Progress and challenges in educational inclusion in Latin America: A systematic review of scientific literature (2020–2024)

Avances y desafíos en la inclusión educativa en América Latina: revisión sistemática de la producción científica (2020–2024)

Ana María Villegas Alvarez
https://orcid.org/0009-0002-5958-6299
avillegasa@ucvvirtual.edu.pe
Universidad César Vallejo
Lima - Peru.

Jenny Milagros Farfán Martínez
https://orcid.org/0009-0000-9229-0268
jfarfan2@ucvvirtual.edu.pe
Universidad César Vallejo
Lima - Peru.

Jessica Lila Rivera Ynoñan
https://orcid.org/0009-0005-3519-2721
jlrivera@ucvvirtual.edu.pe
Universidad César Vallejo
Lima - Peru.

Giovana Edith Ruiz Villavicencio
https://orcid.org/0000-0001-9216-4456
gruizvi01@ucvvirtual.edu.pe
Universidad César Vallejo
Lima - Peru.

REVISTA INVECOM ISSN: 2739-0063

Received: 04/03/2025 Accepted: 06/06/2025

2026. V6. N1.

Abstract

Educational inclusion represents one of the main challenges of educational systems in Latin America, where structural, regulatory and social barriers persist that limit equitable access to quality education. The aim of this study was to analyze the scientific production published in the Scopus and SciELO databases between 2020 and June 2024, in order to identify the main topics addressed in educational inclusion in the region. A systematic review methodology was applied, from which 25 articles were selected that contained explicit references to educational inclusion, focused on Latin American countries and evidenced gaps or proposals for improvement. The results reveal that the most discussed topics were educational barriers and the formalization of inclusion, while aspects such as student participation and inclusive policies were less explored. Among the main contributions, the need to strengthen the teaching attitude, promote community awareness, improve infrastructure and customize methodologies according to the learning pace of the students were highlighted. In conclusion, the scientific literature reviewed shows conceptual advances and relevant proposals, but also exposes the urgent need to translate inclusive regulations into sustainable and contextually relevant pedagogical practices.

Keywords: educational inclusion, educational barriers, inclusive policies.

Resumen

La inclusión educativa representa uno de los principales desafíos de los sistemas educativos en América Latina, donde persisten barreras estructurales, normativas y sociales que limitan el acceso equitativo a una educación de calidad. Este estudio tuvo como objetivo analizar la producción científica publicada en las bases de datos Scopus y SciELO entre los años 2020 y junio de 2024, con el fin de identificar las principales temáticas abordadas en torno a la inclusión educativa en la región. Se aplicó una metodología de revisión sistemática, a partir de la cual se seleccionaron 25 artículos que contenían referencias explícitas a la inclusión educativa, se enfocaban en países latinoamericanos y evidenciaban brechas o propuestas de mejora. Los resultados revelan que las temáticas más tratadas fueron las barreras educativas y la formalización de la inclusión, mientras que aspectos como la participación estudiantil y las políticas inclusivas resultaron menos explorados. Entre los principales aportes se destacan la necesidad de fortalecer la actitud docente, promover la sensibilización comunitaria, mejorar las infraestructuras y personalizar las metodologías según los ritmos de aprendizaje del estudiantado. En conclusión, la literatura científica revisada evidencia avances conceptuales y propuestas relevantes, pero también expone la necesidad urgente de traducir las normativas inclusivas en prácticas pedagógicas sostenibles y contextualmente pertinentes.

Palabras clave: inclusión educativa, barreras educativas, políticas inclusivas.

Introduction

The United Nations Educational, Scientific and Cultural Organization (UNESCO, 2023) proposes sustainable educational inclusion policies aimed at addressing exclusion and fostering a culture of peace. However, Martínez-Usarralde (2021) argues that many of these policies respond to social and cultural contexts without genuinely focusing on equality. Currently, various countries in Latin America are catering to students with special educational needs by considering their individual learning rhythms, which contributes to reducing discrimination, in line with the provisions of the Convention on the Rights of Persons with Disabilities, signed by 162 countries (Comisión Interamericana de Derechos Humanos, 2016). Despite these normative advancements, educational exclusion remains a global challenge. Inclusive policies promoted by organizations such as UNESCO and UNICEF are essential for ensuring equitable access to quality education for all individuals.

In this context, Benítez et al. (2022) assert that inclusion entails recognizing that society comprises individuals with diverse capabilities. Consequently, educational institutions must eliminate learning gaps by addressing the specific needs of each student, as indicated by Restrepo-Valencia et al. (2023). Thus, inclusive education fosters a culture of acceptance and mutual support, which is vital for appreciating the diversity of abilities within society. Therefore, it is crucial for institutions to adapt their pedagogical and didactic approaches to adequately respond to the needs of all students.

Similarly, the Organization for Economic Cooperation and Development (OECD, 2023) has proposed sustainable policies aimed at ensuring educational inclusion and equal opportunities for historically excluded groups. However, as Gutiérrez (2023) warns, these policies do not always translate into concrete pedagogical actions in the classroom. Even though normative frameworks seek to guarantee rights, a disconnect between the normative and practical aspects persists in many contexts.

Moreover, Rojas-Salgado (2023) notes that although inclusive regulations exist in countries like Peru, their effective implementation is hindered by a lack of resources and funding. This gap is evidenced by data from the School Census by Escale-MINEDU (2018), which indicates that only 40.4% of students with disabilities in rural areas complete primary education. More critically, in urban areas, only 22.4% manage to complete this level. These figures reveal a concerning inequality in access to education for students with disabilities, highlighting the urgent need to improve conditions for educational inclusion nationwide.

Furthermore, Morbán & Hidalgo (2022) reported that in America, only 6% of students with disabilities have access to early education, while 84% access primary education, although many do not continue to secondary education. In response to this situation, the National Education Council (2017) promotes policies aligned with Sustainable Development Goal 4 (SDG 4), which aims to ensure inclusive and quality education for all by 2030.

In this same vein, Morán et al. (2022) emphasize the need to overcome barriers related to the quality of educational service and school infrastructure. Arteaga-Marín et al. (2022) highlight the crucial role of teachers in building sustainable education through the use of inclusive tools and methodologies. This suggests that overcoming barriers to inclusion requires both material resources and specialized pedagogical capabilities.

Similarly, Vega & Rivera (2022) identify educational barriers in schools that exclusively accept students with special educational needs, as well as in those that, despite implementing Universal Design for Learning (UDL),

fail to adequately sensitize the community. Additionally, as García-Barrera (2023) points out, discriminatory attitudes persist within the educational community—including teachers, parents, and students—who mistakenly assume that students without disabilities may be negatively affected by sharing a classroom with students with educational needs, either through behavior imitation or a supposed decrease in the overall learning level.

This article aims to analyze the academic production published in indexed scientific journals in the Scopus and SciELO databases, pertaining to Latin America, from 2020 to June 2024. The goal is to identify the main themes related to the difficulties and proposals associated with educational inclusion in schools in the region. Specifically, it seeks to answer the following question: What are the main themes addressed in the scientific literature on educational inclusion in Latin America?

Consequently, this study intends to provide a comprehensive view of the advancements, challenges, and most relevant proposals regarding educational inclusion, thereby contributing to the development of policies and pedagogical practices aimed at ensuring equitable and quality education for all students.

Methodology

This research is framed within a systematic review, a methodological strategy that allows for the collection, analysis, and synthesis of existing knowledge on inclusion in education from a scientific and structured perspective. This methodology was directed towards identifying thematic patterns, research trends, and knowledge gaps within the analyzed academic corpus.

The central focus of this study was educational inclusion in Latin America, understood as a process aimed at ensuring access, participation, and learning for all students, especially those in vulnerable situations. The systematic review was not limited to normative definitions but addressed the phenomenon from various dimensions: public policies, student participation, infrastructure, educational quality, teacher attitudes, and structural barriers.

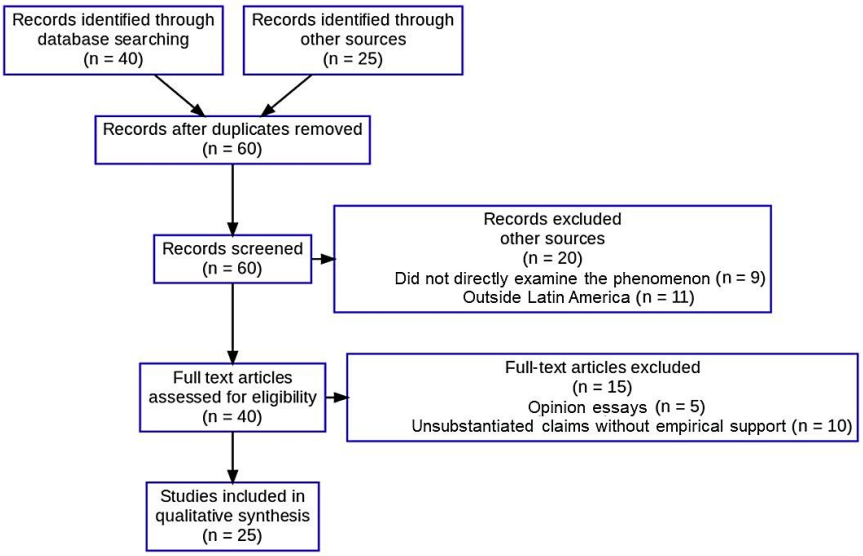
The bibliographic search was conducted in the Scopus and SciELO databases, selected for their international recognition and academic rigor in publishing indexed articles. These platforms allowed access to high-impact scientific literature in the field of inclusive education.

To ensure the relevance and quality of the selected studies, the following inclusion criteria were applied:

1. Scientific articles containing the terms "inclusion in education" in the title, abstract, or keywords.
2. Studies with a geographical context in Latin American countries.
3. Research explicitly addressing educational gaps or barriers related to inclusion.
4. Academic publications dated between 2020 and June 2024.
5. Duplicate articles and those that did not directly address the study's object or did not meet the required scientific rigor (e.g., editorials, opinion pieces, non-peer-reviewed essays) were excluded.

In the initial phase, relevant articles were identified and filtered using keywords related to educational inclusion. Subsequently, a critical reading of the full texts was conducted to ensure their thematic coherence with the research objectives.

Figure 1. *PRISMA flow diagram showing the article selection process*

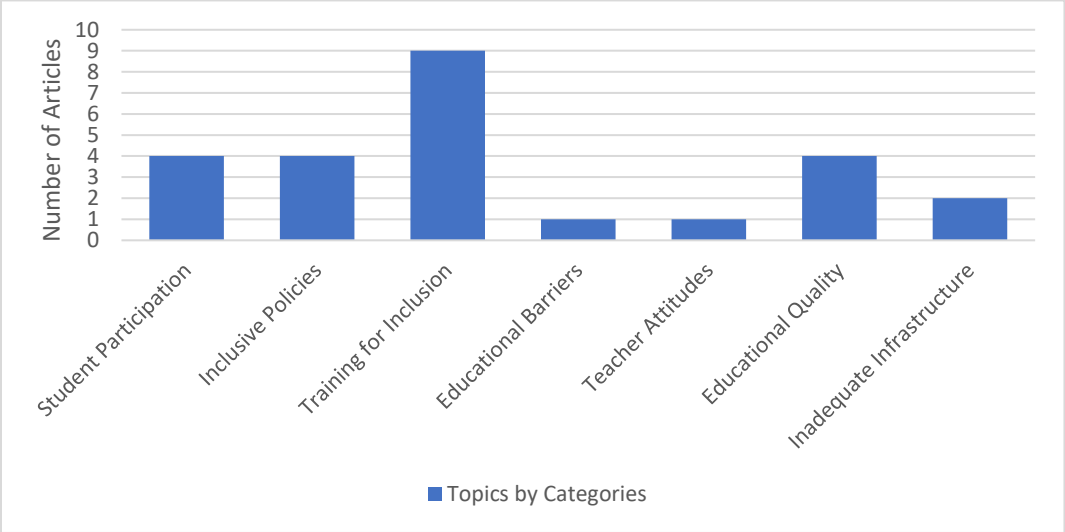


Note. Content generated from https://hollyhartman.shinyapps.io/PRISMAFlowDiagram/

The selected studies were organized into a thematic analysis matrix, which included the following fields: (a) author and year, (b) country of origin, (c) study objective, (d) methodological approach, and (e) main findings or contributions regarding educational inclusion. From this matrix, frequency patterns were identified, allowing for the establishment of seven main thematic categories: student participation, inclusive policies, formalization of inclusion, educational barriers, teacher attitudes, educational quality, and infrastructure.

The findings were systematized in the form of graphs and frequency tables, as shown in Figure 2. This visual representation facilitated the quantification of the number of articles addressing each thematic category. Additionally, critical interpretations were drafted based on the findings to enrich the theoretical discussion.

Figure 2. *Category derived from research themes on educational inclusion*



The selected studies were organized into a thematic analysis matrix that included the following fields: (a) author and year, (b) country of origin, (c) study objective, (d) methodological approach, and (e) main findings or contributions regarding educational inclusion.

From this matrix, frequency patterns were identified, which allowed for the establishment of seven main thematic categories: student participation, inclusive policies, formalization of inclusion, educational barriers, teacher attitudes, educational quality, and infrastructure.

The findings were systematized using graphs and frequency tables, as presented in Figure 2. This visual representation facilitated the quantification of the number of articles addressing each thematic category. Moreover, critical interpretations were drafted based on the results obtained, aiming to enrich the theoretical discussion surrounding educational inclusion in Latin America.

Results

The presentation of results is organized according to the identified thematic categories, arranged from the lowest to the highest number of associated studies. It is important to note that this order does not imply a criterion of importance but solely reflects the frequency in the analyzed scientific production.

In Figure 1, it can be seen that the category with the least representation was "student participation in educational inclusion," with two studies addressing belonging within the educational system at various levels of Regular Basic Education (RBE), both nationally and regionally (Escale-MINEDU, 2018; Morban & Hidalgo, 2022).

In the same figure, the category "inclusive policies" included research from organizations and authors such as UNESCO (2023), Martínez-Usarralde (2021), UNICEF (2021), the Comisión Interamericana de Derechos Humanos (2016), and Gutiérrez (2023), who address the normative and political framework supporting inclusive education.

The category "formalization of educational inclusion" was addressed in multiple studies (Mondaca & Aguirre, 2021; Benítez et al., 2022; Restrepo-Valencia et al., 2023; Córdoba & Expósito, 2021; OECD, 2021; Rubio, 2020; Irrazabal-Bohórquez et al., 2023; Rujas-Zapata, 2022; Mesías et al., 2022; Hernández-Arteaca, 2022; Maldonado et al., 2023; Rojas-Salgado, 2023), which analyze the institutionalization of inclusion as part of the educational system.

The most represented category was "educational barriers," which encompasses various factors that hinder inclusion. Within this category, relevant subcategories were identified: a) Teacher attitudes toward educational inclusion: Moran et al. (2022), Arteaga-Marín et al. (2022), Arnaiz-Sánchez & Escarbajal (2020), Saavedra (2021), García & Resino (2022), and García-Barrera (2023) highlight the role of beliefs, training, and willingness of teachers in inclusive processes. b) Educational quality in inclusion: authors such as Arteaga-Marín (2022), Pérez (2022), Núñez-Flores & Llorent (2022), Antayhua & Rodríguez (2024), and Castillo-Acobo et al. (2022) analyze the relationship between inclusion and quality standards in the teaching-learning process. c) Infrastructure and types of schools: studies by Quispe et al. (2023) and Vega & Rivera (2022) indicate that inadequate school infrastructure and institutional segmentation limit equitable access.

In summary, the most researched categories were: (1) Barriers to educational inclusion, and (2) Formalization of educational inclusion. Conversely, the least addressed categories were: (1) Student participation in inclusive processes, and (2) Inclusive policies.

Main contributions to educational inclusion

Each article has presented numerous findings and contributions to educational inclusion. Similarly, various proposals regarding educational inclusion were identified. These have been organized according to their order of appearance. In other words, for each category, the number of articles presenting them is provided.

Table 1 shows that several theoretical and empirical contributions to educational inclusion were found. Some were presented in one article, while others appeared across eleven articles.

In the category with the highest frequency, there is a focus on the role of teachers in sensitizing and involving the educational community to foster acceptance and change in the social structure within which students with special needs operate, enabling their integration into life. Additionally, the teacher's attitude is crucial for curricular and methodological adaptation based on different learning paces, necessitating ongoing training and support for teachers to provide quality education.

The categories in Table 1 reflect a need in education, such as eliminating barriers that prevent the provision of services to students with special needs. It is important to modify school infrastructure; furthermore, teachers must adjust and restructure their planning according to each student's learning pace or interests. Despite these efforts, societal barriers exist, making it essential for schools to address these issues through sensitization aimed

at acceptance, support, and guidance, or to address student dropout rates at various educational levels. Conversely, it is crucial to prepare them for life, integrating them into society as their right as individuals.

Table 1: Frequency of proposals or contributions made in the articles

Category	Number of articles
It is necessary to change the perception of inclusive educational policies	
Propose an inclusive approach that guarantees every child receives a quality education.	3
Public policies evaluate the social context to eradicate exclusion.	4
In Latin America, teaching seeks to align with the learning pace of students in educational inclusion.	3
Teachers are crucial in promoting coexistence in schools	
Community sensitization allows for acceptance and support of students.	1
Commitment to changing educational barriers contributes to improving educational inclusion.	4
Ensure comprehensive support for all students, facilitating their full social integration.	1
Educational inclusion is a right that must be respected for human dignity.	2
Inclusive education must be sustainable through the use of tools and strategies.	1
There are various educational barriers that impede educational inclusion	
Teachers do not show evidence of modifying their planning or methodologies considering all their students.	1
It is necessary to apply a participatory methodology with strategies for all without exclusion.	2
It is necessary to sensitize the educational community for a change in attitudes towards students in inclusive schools.	1
Adapting infrastructures and acquiring materials and tools appropriate to different learning paces and physical needs to avoid exclusion in education.	2

Note. Authors' own elaboration

The results obtained reveal a concerning thematic concentration: many studies focus on motor or physical disabilities and their relationship with labor inclusion, neglecting educational inclusion at school stages. This omission is paradoxical, considering that various Latin American policies arise precisely from the need to ensure inclusion from school (UNESCO, 2023; Martínez-Usarralde, 2021; UNICEF, 2021). Official statistics also show high dropout rates among students with disabilities, due to a lack of adapted methodologies and differentiated planning (Rojas-Salgado, 2023; Escale-MINEDU, 2018; Morban & Hidalgo, 2022).

Therefore, educational inclusion must be understood as a fundamental right and not merely as a preparatory measure for working life (Gutiérrez, 2023). This perspective is also reflected in studies analyzing public policies as mechanisms to promote acceptance of diversity (Rubio, 2020), although gaps still exist regarding differentiated attention.

Regarding the geographical distribution of the reviewed studies, Peru and Ecuador lead with seven articles each, followed by Spain with six. Chile, Colombia, and Argentina presented two studies each, while Venezuela, Bolivia, the Dominican Republic, and Mexico had one article each. This distribution demonstrates an emerging regional concern for the topic, although some Latin American countries still lack indexed research in this area.

Concerning predominant themes, 60% of the articles focused on teacher attitudes toward inclusion, highlighting methodological limitations and a lack of institutional support. Only 17% of the articles proposed concrete pedagogical changes to improve the learning of students with special educational needs (Pérez, 2022; Núñez-Flores & Llorent, 2022; García & Resino, 2022; Vega & Rivera, 2022; García-Barrera, 2023). Additionally, 7% of the studies analyzed community sensitization processes as part of formative efforts (Saavedra, 2021; Arteaga-Marín, 2022).

Finally, 16% of the articles contributed specific proposals for: 1. Developing curricular adaptations without generating exclusion. 2. Applying public policies and regulations in management documents. 3. Implementing

participatory methodologies respecting learning paces. 4. Designing pedagogical strategies adjusted to individual needs. 5. Sensitizing the educational community under a social justice approach. 6. Adapting school infrastructure (Quispe et al., 2023).

These contributions provide relevant foundations for future research and for improving support for students with special educational needs. They also allow for the evaluation of the influence of other factors not yet identified in this review.

Discussion

The results presented in the previous section reveal significant concerns regarding both the analyzed research and the treatment of educational inclusion as a study topic. Firstly, there is an unusually low number of articles specifically focused on inclusion in school contexts. Most of the reviewed studies concentrate on the inclusion of individuals with motor and physical disabilities in the labor market, neglecting the school stage, despite the fact that much of the legislation and policies in Latin America regarding inclusion have emerged precisely from the need to guarantee this right from the school level (UNESCO, 2023; Martínez-Usarralde, 2021; UNICEF, 2021).

Furthermore, various regulatory frameworks in the region recognize educational inclusion as a guiding principle. However, statistics indicate high levels of school dropout among students with special needs, which can be attributed to the absence of methodologies centered on their learning paces and styles (Rojas-Salgado, 2023; Escale-MINEDU, 2018; Morban & Hidalgo, 2022). This reality highlights an implicit exclusion stemming from a lack of pedagogical planning and specialized teacher training.

In line with this, it is reaffirmed that educational inclusion remains an urgent challenge. It requires the active commitment of teachers as well as the sensitization of the entire educational community to provide quality educational services (Mondaca & Aguirre, 2021; Benítez et al., 2022; Restrepo-Valencia et al., 2023; Córdoba & Expósito, 2021). Accepting students with diverse educational needs entails not only their physical integration into the classroom but also modifying pedagogical practices to ensure their learning without segregating them from the group they belong to (Irrazabal-Bohórquez et al., 2023; Rujas-Zapata & Hernández-Arteaca, 2022).

From a human rights perspective, educational inclusion should be understood as a fundamental right, not merely as a preliminary step to social or labor integration (Gutiérrez, 2023). This conception involves dignifying the individual by recognizing their diversity. Nevertheless, some studies continue to approach inclusion solely from the framework of public policies and acceptance norms, without developing differentiated pedagogical proposals or offering a focus centered on the quality of educational services (Rubio, 2020).

Regarding the geographical distribution of the studies, Peru and Ecuador lead with seven articles each, followed by Spain with six publications, reflecting an increasing academic interest in these contexts. Chile, Colombia, and Argentina each presented two studies, while Venezuela, Bolivia, the Dominican Republic, and Mexico reported one article each. This landscape suggests an emerging interest in the region, although several Latin American countries still lack indexed scientific production on educational inclusion.

In terms of the themes addressed, 60% of the articles focused on teacher attitudes toward inclusion, highlighting limitations such as a lack of training, insufficient institutional support, and a formalistic adherence to inclusive policies without genuine pedagogical transformation. This finding is significant as it underscores the need to strengthen teacher training as a central axis of the inclusive process.

Only 17% of the reviewed articles presented concrete pedagogical and methodological proposals to improve the learning of students with special educational needs (Pérez, 2022; Núñez-Flores & Llorent, 2022; García & Resino, 2022; Vega & Rivera, 2022; García-Barrera, 2023). This indicates a limited production oriented toward educational innovation from an inclusive perspective.

Conversely, only 7% of the studies addressed community sensitization as a fundamental part of training for inclusion, emphasizing the role of families and the social environment in building a truly inclusive school (Saavedra, 2021; Arteaga-Marín, 2022).

Finally, 16% of the articles identified significant contributions in key areas such as: 1. Teacher training for developing curricular adaptations that do not generate exclusion. 2. Effective implementation of public policies and regulations in school management documents. 3. Application of participatory methodologies that respect different learning paces. 4. Development of pedagogical strategies tailored to the specific needs of students. 5. Sensitization of the educational community from a social justice and equity perspective. 6. Adaptation of school infrastructure (Quispe et al., 2023).

These findings represent a relevant hypothetical foundation for future research, as they could be utilized to optimize the support for students with special educational needs and promote their comprehensive

development. They also provide a useful basis for identifying additional factors that could influence educational inclusion but have yet to be sufficiently explored.

Conclusions

As a result of this systematic review, a series of findings and reflections are presented that allow for an understanding of the current situation of educational inclusion in Latin America from a critical perspective. The analysis of reliable scientific sources has identified gaps, persistent barriers, and areas for improvement that must be urgently addressed.

Firstly, significant limitations are evident in the practical application of educational inclusion, particularly regarding the use of methodologies and pedagogical strategies adapted to different learning paces and styles. This deficiency constitutes a considerable barrier that prevents the guarantee of the right to quality education and limits the ability to prepare students with special educational needs for their lives in society.

Moreover, while educational inclusion is recognized in the state policies of several countries, its implementation in the classroom largely depends on the attitude and preparation of the teacher. In many cases, there is a prevailing focus on the physical or cognitive deficiencies of students rather than adopting an inclusive approach that promotes individualized educational support centered on the potentialities of each student.

Likewise, there is a disconnect between labor inclusion policies and the prior educational training necessary to ensure that individuals with disabilities have equal access to these opportunities. Promoting genuine labor inclusion requires, as a starting point, a solid inclusive education that develops competencies, skills, and attitudes from early educational levels.

Finally, this review invites further research that not only describes the issues but also proposes concrete actions for pedagogical transformation, teacher training, and active participation of the educational community as fundamental axes for advancing toward a truly inclusive, equitable, and socially just education.

References

Antayhua, S. K. R. & Rodríguez, N. S. G. (2024). Camino hacia la inclusión educativa: Beneficio para todos. *Horizontes Revista de Investigación en Ciencias de la Educación*, *8*(32), 511-525. https://doi.org/10.33996/revistahorizontes.v8i32.741

Arnaiz-Sánchez, P., & Escarbajal Frutos, A. (2020). Aulas abiertas a la inclusión. *Educatio Siglo XXI, 39*(3), 237-242. https://revistas.um.es/educatio/article/download/498061/312541/1756751

Arteaga-Marín, M., Sánchez-Rodríguez, A., Olivares-Carrillo, P., & Maurandi-López, A. (2022). Revisión sistemática y propuesta para la implementación de metodologías activas en la educaciónSTEM. *Educateconciencia*, *30*(36). https://doi.org/10.58299/ex92v043

Benítez, R. L., Muñoz, J. J. M., & Navas, C. D. H. (2022). Diagnóstico sobre la inclusión de estudiantes con necesidades educativas especiales: ¿qué está sucediendo en la educación general básica? *Opuntia Brava*, *14*(2), 237-254. https://opuntiabrava.ult.edu.cu/index.php/opuntiabrava/article/view/1580

Castillo-Acobo, R., Quispe, H., Arias-Gonzáles, J., & Amaro, C. (2022). Consideraciones de los docentes sobre las barreras de la educación inclusiva. *Revista de filosofía*, *39*(2), 587-596. https://doi.org/10.5281/zenodo.7315432

Comisión Interamericana de derechos (2016), https://www.oas.org/es/cidh/mandato/documentos-basicos/convencion-americana-derechos-humanos.pdf

Córdoba, G., & Expósito, C. (2021). El valor de la inclusión. Un estudio sobre las políticas educativas y prácticas inclusivas en Argentina/The value of inclusión. A study on educational policies and inclusive practices in Argentina. *Revista de Educación*, (23), 123-138. https://fh.mdp.edu.ar/revistas/index.php/r_educ/article/view/5091

Restrepo-Valencia, J.I, Manotas-Maestre, C.P., Rincón-Delgado, L.M. (2023). Fortalecimiento de procesos de inclusión mediante la evaluación de desempeños a estudiantes con discapacidad cognitiva. *Revista de Educación Inclusiva, 16*(2), 168-190. https://revistaeducacioninclusiva.es/index.php/REI/article/viewFile/866/726

Escale-MINEDU (2018). *Indicadores que tienen como fuente la Encuesta Nacional a Instituciones Educativas – ENEDU*. https://escale.minedu.gob.pe/enedu-2018

García-Barrera, A. (2023). El 'sesgo inclusivo' del enfoque capacitista en la educación inclusiva. *Teoría de la Educación. Revista Interuniversitaria*, *35*(2), 175-190. https://doi.org/10.14201/teri.29595

García, P. S., y Resino, D. A. (2022). Actitudes docentes hacia alumnos con discapacidad, punto de partida para la educación inclusiva: una perspectiva de género, edad y experiencia previa. Espiral. Cuadernos del profesorado, *15*(30), 83-83. https://dialnet.unirioja.es/servlet/articulo?codigo=8211527

Gutiérrez, M. (2023). Concepciones de discapacidad y educación inclusiva: Una mirada desde la pedagogía. *International Journal of New Education*, (12), 179-194. https://dialnet.unirioja.es/descarga/articulo/9426739.pdf

Irrazabal-Bohórquez, A. T., Esteves-Fajardo, Z. I., Chenet-Zuta, M. E., & Melgar-Ojeda, K. A. (2023). Educación inclusiva desde la episteme ecuatoriana. *Episteme Koinonía. Revista Electrónica de Ciencias de la Educación, Humanidades, Artes y Bellas Artes*, *6*(11), 17-31. https://ve.scielo.org/scielo.php?pid=S2665-02822023000100017&script=sci_abstract

Maldonado, D. J. L., Neira, I. A. G., Ambi, J. P. R., Triviño, M. D. L. D., & Cabezas, P. S. R. (2023). Educación inclusiva y los tipos de necesidades educativas especiales: caso Ecuador. *Ciencia Latina Revista Científica Multidisciplinar*, *7*(2), 11137-11150. https://doi.org/10.37811/cl_rcm.v7i2.6193

Martínez-Usarralde, M. J. (2021). Inclusión educativa comparada en UNESCO y OCDE desde la cartografía social. *Educación XX1*, *24*(1), 93-115. https://doi.org/10.5944/educxx1.26444

Mesías Crespin, K. C., Castillo Salazar, R. N., & Vargas Montalvo, A. H. (2022). Desafíos de la educación inclusiva e igualdad escolar en instituciones educativas peruanas. *EduSol*, *22*(78), 56-68. http://scielo.sld.cu/scielo.php?script=sci_abstract&pid=S1729-80912022000100056

Mondaca-Rojas, C., & Aguirre-Munizaga, C. (2022). Introducción: La inclusión educativa intercultural como herramienta conceptual para la transformación de la escuela en tiempos de incertidumbre. *Diálogo andino*, (67), 13-19. http://www.scielo.cl/scielo.php?script=sci_arttext&pid=S0719-26812022000100013

Morán, D. M. M., Miranda, L. Y. V., & Basantes, I. C. (2022). Barreras físicas y metodológicas en la educación inclusiva. *Revista Minerva*, *3*(5), 104-120. https://dialnet.unirioja.es/servlet/articulo?codigo=10016743

Morban, D. A. H., e Hidalgo, M. C. (2022). Determinantes sociales y Acceso a la educación en la discapacidad. *Revista de Educación Inclusiva*, *15*(1), 9-15. http://orcid.org/0000-0002-4562-6491

Núñez-Flores, M., & Llorent, V. J. (2022). La educación inclusiva y su relación con las competencias socioemocionales y morales del profesorado en la escuela. Aula abierta, *51*(2), 171-180. https://doi.org/10.17811/rifie.51.2.2022.171-180

Organización para la cooperación y el desarrollo económico (OECD), (2021). Perspectivas económicas de América Latina 2021. https://www.oecd.org/content/dam/oecd/es/publications/reports/2021/12/latin-american-economic-outlook-2021_3a1d90e5/2958a75d-es.pdf

Pérez, L. M. M. (2022). ¿Cómo genera valor el emprendimiento social de inclusión socio-laboral? Propuesta metodológica para la identificación y análisis de buenas prácticas. *REVESCO: revista de estudios cooperativos*, (140), 1. https://doi.org/10.5209/reve.78927

Quispe, K. L., Alvarez, C. A. V., Chuquipa, E. N. L., Mora, V. A., & Chiroque, J. E. Z. (2023). Perspectivas de los docentes sobre la educación inclusiva. *Horizontes Revista de Investigación en Ciencias de la Educación*, *7*(27), 49-61. https://doi.org/10.33996/revistahorizontes.v7i27.496

Rojas-Salgado, M. (2023). Camino hacia la educación inclusiva en el Perú: estado de la cuestión. *Revista peruana de investigación e innovación educativa*, *3*, 1-10. https://doi.org/10.15381/rpiiedu.v3i1.23683

Rubio, M. A. (2020). Infancia y desigualdad habitacional urbana en América Latina y el Caribe. Naciones Unidas. https://www.cepal.org/es/notas/infancia-desigualdad-habitacional-urbana-america-latina-caribe

Rujas-Zapata, A. F., & Hernández-Arteaca, I. (2022). Lineamientos y prácticas de educación inclusiva en la universidad. Zona Próxima, (37), 99-121. https://rcientificas.uninorte.edu.co/index.php/zona/article/view/13534/214421446073

Saavedra Elespuro, L. R. (2021). La actitud docente y su relación con la inclusión educativa en la institución emblemática Faustino Maldonado, Pucallpa, Ucayali-2020. https://hdl.handle.net/20.500.14621/5113

UNESCO (2023). La inclusión en la educación. https://www.unesco.org/es/education/inclusion

UNICEF (2021). Voces por la inclusión. https://www.unicef.org/peru/articulos/voces-por-la-inclusion-educacion-inclusiva-ana-de-mendoza-educared

Vega, E. O., & Rivera, E. G. (2022). Percepción sobre la educación inclusiva en estudiantes y padres de familia de una institución educativa de Lima-Perú. *Revista Espacios*, *43*(07). https://www.revistaespacios.com/a22v43n07/22430702.html