robert Schalock, among others, from various fields (education, sociology, anthropology, psychology, etc.). They were able to shape a theoretical body about inclusion and the significant role that teachers play in this process. We echo the words offered by the Secretary of State for Education, Alejandro Tiana Ferrer, in the Round Table “25 Years after the Salamanca Declaration,” held in Salamanca (Spain) on April 8, 2019, within the XVI International Congress and XXXVI University and Inclusive Education Conference when he asserts: “We need a teaching staff involved in this task, not one that is dragged into it, but one that develops all the modes of professional exercise, professional practice needed for that procedure, that ultimate goal of inclusion. Without it, it will not be possible.”

Essential elements in education for all

Throughout these last 25 years, inclusion, as a reference paradigm underpinning the educational policies of different countries, is prompting a substantial reconsideration in teacher training programs (Colmenero, Pantoja, and Pegalajar, 2015; Maestre, Nail, and Rodríguez-Hidalgo, 2017; Aiello and Sharma, 2018; Carrillo et al., 2018; Moriña and Carballo, 2018; Mirón et al., 2019). Although it is necessary to continue reflecting, at the current moment, it is crucial to move from reflection to action. To achieve this, well-trained teachers capable of implementing person-centered education are required. They should be aware that each human being is unique, possessing qualities and needs that, in the words of Federico Mayor Zaragoza (2019), “demand the accompaniment of a teaching staff capable of performing this function, which is surely one of the most beautiful functions there is, modulating all human beings so that they can be educated.”

In practice, this change, as argued by Ken Robinson (2015) in his book *Creative Schools: The Grassroots Revolution That's Transforming Education*, involves three forms of discernment: (i) a critique of the current situation, (ii) an alternative vision where improvements are needed; and (iii) a transformative theory to transition from one to another. Additionally, it is necessary that “all teachers are equipped with sufficient knowledge of

pedagogy and special didactics, skills to act inclusively, and appropriate values and attitudes regarding inclusive education” (Aiello and Sharma, 2018, p. 209).

Therefore, to achieve this goal, it is necessary for teachers who are responsible for implementing inclusion policies in classrooms and schools to be adequately trained to address the diversity of individuals present (Sharma, 2011; González and Blanco, 2015; García-Barrera, 2017; Hernández and Iglesias, 2017). Some research (Shulman, 2005; Rouse, 2010; Sharma, 2011; Singleton, 2015) suggests that three aspects must change for a teacher to be inclusive: the heart, the hands, and the head. To these, we would add that to achieve balance, before changing the heart, hands, and head, it is fundamental to fulfill three indispensable requirements in the life of a human being: to be educated, to be a good person, and to be integral (Iglesias, 2014, 2018).

Educating is not limited to teaching procedures and techniques, nor is it about training technicians. Education involves promoting the integral development of each individual in all dimensions (cognitive or intellectual, communicative-linguistic, affective, sensorimotor, and social relationships) by fostering a cheerful disposition towards work and diverse capabilities and by encouraging talents, with the aim that the individual develops all these qualities consciously and freely. Learning is a continuous process; therefore, everyone deserves our utmost effort to help them improve while respecting their individuality.

Even with a clear understanding of all these issues, the speed and magnitude of changes sometimes lead to forgetting the most essential aspect: learning to be a person. This means, among other things, nurturing individuals who are good, educated, and upright.

Being a good person is not easy. It involves effort, perseverance, will-power, an interest in learning, making mistakes, acknowledging them, opening one’s heart, believing in others, and enriching oneself with what others contribute. Indeed, what defines each person is the actions they take in life. These ways of acting will shape the course of present and future events in their existence. As educators, we must instill confidence in students, guiding them with reason and heart to develop the ability to put everything into action. We should not forget that when synchronized cognition, heart, and action will make a difference in their lives. Therefore, we can only carry out affective and effective teaching of desirable values and social behaviors if they are an integral part of our own experience. This can be found in distinguished educators like Paulo Freire, John Dewey, Maria Montessori, and Rosa Sensat. They embody this quality from different ethical perspectives and remain exemplary due to their testimony and pioneering educational experience.

Likewise, having an education means firmly believing in what one does despite the difficulties faced at each moment. Education, both ours and that of our students, is primarily influenced by how we are conceived and perceived by others. People are not replaceable things like objects or mere instruments. Each person is unique and irreplaceable, the owner of oneself and one's actions. Their dignity depends on this and is, in turn, preceded by the relationships they establish with others. In a context of profound social and educational changes, such as the ones we are experiencing now, we must reflect, now more than ever, and encourage our students to reflect on the need to learn from everyone and with everyone. In this sense, our efforts should be directed not only towards building knowledge but, above all, towards fostering suitable affective styles and habits of behavior through an appropriate support process aimed at acquiring capabilities. Proof of this is found in the contributions of individuals and professionals who have incorporated other learnings beyond instrumental knowledge into their educational agenda. They point to the need to recognize other and multiple intelligences, as highlighted by Howard Gardner, or the cultivation of emotional, social, and ecological sensitivities, as emphasized by Daniel Goleman, Vandana Shiva, and others.

This commitment affects everyone: professionals, students, families, volunteers, and the community. Through shared work, we must foster and promote an exchange of varied and stimulating experiences that generate a microcosm of life and human consciousness. It is the microcosm of those who know how to accompany, guide, and orient in the challenging path of autonomous formation and self-knowledge (Iglesias and Beltrán, 2012). This commitment also requires us to subject knowledge and experiential learning to new understandings in changing and diverse contexts, necessitating an inclusive and appropriate social dialogue. This allows all individuals to comprehend different realities, experiences, and points of view.

Helping students express emotions, feelings, and concerns, resolving conflicts, sharing, collaborating, and being able to empathize with others, among other aspects, allows us to set them on the path of life with a small map where only small guiding lines are drawn. These lines encourage them to embark on a journey full of adventures. In this journey, they must develop their ability to participate in a plural community actively, use dialogue as a form of communication, relationship, and conflict resolution, make decisions in every situation and circumstance, and make maximum efforts to understand different interpretations of life.

Lastly, shaping integral individuals becomes an excellent task; because one is not born finished, they construct themselves as a person while building their society with others. This integrity is a kind of presence adorned with a presence that is not just a demeanor, an image, but is, above all, dignity, humanity, respect, beauty, art, and value; a sort of elegance to face

challenges, to stand up against injustices, to fight for our rights, to know how to choose. And learning how to choose is part of a philosophy of life, of behaviors, attitudes, aptitudes, ways of being, acting, and doing. Being elegant and knowing how to choose is part of a *continuum* that encourages those who possess this quality to do nothing the same as others, even though everything may seem to be done the same way.

Elegance imparts personality, and this translates into integrity. Integrity is only acquired when we have role models and social environments that attract, seduce, and encourage us to be different through knowledge and understanding. For students, teachers are those role models, a mirror in which to reflect; therefore, as educators, we must ensure that our students not only do things well but also do something that leaves a mark on society, responds to its challenges and provocations, offers new possibilities, promotes progress and development for both them and us, and generates suitable conditions for life and well-being.

Being upright establishes our freedom, which is essential for living and walking. However, freedom is not individual. True freedom invites those who seek it to become active, full-fledged members of a community and to transform into unique, concrete individuals with a certain air of naturalness, spontaneity, and authenticity that allows what others see of us to reflect our true selves. Acting spontaneously, with taste, beauty, and personal style, shows an elegance only found in a person's most profound essence. Those who do not live in harmony with their ideas, thoughts, and emotions, those who do not know what they want, do not act as they should, are unable to channel the emotional richness of their being, sow resentment and distrust in themselves and others, seek to pretend to be something they are not; those who are incapable of putting into practice the lucid ideas that arise from the depths of the heart and making intelligent decisions cannot be elegant because they are neither reasonable nor in control of themselves. Elegance must be shaped, educated, and adapted to each occasion, as it is the attribute of being exceptionally effective and simple.

How is this achieved? First, by firmly believing in education and the teaching profession; second, by having individuals who more than meet these characteristics; and third, by giving our students peace to reflect, share, help, and learn.

In conclusion, echoing the poet Salinas (1982), we seek the development of their best self from each student. To develop their best self, in addition to the three characteristics mentioned earlier (being a good person, being educated, and being upright), a person must develop and balance their mind, heart, and hands. In other words, a cool head, a fiery heart, and strong arms. These three well-ordered elements form the axis of a strong and mature personality that can only be formed if teachers and students

work together in the process known as *learning how to learn* (Echeita and Sandoval, 2002; Messiou et al., 2014; Ocampo, 2018). Teachers must ask themselves what they want their students to learn and how it is easiest for them to learn. And as students, they must try to find out what they usually do to learn and how it can be improved (Jiménez, 2010, 2012; Acaso, 2013; Rodríguez-García, Hinojo, and Ágreda, 2017).

But these are empty words if no one teaches us how to put them into practice if we do not try to find ways and processes for the educational act to lead students to success, avoid failure, and optimize the time of all involved parties (Duque, Fisas, and Valls, 2004; Martín and Jiménez, 2013; Castro, Gómez, and Macazaga, 2014; Álvarez and Osoro, 2014).

The goal of any educational system is to enhance learning, both in terms of content and procedures, to develop one's discourses, and to design actions to ensure that the student maximizes their study time in all areas of their life.

Learning to learn is a challenge in today's society. For this, developing skills that turn students into qualified learners with cognitive mastery that facilitates their continuous learning is necessary. In the words of Nisbet and Suckmith (1986), the most critical knowledge is self-knowledge, and the most important learning is learning to learn. The latter requires the development of metacognitive skills, which, in turn, involve knowledge about one's psychological functioning and effective control of it. When a student knows the processes to activate throughout learning and the appropriate control mechanisms to regulate it, it can be said that they are autonomous and have control over their learning (García, Sánchez, and Marengo, 2016; Casafont and Casas, 2017). This learning is valid for everyone and can be carried out throughout life.

All the aspects we refer to result from the extensive scientific production developed over the last few years. This has led to their indexing in automated bibliographic databases, requiring bibliometrics and the generation of indicators to measure the results of scientific research activity. Taking advantage of the possibilities offered by bibliometrics and considering that this year marks the 25th anniversary of the *Salamanca Statement and Framework for Action on Special Needs Education*, we were interested in studying and analyzing the scientific production of inclusive education published in Spanish. We used articles published in the Scopus bibliographic database from 1994 to 2019 as a source of information to provide an overview of the state of research on inclusive education during this period. The questions we posed were: Where does research on inclusive education stand? Who conducts these works? What is the object of their interest? Have there been changes regarding inclusion, or has there been stagnation? What difficulties exist? What challenges remain to be fulfilled?

In summary, our purpose here is to understand the evolution of inclusive education as a research subject. To achieve this, we used scientific production as a reference from the time since the Salamanca Statement. This allows us to assess the challenges that still need to be addressed and guide all actions and efforts in this direction.

Methodology

To achieve our main objective, we decided to conduct a bibliometric analysis of scientific production on inclusive education generated since the approval of the Salamanca Statement in 1994. This analysis is a documentary method that allows the examination of the nature and evolution of scientific literature based on various indicators, including the documents themselves, as well as the groups that produce and consume them (González de Dios, Moya, and Mateos, 1997). It involves identifying publication patterns, collaboration, and impact in terms of citation (Madrid et al., 2017).

Sampling selection

The sample for this study comprised scientific articles published on inclusive education in the last twenty-five years in Spanish—the choice of Scopus (Elsevier) as the information retrieval source is motivated by two specific reasons. Firstly, Scopus has many published works in the social sciences, including the education sciences. Secondly, it indexes a substantial number of journals publishing content in Spanish.

The retrieval of scientific articles relied on the article title as the search criterion. This method enabled the retrieval of publications where inclusive education serves as the central element of study. The following delimiters were applied, as detailed in Table 1.

Table 1

Criteria Applied for the Study

Database: Scopus
Period: 1994-2019
Document Type: Scientific Articles
Language: Spanish
Search Criterion: Article Title

Source: Own elaboration.

To locate articles in the Scopus database, the following descriptors or search terms were utilized to describe best the subject of study: inclusive education, integrative education, special education, special educational needs, attention to diversity, education for all, and specific educational support needs. Additionally, search equations were employed, combining some of these descriptors. For example: ["special education" AND integration] or ["Attention to diversity" AND Education].

The descriptors were entered into the search window in English, as documents in Scopus are indexed in this language. Once all the scientific articles were retrieved, the results were delimited to those published in Spanish, including works edited in Spain and Latin American countries primarily (Table 2).

Table 2.

Number of results retrieved based on the descriptors used.

Descriptors	Total results retrieved	Results retrieved and published in Spanish
"Inclusive education"	931	39
"Integrative education"	5	1
"Special education" AND integration	12	1
"Special education" AND inclusion	50	0
"Special education needs"	46	1
"Attention to diversity" AND education	6	4
"Education for All"	186	4
"Special Needs Education"	62	0

Source: Own elaboration.

In total, 50 papers were retrieved, and after eliminating duplicates, the final sample consisted of 48 scientific articles published on the subject of study from 1994 to the present and in Spanish.

Data collection and analysis

Searching and retrieving scientific papers took place during February and March 2019. The 48 bibliographic references and the data extracted from them were handled using the Refworks Manager and Excel program.

To conduct a comparative study of the recovered scientific production, three parameters were selected to analyze and categorize the results: authorship, journal, and article. A series of indicators were identified for each parameter, as shown in Table 3.

Table 3.*Parameters and Selected Indicators*

Parameters		Indicators
Author	Affiliation	Type of institution
		Geographical location of the institutions
		Nature of the publication according to the institutional origin of the authors
	Number of authors signing the article	
Journal		Country of publication
		Type of edition (open access)
		Positioning and impact
Article		Publication date
		Number of citations received
		Assigned descriptors

Source: Own elaboration.

The parameter “Authorship” provided information about the institutional affiliation of those responsible for the various recovered works on inclusive education. This allowed us to identify the type of institutions where studies on the topic of interest are conducted and their geographical origin. Additionally, we determined whether the works were carried out on an interuniversity and/or international basis. Finally, based on the number of authors signing the article, we checked whether the works were developed by one or several researchers.

The second parameter, “Journal,” helped us identify the country where the journals publishing the recovered works are edited.

Additionally, we analyzed whether these journals are easily accessible and available for consultation by distinguishing between those following open-access standards and those that do not. Likewise, we considered aspects such as the positioning and impact of the journal according to the Scimago Journal Rank indicator, which classifies journals whose works are indexed in Scopus.

The third parameter, “Article,” aimed to highlight the publication date of the works within the selected chronological period and the number of times they have been cited in subsequent studies. Finally, we identified the descriptors assigned to these studies to facilitate their later retrieval.

Results

The main results of the bibliometric analysis conducted on the recovered scientific production are presented below. For a better understanding, they are organized based on the three parameters mentioned earlier: “Authorship,” “Journal,” and “Article.”

Parameter “Authorship”

Affiliation of the Authors

Of the 39 institutions where the authors of the articles on inclusive education carry out their work, 87.1% correspond to universities. In contrast, 10.2 % are research centers such as the National Center of Scientific and Technological Research in Mali and the Center for Latin American Studies on Inclusive Education in Chile. Likewise, an article has been located that was developed by the physiotherapy service of a particular education school in Malaga, as well as another work – co-authored – by a professional from the Official School of Languages in the same city.

Regarding the geographical location of the institutions, 64.10 % are in Spain. The rest is divided among countries such as Colombia (15.38 %), Chile, and Mexico, with an equal representation of 5.12 %, and Cuba, Ecuador, the United States, and Mali, each with 2.56 % (Figure 1).

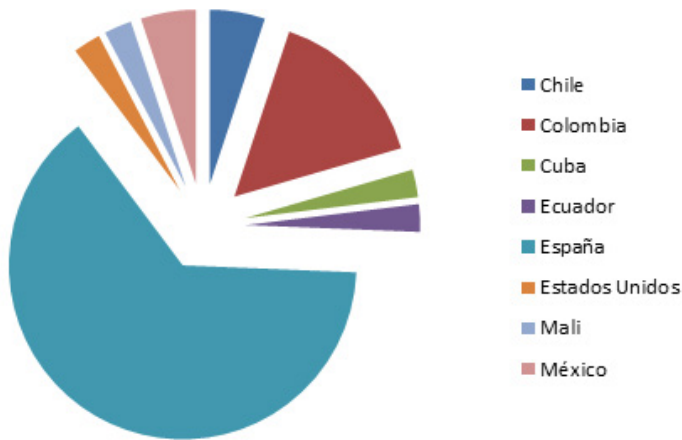


Figure 1.

Number of institutions by country

Source: Own elaboration

On the other hand, of the total % of papers presented (48), 29.16 % have been developed on an inter-university basis. Of these, only 42.85 % have been conducted internationally, with teaching and research staff from universities in different countries participating, demonstrating concern for the study of inclusive education in various spaces. Among these cases, the article published between the University of Notre Dame in the United States and the National Center of Scientific and Technological Research in Mali stands out (Figure 2).



Figure 2.

Number of papers developed on an interuniversity basis

Source: Own elaboration

Regarding university departments and areas of knowledge to which the authors of the works belong, the located data do not allow for exact quantification of their representation; however, they are mainly limited to two areas: education and psychology. In the first case, the authors belong to the university departments of Didactics and Educational Organization; in the second, the authors work at the university in Developmental Psychology and Education or Personality, assessment, and Psychological Treatment.

With a lower representation, there would be studies by specialists in medicine and sociology.

Number of authors

As is customary in the field of Social Sciences, where Education Sciences are located, 39.58 % of the identified works have been authored by a single author, and their number decreases as the number of study authors increases, as shown in Figure 3.

This shared practice, common among most researchers in Social Sciences where the discipline of education is situated, of working individually or in small groups, is transforming. This is evident in more recent articles, where there is a slight increase in the number of study authors as they tend to work in research teams rather than in isolation.



Figure 3.
Number of authors publishing the articles

Source: own elaboration

Parameter “Journal”

The journals where the papers constituting the sample of this study have been disseminated comprise a group of 21 publications edited by various institutions, among which university-based journals stand out (61%). However, some are also managed by professional associations and foundations (39 %).

These publications are framed within the context of education, psychology, and medicine, aligning with the disciplinary background of the authors of studies on inclusive education.

Table 4 shows the names of these publications and the entities responsible for their editing.

Table 4.

Journals where the articles were published and those accountable for their editing

Journal	Editor
<i>Bordón</i>	Sociedad Española de Pedagogía
<i>Development in Practice</i>	Carfax Publishing Ltd.
<i>Educación XXI</i>	UNED
<i>Educación Médica</i>	Fundación Educación Médica (EducMec)
<i>Education Policy Analysis Archives</i>	Arizona State University (USA)
<i>Estudios Pedagógicos</i>	Universidad Austral de Chile
<i>Estudios sobre Educación</i>	Universidad de Navarra
<i>Formación Universitaria</i>	Centro de Información Tecnológica
<i>Opción. Revista de Ciencias Humanas y Sociales</i>	Universidad del Zulia
<i>Perfiles Educativos</i>	Universidad Nacional Autónoma de México (UNAM)
<i>Profesorado. Revista de Currículum y Formación del Profesorado</i>	Universidad de Granada. Grupo de investigación FORCE
<i>Psicología Escolar e Educacional</i>	Associação Brasileira de Psicologia Escolar e Educacional
<i>Revista Complutense de Educación</i>	Universidad Complutense de Madrid
<i>Revista de Educación</i>	Ministerio de Educación, Cultura y Deporte
<i>Revista Electrónica de Investigación Educativa</i>	Educativo Univ. Autónoma de Baja California. Instituto de Investigación y Desarrollo
<i>Revista electrónica de Investigación y Evaluación Educativa</i>	Universidad de Valencia. Dpto. Métodos de Investigación y Diagnóstico en Educación
<i>Revista Ensaio: Avaliação e Políticas Públicas em Educação</i>	Fundação Cesgranrio
<i>Revista Espacios</i>	Asociación de profesionales y técnicos de Conicit
<i>Revista Española de Orientación y Psicopedagogía</i>	Asociación Española de Orientación y Psicopedagogía
<i>Revista Facultad de Medicina</i>	Universidad Nacional de Colombia
<i>Revista Fuentes</i>	Universidad de Sevilla. Facultad Ciencias de la Educación

Source: own elaboration

Country of publication

If we look at the country of publication of the journals, we can see how they come from Spain, Latin America (mainly Venezuela, Colombia, Mexico, and Chile), as well as other countries in South America, such as Brazil and North America, such as the United States (Figure 4).

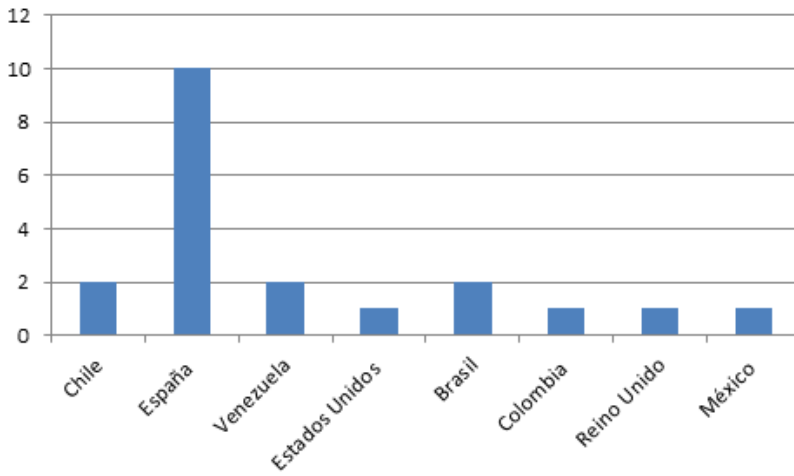


Figure 4.

Country of publication of the journals

Source: Own elaboration

Access to scientific publications

Access to publications is one of the fundamental elements when disseminating studies, and journals published following the principles of open access contribute significantly to this. This international movement allows any user to freely access scientific, academic, and cultural literature on the internet. Scientific databases such as Scopus and the Web of Science, among others, index journals published in open access, many of which have impact factors. This allows for greater visibility and dissemination of research results by facilitating their immediate consultation and the possibility for scientific papers to be cited by more researchers.

In this regard, we wanted to highlight how many located studies are published in this journal. To do this, we considered those publications edited from 2001 onwards, the year in which the Budapest Declaration was signed, laying the foundations for the open-access dissemination of scientific journals. In this way, we verified that of the total articles published

between 2001 and 2019, which also coincides with the total recovered sample, only 29.16 % are accessible in journals that meet open-access criteria (Figure 5).

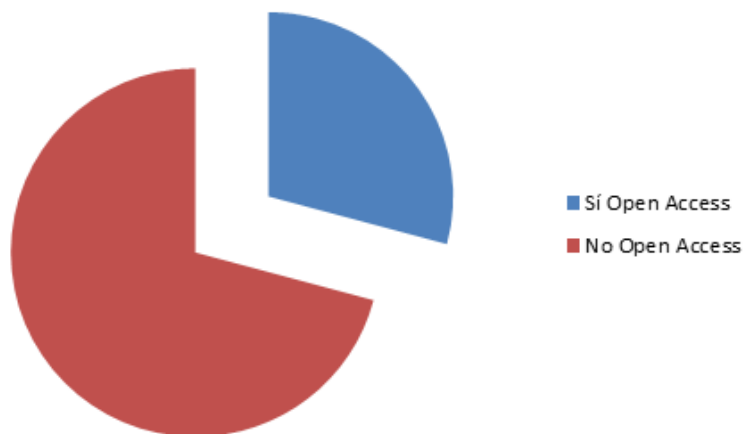


Figure 5.
Journals published in open-access

Source: Own elaboration

Positioning and Impact of the Journal

The Scimago Journal Rank (SJR) is the measurement indicator developed based on the scientific information in the Scopus database. It assesses the quality of journals indexed in it by counting the number of citations each publication receives. The SJR assigns a specific weight to the citations a journal receives based on the scientific area it is associated with and the relevance of the citing journals.

The collected data regarding the position of the journals where the articles in the sample have been published and their SJR index correspond to 2017. This is the latest date for which this bibliometric indicator provided information during our study.

Almost all the thematic areas associated with the journals are related to education. As for the position of the publications, as shown in Figure 6, 20.83 % are in the third quartile, 12.5 % are in the second, 8.33% are in the fourth, and 2.08 % are in the first. This means that the journals in which the articles on inclusive education have been disseminated do not have the desired relevance within the scientific field to which they are linked.

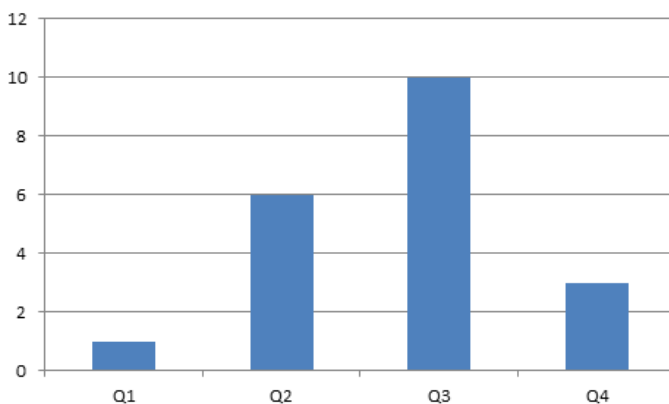


Figure 6.
SJR journal quartiles

Source: own elaboration

One of the most important bibliometric indicators is the impact factor of a journal. Regarding the impact of journals indexed in the Scopus database, the SJR index is used to measure it. This indicator evaluates the impact of a scientific publication by combining the number of citations received with the influence of the publications that cite it during a specific period. Thus, the higher the impact factor of a journal, the greater its relevance in the scientific field in which it is located.

Figure 7 shows that 35 % of the journals publishing articles on inclusive education have an SJR index between 0.31 and 0.40, followed by 30 % of journals with an index between 0.21 and 0.30.



Figure 7.
SJR index of the journals

Source: Own elaboration

Parameter “Article”

Publication date

If we look at the publication dates of the articles on inclusive education in the last twenty-five years, we can see in Figure 8 how the highest number occurred in the last decade, with significant increases in scientific production in 2013 and 2018. This may be preceded, on the one hand, by the changes introduced in the legal regulations of different countries, where issues such as the right to quality education for all students throughout their lives, equity as a guarantee of equal opportunities, inclusive education, equality, and non-discrimination to harmoniously develop all human faculties are highlighted, among other things. On the other hand, it may be influenced by the goals set in the Education 2030 agenda for achieving Sustainable Development Goal 4: “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” (UNESCO, 2015). This agenda emphasizes implementing improvement processes in educational communities, developing more inclusive educational systems, and training teachers as guarantors of equity and quality.

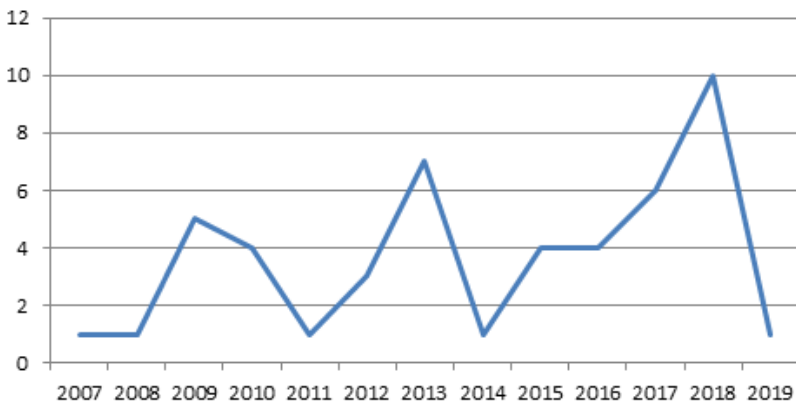


Figure 8.
Publication date of the articles

Source: Own elaboration

Number of citations received

The impact of a scientific article is measured through its citations. The greater the number of citations, the more relevance is attributed to the work in the disciplinary field it is associated with. The Scopus database is

one of the most widely used bibliographic tools globally to determine the number of citations an article has received when published in journals indexed in the database.

The quantitative analysis of publications related to inclusive education, which is the subject of this study, indicates that a significant portion has received fewer than four citations, highlighting the limited impact of the located works. However, the recognition of the relevance of a scientific article is directly proportional to the time elapsed since its publication, so the number of citations for many of these works is expected to increase (Figure 9).

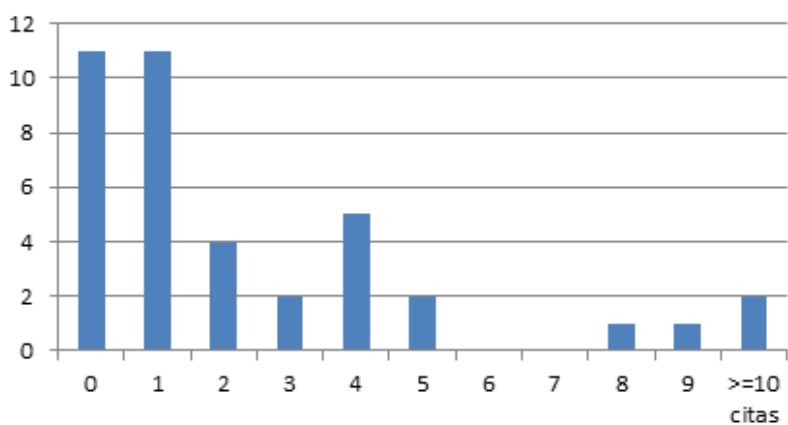


Figure 9.

Number of citations received

Source: own elaboration

Descriptors assigned to the articles

Given that this is a bibliometric study and, therefore, has a quantitative nature, we wanted to conduct a brief content analysis of the articles by counting the descriptors assigned by their authors. Thus, from the total sample of 48 scientific articles, 143 descriptors were extracted. Firstly, this helped us verify that the terms used by the authors essentially correspond to those we used to query Scopus: inclusive education, integrative education, special education, special educational needs, attention to diversity, education for all, specific needs for educational support, inclusion, and integration. Secondly, the analysis allows us to note that the theme of inclusive education is primarily related to or complemented by other aspects such as collaborative learning, human rights, good educational practices, information technologies, or teacher training. All of these aspects

would be part of a *new vision of education* whose main objective, using the terminology of the *Incheon Declaration for Education 2030* (UNESCO, 2015), is to “transform lives through education, recognizing the important role that education plays as the main driver of development” (p. 7).

Conclusions

While it is true that everything began with the global movement for education for all initiated in Jomtien, Thailand, in 1990, the Salamanca Declaration approved 25 years ago marks a turning point internationally in what we now know as inclusive education. This declaration gave rise to an advocacy movement for education for all, which was later reaffirmed in Dakar, Senegal, in 2000. The ultimate goal has always been to drive significant progress in education.

In this regard, it is worth noting the significant changes and advances that occurred during the early years around inclusion, primarily due to the influence of the integration movement initiated in the Nordic countries, movements advocating for human rights, and the ongoing advocacy for the rights of minorities by associative movements, among others, challenging segregation. Subsequently, between 1995 and 2006, this initial enthusiasm began to decrease, leading to an accommodation of the situation and generating a certain inertia caused by the previous stage. This brought about a gradual loss of the homogeneity characteristic of regular education; thus, classroom diversity became more noticeable. All efforts focused on finding the most appropriate educational response to this new reality during this stage. Laws were enacted to establish suitable organizational measures to address the increasing diversity of students in regular classrooms and educational institutions (Tenti, 2008; Núñez, 2019). Today, the situation of apparent inertia and stability has disappeared, giving way to a period of stagnation (and even regression) regarding inclusion. Although laws and inclusive political discourses are more widespread than ever, there has been stagnation and regression, primarily due to the non-compliance over the years with national and international inclusive proposals that have not evolved as expected.

Despite all the efforts made at the World Education Forum 2015 held in Incheon, Republic of Korea, from May 19 to 22, 2015, it became evident that, although the efforts were recognized, there was great concern that we were far from achieving education for all (Preamble, point 2, p. 6). Perhaps the difficulty lies in overcoming this situation, which requires systemic changes affecting all educational system components and society. This includes the curriculum, teacher training, school policies and practices, social, political, cultural institutions, etc. It requires breaking with conceptions, routines, and inertia that remain excessively ingrained in societies worldwide (Blanco, 2008; Echeita, 2015).

From our point of view and in light of the bibliographic analysis conducted on this topic, we consider that, despite there still being a long way to go, numerous obstacles have been overcome, and progress has been achieved, even if the visibility of these accomplishments seems, apparently, on a small scale. We must be aware that inclusion and, consequently, education for all are not a concluded journey or exempt from aspects that could be improved but an experience that represents the goal and the authentic meaning of inclusion. It is a bridge capable of crossing borders, creating understanding, and forming teachers committed to inclusion (Iglesias and Beltrán, 2012).

Despite the headwinds that always blow around inclusion, we find ourselves at a promising starting point that has yielded multiple fruits but not at a point of arrival. Actions taken at both national and international levels have generated significant achievements. However, it is still necessary to continue addressing the numerous pending challenges (UNESCO, 2015). It is not devoid of obstacles but full of new stimuli aimed at action, reflection, and teaching commitment (Iglesias and Beltrán, 2012). Some of these challenges to be tackled, taking into consideration the bibliometric analysis of scientific articles published in Spanish-language journals indexed in Scopus on inclusive education over these 25 years, which, in turn, provide answers to the questions we posed at the beginning of this study, are detailed below:

- » Studies conducted in Spanish on the subject under study are still scarce, given the limited number of articles retrieved from the mentioned database during the examined period.
- » Regarding the authors of these research studies, it should be noted that they conduct their studies individually or in groups of two or three researchers, corresponding to the common practice of authors in Social Sciences. In addition, the vast majority carry out their professional work in universities. In contrast, studies developed by personnel from specialized centers and/or professional associations in the educational or psychological/medical field, from which some studies originate, are scarce. In the case of universities, 64.10% of the retrieved scientific articles have been elaborated by Spanish academic institutions, with the Faculty of Education at the University de Sevilla standing among them.
- » Notably, close to 30% of the articles result from inter-university collaborations. Some have been developed between academic institutions from different countries, such as the collaboration between the University of Notre Dame in the United States and the National Center of Scientific and Technological Research in Mali.

- » The journals in which the studies were published are mostly edited within the university context, although some are also endorsed by professional associations and foundations. Looking at the countries where they are published, the majority are edited in Spain and Latin America, which is unsurprising given that one of the selection criteria was that the articles had been published in Spanish.
- » As for the scientific disciplines they specialize in, they coincide with the knowledge areas of the authors of the studies, primarily education, psychology, and, to a lesser extent, medicine.
- » Only a few journals (29.16%) adhere to open-access principles, which hinders access and visibility of studies conducted in inclusive education.
- » Regarding the positioning of the publications, only 2.08% are in the first quartile of the Scimago ranking, and only three journals have an SJR index higher than 0.5. These data indicate that the publications where studies on inclusive education have been disseminated are not yet as relevant as desired in education.
- » Within the examined period, the located articles were mainly published in the last decade, with two significant production peaks in 2013 and 2018. This trend may be related to the changes introduced in the legal regulations of different countries and the objectives outlined in the Education 2030 agenda, aiming to achieve Sustainable Development Goal 4: “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” (UNESCO, 2015) at all levels, with equal opportunities, leaving no one behind, and throughout life.
- » Of the total citations received by the analyzed articles, 56.41% received only one citation or none, indicating the limited impact these studies have had on subsequent research conducted by other specialists in the field.
- » Regarding the descriptors assigned by the authors to their works, their study confirms that inclusive education is related to or complemented by other aspects such as collaborative learning, human rights, good educational practices, information technologies, or teacher training.

From the perspective of the content analysis of the 48 analyzed articles, the tasks, challenges, and issues that we should address are:

- » Give greater visibility to the actions carried out in educational centers or communities, in universities, and associations promoting inclusive and equitable quality education, fostering opportunities for lifelong learning for all (Arias, 2014; Azorín, 2017b; Boroel, Sánchez, Morales, and Henríquez, 2018).

- » Expand the network of connections or collaboration, also known as support networks (Azorín, 2017a; Arnáiz, De Haro, and Azorín, 2018) with other schools, other universities, other associations, and institutions, with people from different cultural backgrounds to consider ideas, perspectives, and values different from their own on issues as important as education, capable of transcending national and international borders that may, at some point, impact their lives.
- » Consolidate the educational community as a driver of inclusion. Attention and efforts should be focused on training inclusive, reflective, and committed educators. To achieve this, they should be provided with continuous training consistent with the educational model desired for future teachers to implement (Albornoz, Silva, and López, 2015; Colmenero, Pantoja, and Pegalajar, 2015; González and Blanco, 2015; Boroel, Sánchez, Morales, and Henríquez, 2018). Achieving this goal and maintaining a connection with others will only be possible by working on emotional aspects, one of the common threads all human beings share (Shulman, 2005; Sharma, 2011; Iglesias, 2014, 2018). An excellent inclusive teacher will be one who can evoke and transmit emotions that will be transformed into motivations for students.
- » Create human capital (Carrillo et al., 2018). Education must be progressively personalized based on human beings and values to achieve this. It fundamentally emphasizes learning to be free and responsible and each person's ability to develop to their full potential (Gradaílle and Caride, 2016). In the words of Luis de Lezama (2017), "The demand is for a being tremendously capable of maintaining their capital in the face of mutation, change, invasion, and devaluation of possession" (p. 23).
- » Consolidate inclusive policies at all levels and develop more inclusive education systems (Azorín, 2017b) to ensure equity and quality, recognizing diversity as a value and being capable of promoting inclusion and participation in education through social justice (Boroel, Sánchez, Morales y Henríquez, 2018).

Although the authors are aware that the presented study represents only a portion of the research conducted on inclusion, as we focused on the scientific production published in the Spanish language in the Scopus bibliographic database, we can conclude that all of them reflect the same vision of education advocated by the Incheon Declaration (UNESCO, 2015), which is to "transform lives through education, recognizing the significant role that education plays as the main driver of development" (p. 7). In this regard, we echo the words of Luis de Lezama (2017) when he states:

In education, it is essential to recognize that your knowledge is participatory with others. Knowing others is wisdom. Knowing oneself is enlightenment. However, it ceases to occur when you lose rigor, and intelligence cannot create humility. Your humility and high regard for the abilities of others will make your victory shine even brighter (pp. 82-83).

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Valdunquillo, M^a.I. e Iglesias, A. (2015). Una puerta abierta a la inclusión en la Universidad: Experiencia con un alumno Erasmus con Síndrome de Asperger. *Revista Nacional e Internacional de Educación Inclusiva*, 8(1), 104-114

Annex I. List of analyzed scientific articles

Año	Artículos científicos seleccionados y analizados para el estudio
2019	Mirón, J.A., Iglesias de Sena, H., Alonso, M., Sánchez, S., Fernández, C.I., Chamorro, A.J., Santacruz, S., Hernández, E., Santos, J.Á., Fernández, C. y Lorenzo-Gómez, M ^a .F. (2019). Educación inclusiva en Medicina: una experiencia formativa sobre personas con discapacidad. <i>Educación Médica</i> , 20(S1), 16-24.
2018	Arnaiz, P., De Haro, R. y Azorín, C.M. (2018). Redes de apoyo y colaboración para la mejora de la educación inclusiva. <i>Profesorado</i> , 22(2), 7-27.
2018	Boroel, B.I., Sánchez, J., Morales, K.D. y Henríquez, P.S. (2018). Educación exitosa para todos: La tutoría como proceso de acompañamiento escolar desde la mirada de la equidad educativa. <i>Revista Fuentes</i> , 20(2), 91-104. doi: 10.12795/revistafuentes.2018.v20.i2.06
2018	Carrillo, S.M., Forgiony, J.O., Rivera, D.A., Bonilla, N.J., Montanchez, M ^a .L., & Alarcón, M.F. (2018). Prácticas pedagógicas frente a la educación inclusiva desde la perspectiva del docente. <i>Espacios</i> , 39(17), 15.
2018	Llorens, J.B. y Díaz, A.M. (2018). Aspectos corporais e sociais a serem considerados numa educação inclusiva; Aspectos corporales y sociales a tener en cuenta en una educación inclusiva. <i>Movimento</i> , 24(4), 1219-1234. doi: https://doi.org/10.22456/1982-8918.82614
2018	Moliner, O. y Ramel, S. (2018). Una mirada sobre el trabajo en red del Laboratoire International sur l'inclusion scolaire (LISIS): Afianzando una cultura colaborativa para la movilización del conocimiento sobre educación inclusiva. <i>Profesorado</i> , 22(2), 69-87.
2018	Moriña, A. y Carballo, R. (2018). Profesorado universitario y educación inclusiva: Respondiendo a sus necesidades de formación. <i>Psicología Escolar e Educacional</i> , 22(edición especial), 87-95. doi: http://dx.doi.org/10.1590/2175-3539/2018/053
2018	Ocampo González, A. (2018). Competencia lectora y comprensión lectora desde una perspectiva de Educación inclusiva. Entrevista a Andrés Calero. <i>Revista Electrónica de Investigación Educativa</i> , 20(3), 1-12.
2017	Azorín Abellán, C.M. (2017). Una mirada desde los organismos internacionales a la educación para todos. <i>Opción</i> , 33(83), 203-228.
2017	Azorín Abellán, C.M. (2017). Análisis de instrumentos sobre educación inclusiva y atención a la diversidad. <i>Revista Complutense de Educación</i> , 28(4), 1043-1060.
2017	García-Barrera, A. (2017). Las necesidades educativas especiales: Un lastre conceptual para la inclusión educativa en España. <i>Ensaio</i> , 25(96), 721-742
2017	Guerrero, H.R., Crissien, T.J. y Paniagua, R. (2017). Proyectos educativos institucionales colombianos (PEI): Educación inclusiva a través de la autoevaluación. <i>Opción</i> , 33(84), 218-266.
2017	Maestre, M. del M., Nail, Ó. y Rodríguez-Hidalgo, A.J. (2017). Desarrollo de competencias TIC y para la educación inclusiva en la formación inicial práctica del profesorado. <i>Bordón. Revista De Pedagogía</i> , 69(3), 57-72. doi: 10.13042/Bordon.2017.51110

Año	Artículos científicos seleccionados y analizados para el estudio
2017	Morales Romo, N. (2017). Las TIC y los escolares del medio rural, entre la brecha digital y la educación inclusiva. <i>Bordón. Revista de Pedagogía</i> , 69(3), 41-56. doi: 10.13042/Bordon.2017.52401
2017	Navarro-Montaño, M.J. (2017). Mejorar la calidad de la educación inclusiva: Propuesta de indicadores. <i>Revista de Pedagogía</i> , 38(102), 122-143.
2017	Rodríguez-García, A-M., Hinojo, M.A. y Ágreda, M. (2017). Análisis del uso de vídeo-tutoriales como herramienta de inclusión educativa. <i>Publicaciones de la Facultad de Educación y Humanidades del Campus de Melilla</i> , 47, 13-35.
2017	Sampedro, B.E. y Maldonado, G.A. (2017). Valoraciones de los estudiantes mexicanos y españoles sobre el uso de las tic como recurso para trabajar la educación inclusiva. <i>Bordón. Revista de Pedagogía</i> , 69(3), 89-106. doi: 10.13042/Bordon.2017.51237
2016	Gradaille, R. y Caride, J.A. (2016). La Accesibilidad en las realidades de la vida cotidiana: La pedagogía social en la construcción del derecho a una educación inclusiva. <i>Education Policy Analysis Archives</i> , 24. doi: http://dx.doi.org/10.14507/epaa.24.2458
2016	Herrera-Seda, C.M., Pérez-Salas, C.P. y Echeita, G. (2016). Teorías implícitas y prácticas de enseñanza que promueven la inclusión educativa en la universidad. Instrumentos y antecedentes para la reflexión y discusión. <i>Formación Universitaria</i> , 9(5), 49-64. doi: 10.4067/S0718-50062016000500006
2016	Rodríguez-Izquierdo, R.M ^a . (2016). Educación inclusiva: Perspectiva de los directores de centros escolares en Andalucía, España. <i>Revista de Ciencias Sociales</i> , 22(3), 22-34.
2016	Sánchez Sánchez, L. (2016). Educación inclusiva con músicos invidentes: Aprendizaje de la viola. <i>Opción</i> , 32(edición especial 10), 734-742.
2015	Albornoz, N., Silva, N. y López, M. (2015). Escuchando a los niños: Significados sobre aprendizaje y participación como ejes centrales de los procesos de inclusión educativa en un estudio en escuelas públicas en Chile. <i>Estudios Pedagógicos</i> , 41(especial), 81-96. doi: http://dx.doi.org/10.4067/S0718-07052015000300006
2015	Colmenero, M.J., Pantoja, A. y Pegalajar, M.C. (2015). Percepciones sobre atención a la diversidad en la formación inicial del profesorado de Educación Secundaria. <i>Revista Complutense de Educación</i> , 26(1), 101-120. doi: https://dialnet.unirioja.es/servlet/articulo?codigo=5754612
2015	González, Á.L. y Blanco, M. (2015). Formación del profesorado de educación inclusiva: Reto docente de la educación especial. <i>Opción</i> , 31(edición especial 3), 582-604.
2015	Muñoz, M.L., López, M. y Assaél, J. (2015). Concepciones docentes para responder a la diversidad: ¿barreras o recursos para la inclusión educativa? <i>Psicoperspectivas</i> , 14(3), 68-79. doi: 10.5027/psicoperspectivas-Vol14-Issue3-fulltext-646
2014	Arias Beatón, G. (2014). Una educación para todos y de calidad, una máxima ética y política. <i>Psicología Escolar e Educativa</i> , 18(2), 359-368. doi: http://dx.doi.org/10.1590/2175-3539/2014/0182870
2013	Bernal-Castro, C.A. y Moreno-Angarita, M. (2013). Aplicación de sistemas de clasificación en contextos educativos: Facilitando los procesos de inclusión de personas en situación de discapacidad intelectual. <i>Revista Facultad de Medicina</i> , 61(2), 123-135.

Año	Artículos científicos seleccionados y analizados para el estudio
2013	Bleck, J. y Guindo, B.M. (2013). ¿Educación para todos, educación para quiénes, educación para qué? <i>Development in Practice</i> , 23(8), 1007-1021. doi: http://dx.doi.org/10.1080/09614524.2013.839983
2013	Fernández Batanero, J.M. (2013). Competencias docentes y educación inclusiva. <i>Revista Electronica de Investigación Educativa</i> , 15(2), 82-99.
2013	Fernández, J.M. y Hernández, A. (2013). El Liderazgo como criterio de calidad en la educación inclusiva. <i>Estudios Sobre Educación</i> , (24), 83-102.
2013	Fernández, J.M., & Hernández, A. (2013). Liderazgo directivo e inclusión educativa: Estudio de casos. <i>Perfiles Educativos</i> , 35(142), 27-41.
2013	Madariaga, J.M., Huguet, A. y Lapresta, C. (2013). Actitud, presión social y educación inclusiva en aulas con diversidad lingüística y cultural. <i>Educación XX1</i> , 16(1), 305-328.
2013	Martín-Padilla, E., Sarmiento, P.J. y Coy, L.Y. (2013). Educación inclusiva y Diversidad funcional en la Universidad. <i>Revista Facultad de Medicina</i> , 61(2), 195-204.
2012	Jiménez Cortés, R. (2012). Educación inclusiva y formación inicial del profesorado: Evaluación de una innovación didáctica basada en la producción cinematográfica desde la perspectiva del alumnado. <i>Revista de Educación</i> , (359), 232-259.
2012	Sandoval, M., Simón, C. y Echeita, G. (2012). Análisis y valoración crítica de las funciones del profesorado de apoyo desde la educación inclusiva. <i>Revista de Educación</i> , (extra 2012), 117-137. doi: 10.4438/1988-592X-RE-2012-EXT-209
2012	Suriá Martínez, R. (2012). Discapacidad e integración educativa: ¿qué opina el profesorado sobre la inclusión de estudiantes con discapacidad en sus clases? <i>Revista Española de Orientación y Psicopedagogía</i> , 23(3), 96-109.
2011	Moriña Díez, A. (2011). Aprendizaje cooperativo para una educación inclusiva: desarrollo del programa PAC en un aula de educación primaria. <i>Estudios Sobre Educación</i> , (21), 199-216. Recuperado de http://hdl.handle.net/11441/66191
2010	Dueñas Buey, M.L. (2010). Educacion Inclusiva. <i>Revista Española de Orientación y Psicopedagogía</i> , 21(2), 358-366. doi: https://doi.org/10.5944/reop.vol.21.num.2.2010.11538
2010	Fernández Batanero, J.M. (2010). Estrategias y prácticas educativas eficaces para la inclusión educativa: Un estudio de caso en Andalucía. <i>Education Policy Analysis Archives</i> , 18, 1-25.
2010	Jiménez Cortés, R. (2010). Crear un documental: Diseño de una experiencia didáctica (ECTS) para formar al profesorado en educación inclusiva. <i>Revista de Educación</i> , 353, 723-739.
2010	Núñez, J.P. y Jódar, R. (2010). La integración socio-afectiva de los niños con síndrome de down en aulas de integración y de educación especial. <i>Revista de Educación</i> , 353, 549-569.
2009	Arnáiz Sánchez, P. (2009). Análisis de las medidas de atención a la diversidad en la Educación Secundaria Obligatoria. <i>Revista de Educación</i> , 349, 203-223.

Año	Artículos científicos seleccionados y analizados para el estudio
2009	Barrios, M.E. y Mata, J.G. (2009). Las dificultades para la educación integradora desde la perspectiva de futuros maestros de inglés. <i>RELIEVE. Revista Electronica de Investigación y Evaluación Educativa</i> , 15(1), 1-24.
2009	Echeita, G., Simón, C., Verdugo, M.Á., Sandoval, M., López, M., Calvo, I. y González-Gil, F. (2009). Paradojas y dilemas en el proceso de inclusión educativa en España. <i>Revista de Educación</i> , 349, 153-178.
2009	Tapia, Y., Montero, S., Diz, M.E., Sánchez, M. y Campoy, M.J. (2009). Abordaje de las disfunciones orofaciales en alumnos con discapacidad motora y necesidades educativas especiales, siguiendo un modelo de intervención transdisciplinario. A propósito de un caso. <i>Fisioterapia</i> , 31(4), 163-173. doi: 10.1016/j.ft.2008.11.003
2009	Verdugo, M.Á. y Parrilla, Á. (2009). Presentación. Aportaciones actuales a la educación inclusiva. <i>Revista de Educación</i> , 349, 15-22.
2008	Guijo Blanco, V. (2008). Derechos de la infancia (0-6 años) y educación inclusiva. <i>Revista de Educación</i> , 347, 55-74.
2007	Muñoz, J.M., Casar, L.S. y Abalde, E. (2007). El "contexto y las "metas y objetivos" como elementos clave en la calidad de la atención a la diversidad en centros no universitarios. <i>RELIEVE. Revista Electrónica de Investigación y Evaluación Educativa</i> , 13(2), 235-261.