

SDG 4: towards an inclusive education from international guidelines and public policies in Mexico

El ODS 4: hacia una educación inclusiva desde lineamientos internacionales y las políticas públicas en México

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Abstract

Inclusive education, as part of Sustainable Development Goal 4, is a topic of great importance and topicality, especially in these times that we are living, still a pandemic and great uncertainty. The reason for the project from which this article is derived arose from the need to address this highly relevant problem and contribute, in some way, to greater educational inclusion. In this work, the preliminary results of an investigation oriented to educational reforms and policies in Mexico will be reported, to address the question of how educational policies in Mexico contribute to the achievement of an inclusive education, in correspondence with international guidelines. For the development of this project, documentary research, classical methods such as analysis-synthesis and political discourse analysis were used; all of this, with the aim of reflecting on inclusive education, as part of the SDG 4 approach, dedicated to quality education, based on international guidelines and on the educational policies that have been generated in the country. Likewise, and by way of conclusions, some requirements are presented to combat exclusion and achieve a truly inclusive education. Some ways of improvement are also raised, and it is emphasized that, in order to achieve the proposed objectives, everyone's participation is necessary.

Inclusive Education, SDG 4, Educational policies

Resumen

La educación inclusiva, como parte del Objetivo de Desarrollo Sostenible 4, constituye un tema de gran trascendencia y actualidad, sobre todo, en estos tiempos que estamos viviendo, aún de pandemia y de gran incertidumbre. La razón del proyecto del que se deriva este artículo surgió de la necesidad de atender a esta problemática tan relevante y contribuir, de alguna manera, a una mayor inclusión educativa. En este trabajo se dará cuenta de los resultados preliminares de una investigación orientada a las reformas y políticas educativas en México, a fin de atender al cuestionamiento de cómo contribuyen las políticas educativas en México al logro de una educación inclusiva, en correspondencia con lineamientos internacionales. Para el desarrollo de este proyecto se utilizó la investigación documental, métodos clásicos como el análisis-síntesis y el análisis político del discurso; todo ello, con el objetivo de reflexionar sobre la educación inclusiva, como parte del planteamiento del ODS 4, dedicado a una educación de calidad, con fundamento en lineamientos internacionales y en las políticas educativas que se han generado en el país. Asimismo, y a modo de conclusiones, se presentan algunos requerimientos para combatir la exclusión y alcanzar una verdadera educación inclusiva. También se plantean algunas vías de mejora y se enfatiza que, para lograr los objetivos propuestos, es necesaria la participación de todos.

Educación inclusiva, ODS 4, Políticas educativas

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Introduction

In Mexico, the discussion about the right to education, although not recent, has revolved around constitutional reforms, and the legal foundations of education based on positive law. and the legal foundations of education based on positive law, related areas of knowledge and the historical perspective.

María Mercedes Ruiz Muñoz and Universidad Iberoamericana

The Sustainable Development Goals (SDGs) are an issue of great global and national importance. They were adopted in 2015 by the United Nations (UN) as a universal call to combat the great evils that affect the world: poverty, hunger, inequality, health problems, water, the economy; the search for sustainable cities and communities, peace and justice, to be achieved by 2030.

For this reason, in 2022, ECORFAN has launched a call to analyse the SDG Goals and, from this perspective, this article is dedicated to a review of SDG 4: Quality Education, at the halfway point, an analysis that we consider very relevant at this time of pandemic, of great uncertainty, and of very diverse problems of an international nature.

The SDG in question aims to: "ensure inclusive and equitable quality education and promote learning opportunities for all" (UN, 2015). The Goal also states, among other things, that: "In achieving quality, the 2030 Agenda is based on a transformative and holistic, rights-based approach, reflecting a perspective centred on equity and inclusion".

Thus, considering the complexity and breadth of the topic, the purpose of this article is to provide a preliminary analysis of approaches to inclusive education based on international guidelines and public policies that have been generated in the country. This work derives from a broader research project devoted to the study of educational reforms and policies in Mexico, especially aspects related to inclusion, quality of education and gender equality issues.

In terms of methodology, the paradigm used is interpretative, with a qualitative approach and the inclusion of various strategies such as documentary research, methods such as analysis and synthesis, as well as the perspective of political discourse analysis, all of which will be presented in the following section.

Finally, and by way of conclusions, a brief reflection is presented on the concepts analysed in relation to inclusive education and its foundations in international guidelines and educational policies in Mexico. The biggest problem that human realities have posed to science is that it derives from its very nature.

Miguel Martínez Miguélez

Methodology

For the development of the research project that gave rise to this work, various research methods were used, from a qualitative approach, in general, conceived from a holistic perspective, which places the emphasis on people and the particular contexts in which they develop, seeking a global understanding, as a whole and not separately because "what is expected in the end is a smooth description, an experiential understanding and multiple realities" (Álvarez-Gayou, 2006, p.29). This is based on the flexibility offered by educational research, the richness and the joint learning with the participants. In this case, the question that has guided the present work is: How do educational policies in Mexico contribute to the achievement of inclusive education, in accordance with international guidelines?

The main method employed in the first stage of the project, which is the one that will be reported in this article, was desk research, which "consists primarily of the selective presentation of what experts have already said or written on a given topic. In addition, it can present the possible connection of ideas between various authors and the researcher's ideas" (Montemayor, García and Garza, 2002, p. 12). It is a construction of knowledge from the sources, as "a way of looking after the tradition of original thought, and bringing it to the present with a hermeneutic reading that favours discussion by making new contributions to scientific development" (Gómez, 2011, p. 230).

Although there is still controversy about the scientificity of documentary research as a method for contributing to knowledge, it is undeniable that, in recent times, it has become very important to return to the original sources or proposals (especially in the social sciences), in a dialogue with the authors, so that this search allows "reality itself to express itself, with logic and arguments, thus building new knowledge" (Gómez, 2011, p. 229).

Due to the breadth and complexity of the topic in question, the search for documents was oriented, on the one hand, towards international guidelines linked to education, particularly at the higher education level and, more specifically, to Sustainable Development Goal 4 (SDG 4), educational inclusion and inclusive quality education. On the other hand, documents and research on public policies in Mexico were sought, taking as a starting point Article 3 of the Political Constitution of the United Mexican States (CPEUM), the derived laws and what is related to inclusion/exclusion, in its broadest sense.

For the project in general, in addition to classical methods such as analysis and synthesis, the perspective of political discourse analysis was used, which does not only encompass language, written or spoken, but all actions that carry meaning, which causes the discursive to be juxtaposed purely and simply with the social (Laclau, 1985). This perspective, developed by Ernesto Laclau, offers us a dialogue and confluence of different sciences: social, language and political science. In a second phase, this analysis will allow us to methodologically deepen these concepts, which are so necessary for a better understanding of the subject.

Inclusive education: some conceptual references

Educational action is natural and inherent to every human person and therefore education has as its purpose: the adaptation of the human being to cultural needs.

María Teresa Hernández, 2018

Throughout history, education has played a preponderant role in the social life of peoples. It has been considered a fundamental factor for the economic and social development of countries, as Juan Carlos Tedesco confirms when he states: "it is the only variable that simultaneously affects social equity, economic competitiveness and citizen performance" (2007, p. 91).

According to the Report to UNESCO of the International Commission on Education for the 21st century, chaired by Jacques Delors, education is conceived as "a factor of cohesion if it seeks to take into account the diversity of individuals and human groups and, at the same time, avoids being a factor of social exclusion" (1997, p. 54). And, in the same document, known as *Learning: The Treasure Within*, it is stated that "in order to restore education to its central place in the social dynamic, its role as a melting pot must first be safeguarded by combating all forms of exclusion" (1997, p. 56). As has been repeated on many occasions, exclusion is inextricably linked to inclusion, as two sides of the same coin, one manifests itself because the other exists; and it is a very complex and multifactorial phenomenon.

In this sense, exclusion is generally understood as leaving out a certain group or individual, preventing them from getting involved or participating in a community. And many authors define it as not giving poor, disadvantaged and vulnerable children access to mainstream schools. Likewise, we may all be aware of situations where members of a school have been excluded, or we ourselves have had exclusionary attitudes towards certain people. However, for the purposes of this paper, exclusion will be taken to mean the failure to ensure the entry, retention and participation of all students in the life of the school community, at any level of education.

In education, exclusion is a phenomenon "linked to the recognition, not only tacit or legal but also experiential, of the differences present in the actors of the education system and, above all, of the great diversity of traits that can be the cause of singling out, animosity, segregation, discrimination and, therefore, exclusion, for example: gender, age, disability, race, culture, language, religion, social stratum, marital status, physical appearance, sexual or ideological orientation" (Martí, 2016, p. 60).

In the case of education systems, it is important to prevent and be aware that they do not lead to situations of exclusion because: "competition" (in its meaning of competition), a misunderstood practice of selection according to school achievement, can lead to situations of school failure, backwardness, marginalisation, "dropout" and exclusions (Delors, 1997), which widens the gaps and differences in opportunities for all.

The evolution of concepts linked to exclusion and educational inclusion has also been considered, leading to inclusive education. Some stages in this evolution are those starting from segregation: the different outside the "normal", but together. It goes through integration in which different people are apparently integrated, but are still separated. In exclusion, they are no longer segregated, but all those who have some characteristic that differentiates them from the others remain outside. Inclusion aims to integrate everyone as part of a community. And finally, inclusive education goes further, and is part of a comprehensive response that aims not only to guarantee access to all, but also to train people with a sense of democracy, to develop a critical and cooperative spirit.

Educational and social inclusion is a highly relevant issue at national and international level. It is present in the guidelines and normative documents that govern education and social coexistence. In the particular case of Mexico, in the latest reform to Article 3 of the Political Constitution of the United Mexican States (CPEUM), on 15 May 2019, several emphases were made, including: combating manifestations of exclusion and discrimination, inclusive education and the importance of implementing a culture of respect for diversity.

UNESCO in 2005 published *Guidelines for inclusion: ensuring access to education for all*, in which it offers the following definition:

Inclusion is seen as a process of addressing and responding to the diversity of needs of all learners through increased participation in learning, cultures and communities, and reducing exclusion in and out of education. It involves changes and modifications in content, approaches, structures and strategies, with a common vision that embraces all children of the appropriate age range and the conviction that it is the responsibility of the regular system to educate all children (p. 13).

The same document states: "In defining inclusion it is important to highlight the following elements:".

Inclusion IS about:

- Welcoming diversity.
- Benefiting all learners, not just targeting the excluded.
- Catering not only for children who may feel excluded in school.
- Providing equal access to education or making certain provisions for certain categories of children without excluding them.

Inclusion IS NOT about:

- Special education reforms alone, without reforming the formal and non-formal education system.
- Responding only to diversity without also improving the quality of education for all learners.
- Special schools, but perhaps additional support for students within the regular school system.
- Meeting only the needs of children with disabilities.
- Meeting the needs of one child at the expense of another child (2005, p. 15).

There are four key elements that tend to figure strongly in the conceptualisation of inclusion (Unesco, 2005, pp. 15-16):

Inclusion is a process. It is about learning to live with difference and learning to learn from difference.

Inclusion is concerned with the identification and removal of barriers, and involves research in order to plan improvements in policy and practice.

Inclusion refers to the presence, participation and achievement of all learners.

Inclusion implies a particular emphasis on groups of learners who may be at risk of marginalisation, exclusion and underachievement.

From this perspective, the starting point should be that education is considered a human right, and access, coverage and equity are key to achieving inclusive education beyond greater educational inclusion. Inclusive education has been defined by UNESCO as "the right of everyone to receive an education that promotes lifelong learning", and that is of quality, conceived as one that "pays attention to marginalised and vulnerable groups and seeks to develop their potential" (UNESCO Santiago Office, website).

Proof of this importance is evident in the 2030 Agenda for Sustainable Development, whose Goal 4 refers to: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. Hence it has been taken as an object of study for this work.

Results

International guidelines underpinning education policy on inclusion and exclusion

The theoretical framework of reference for inclusive guidance can be considered to be constituted, to a large extent, by a whole set of demands made by various international bodies - starting as early as 1948 with the Universal Declaration of Human Rights which began as early as 1948 with the Universal Declaration of Human Rights and continue today and which continue to this day.

María Luisa Dueñas Buey

There are many guidelines and normative documents, at all levels, which constitute references for countries in relation to how to approach and develop policies, programmes, proposals and practices regarding the right to education, with all its implications.

To understand the foundations of the policies that have been generated on education as a human right and, within this, the processes of inclusion, it is necessary to refer to fundamental instruments at the international level.

Among the documents we take as a starting point the Universal Declaration of Human Rights, issued by the United Nations (UN) in 1948, which proclaims that "everyone has the right to education [... and] shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms".

Significantly, at the national level, we could consider the Political Constitution of the United Mexican States (CPEUM) as advanced and innovative, recognising that in the second reform of Article 3 of the Constitution in 1946 (two years before the aforementioned Declaration), it is already stated that education "shall aim at the harmonious development of all the faculties of the human being"; Among the criteria that will guide this education, it is emphasised that it will fight against fanaticism and prejudice and, above all, it will support "the ideals of fraternity and equality of rights of all men, avoiding the privileges of races, sects, groups, sexes or individuals" (an issue that we will return to later, in relation to public policies in Mexico).

Recent international documents that should be considered as important references and that serve as a basis for national public policies, particularly in Mexico, include:

The Convention on the Rights of the Child (1989), the World Declaration on Education for All (1990), the Dakar Framework for Action (2000), Education 2030: Incheon Declaration (2015), and the UNESCO General Conference (2019). All these international guidelines (to which others can be added, before and after) are based on various postulates around education as a right (and, beyond that, as a human right); the fight against discrimination of all kinds and exclusions; peaceful coexistence and a culture of peace; educational inclusion and the paths towards inclusive education; and, in general, the sustainable development that the world requires to remain and transcend.

From the first of these documents mentioned (Convention on the Rights of the Child), it is worth highlighting Article 29 (1.d) which proposes: "To prepare the child for responsible life in a free society, in a spirit of understanding, peace, tolerance, equality of sexes and friendship among peoples, ethnic, national and religious groups and persons of indigenous origin".

Certainly, since the World Declaration on Education for All, the term "inclusion" has become more present in the educational context. It highlights the recognition that "adequate basic education is essential for strengthening higher levels of education and scientific and technological education and training, and thus for achieving self-determined development". It is also necessary to "develop supportive policies in the cultural, social and economic sectors [...] for the betterment of the individual and society".

As for the Dakar Framework for Action. Education for All, it endorses the commitments made earlier, including:

8.ii Promote education for all policies within the framework of a sustainable and well-integrated sectoral activity [...]. It also reiterates that "education is a fundamental human right, and as such is a key element of sustainable development and of peace and stability in each country and among nations".

Before continuing with the following selected document, it is pertinent to recall that in September 2015, the United Nations met to adopt a new agenda that included 17 Sustainable Development Goals (SDGs), focused on eliminating the main ills afflicting the world today (poverty, hunger, inequalities), as well as protecting the planet from problems with water, energy, climate change, underwater life, the life of terrestrial ecosystems, and achieving peace and justice; all this, considering the necessary partnerships to achieve these goals.

SDG 4, oriented towards "quality education", is an obligatory reference point for the planning of education policies that are also linked to other goals, recognising that "education enables upward socio-economic mobility and is key to escaping poverty".

A milestone in this issue addressed was the Education 2030: Incheon Declaration and Framework for Action for the realisation of Sustainable Development Goal 4: "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all", a document arising from the 2015 World Education Forum in Incheon, Republic of Korea, which recognises that "inclusion and equity in and through education are the cornerstone of a transformative education agenda," and sets out a commitment to "make the necessary changes in education policies and to focus our efforts on the most disadvantaged, especially those with disabilities, to ensure that no one is left behind" (p. 7).

A highly relevant aspect of this Declaration, recognised by the signatories, is that "the success of the 2030 education agenda requires adequate policies and planning, as well as efficient implementation modalities" (p. 9); and it is necessary to highlight this as it is one of the problems that, at least in Mexico, is very often present: policies are well formulated and supported, but they are not adequately implemented and their implementation is not properly monitored.

While reaffirming the vision and political will reflected in many international and regional human rights treaties establishing the right to education, there is also an awareness that, despite the efforts made, it is with great concern that we are far from having achieved education for all.

The vision of this Declaration is "to transform lives through education, recognising the important role of education as a key driver of development and for the achievement of the other proposed SDGs. We commit ourselves as a matter of urgency to a single, renewed education agenda that is comprehensive, ambitious and demanding, leaving no one behind", a phrase mentioned above and echoed in official discourse in Mexico.

During the UNESCO General Conference in Paris (November 2019), more than 100 ministers of education and university leaders met to plan international measures to improve inclusion and mobility in higher education, all of which reaffirms the importance of the subject of this work at the international level.

On the other hand, the 40th session of UNESCO's General Conference (12-27 November 2019) adopted a new global framework for Education for Sustainable Development (ESD 2030) that is (supposed to) be implemented in the decade 2020-2030. The framework will focus on the integration of ESD and the 17 SDGs into policies, learning environments, teacher capacity-building efforts, youth empowerment and mobilisation, and local level work.

Finally, at the international level, some approaches emerging from recent meetings at this level are worth mentioning:

- UNESCO experts met (2021) to discuss the policy paper on the impact of COVID-19 on higher education.
- Equity and access in higher education require greater attention from universities and policy makers.
- The aim of the UNESCO World Conference on Higher Education (WHEC2022) was to reshape thinking and practice in higher education to ensure sustainable development for the planet and for humanity.

And the common denominator in these meetings is the need for policy formulation, assumed by the participating nations, to achieve the proposed global goals and targets.

Education policies in Mexico in terms of inclusion

Public policies must be understood as dynamic and changing in their operational in their operational aspects, but their basic principles must be, in any case, medium- and long-range policies based on the general interest.

Jorge Guillermo Cano, 2006

In Mexico, education policies are generally derived from Article 3 of the Political Constitution of the United Mexican States (CPEUM) which, since 1917 when the Constitution was approved, has undergone multiple reforms that have had (some more than others) a strong impact on the development of education in the country.

From Article 3 of the Constitution, the federal government has derived, on the one hand, the planning of the National Education System, with the plans and programmes that it is responsible for guaranteeing; and, on the other hand, a whole legislative and regulatory framework (laws, decrees, agreements, etc.) that guides the course of education.

CPEUM (1917)	Numerous reforms. Of the 136 articles, with the exception of a few, all have been amended (748).
Article 3 of the Constitution	11 reforms (and one Erratum in 1993). Among them: the first focused on socialist education. Mention has already been made of the second reform (1946): innovative, humanist. And the third reform (1980) establishes the autonomy of universities and higher education institutions.
Last amendment (15-MAY-2019)	It places various emphases in relation to inclusion and equity. Although the first sentence reaffirming education as a right for everyone remains intact, it immediately expresses the State's guarantee of higher education and states that it shall be compulsory, "in terms of section X of this article".
Section X	"The compulsory nature of higher education corresponds to the State. Federal and local authorities shall establish policies to promote inclusion, permanence and continuity, in terms established by law. They shall also provide means of access to this type of education for those who meet the requirements set out by public institutions".

Highlight	About the steering role of education assumed by the State, it is specified that, "in addition to being compulsory, it shall be universal, inclusive, public, free and secular". Another aspect to note is that it is added that: "Education shall be based on unrestricted respect for the dignity of persons, with a focus on human rights and substantive equality".
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Table 1 Reforms and policies from the CPEUM onwards
Source: Own elaboration based on the analysis of the reforms to Article 3 of the Constitution

Other important proposals from the latest reform are the following:

Section "II. The criterion that will guide education [...]" in subsection c), refers to respect for cultural diversity (which is fundamental for social and educational inclusion), and to "the ideals of fraternity and equality of rights for all". And it goes on to make other points worth highlighting:

- It shall be **equitable**, for which the State shall implement measures that favour the full exercise of people's right to education and combat socio-economic inequalities.
- It shall be **inclusive**, by taking into account the diverse abilities, circumstances and needs of learners [...];
- It shall be **comprehensive**, educating for life, with the aim of developing cognitive, socio-emotional and physical capacities that enable people to achieve their well-being; and
- It shall be of **excellence**, understood as the constant integral improvement that promotes the maximum learning achievement of students, for the development of their critical thinking and the strengthening of ties between school and community (emphasis added).

Regarding the reform to article 73 of the CPEUM, section XXV specifies that it seeks to "unify and coordinate education throughout the Republic, and [...] ensure the fulfilment of the aims of education and its continuous improvement within a framework of inclusion and diversity".

Inclusion is not only present in the documents governing education, but also appears in the provisions of other bodies such as the National Human Rights Commission, which establishes a set of them, among which it is worth highlighting:

Right to equality and prohibition of discrimination: which prohibits any exclusion or differential treatment based on ethnic or national origin, gender, age, disability, social status, health conditions, religion, opinions, sexual preferences, marital status or any other that violates human dignity. It also establishes the "right to education" as a human right of all persons.

Some considerations regarding the documents analysed and the issues addressed can be summarised as follows:

Inclusion

- In Mexico, the official discourse is "inclusive" and, for the first time, favours the development of state-supported higher education (proposed compulsory).
- However, no clear path and no concrete strategies have been declared that would allow the fulfilment of these good intentions.

Funding

- Great uncertainty has been generated due to budget cuts for many Higher Education Institutions (HEIs).
- Creation of 100 new universities (in reality 140), with no certainty about the resources to support them, the programmes to be offered and sufficient (and recognised) professors to guarantee quality.

Teaching staff

- It should be noted that in the international documents studied, teaching staff are accorded vital importance.
- It is recognised that their status and conditions of service "represent a decisive element in achieving education for all" (World Declaration on Education for All, 1990, Art. 7).

Training

- In the above-mentioned reform, "teachers are key actors in the educational process and their contribution to social transformation is therefore recognised".
- It is still not clear how the "integral system of education, training and updating" will be implemented in order to contribute to a real improvement of the teaching staff.

It is also necessary to consider that, despite the elimination of the National Institute for the Evaluation of Education (INEE), which had been created with the so-called "Education Reform" (2013) by the previous government, it was replaced by the "National System for the Continuous Improvement of Education", similar and with similar functions to the eliminated body: "to carry out studies, specialised research and diagnostic, formative and comprehensive evaluations of the National Education System, to determine indicators of results of the continuous improvement of education", among other aspects.

Finally, although the official discourse appears to be solid, it must be taken into account that acknowledging does not mean acceding or conceding, and it is still too early to be able to evaluate the results of the implementation of these principles established in Article 3 of the Constitution, dedicated to education, but which are still being implemented in specific secondary laws (General Education Law / General Law on Higher Education) and, furthermore, it is still to be expected that this legislation will actually be heeded and complied with.

By way of conclusion: towards inclusive education

The glaring contradiction between what is said in the regulations and what actually happens in many schools, "between what is said and what is done" generates enormous tensions and emotional tears that affect many vulnerable students and their families very negatively.

Gerardo Echeita Sarrionandia, 2017

The information gathered so far allows us to confirm that inclusion is a basic right that appears in all the guidelines that govern the education and development of children, adolescents, young people and adults.

It is a concept that is very present today and that has aroused the concern of educational actors around the world. However, despite the popularity of the term, the number of projects, initiatives and concrete actions that have been launched are still not sufficient, have not been implemented in the most appropriate way or have not had the expected results and impact.

Progress in terms of inclusion has not been as significant as required, so there is still a serious problem of educational exclusion, especially in higher education with limited access and low coverage.

In order to combat exclusion, it is necessary to promote and defend education as a right, which requires guaranteed funding, free and compulsory education, the fight against all forms of exclusion and discrimination, and the strengthening of the quality of learning with a solid foundation in human rights, as Muñoz (2004) argues.

In a brief summary, and coinciding with the proposals of the Incheon Declaration: Education 2030, a new comprehensive approach is required that truly guarantees quality, inclusive, equitable education for all. An essential aspect is financing and optimising the use of resources in an effective, efficient and transparent manner. In line with this, systematic accountability is also essential, involving (and demanded by) citizens. And, with special emphasis, the participation and joint work of all those involved is indispensable in order to achieve the proposed objectives and goals. This will only be possible when it truly concerns everyone.

As has been shown, there are guidelines, laws, agreements, regulations and other documents, both at national and international level, to promote policies on the subject. However, achieving real educational inclusion and moving towards inclusive education depends on the participation of all.

The reason for this research project arose from the need to address this very relevant problem and to contribute, in some way, to greater educational inclusion, especially in higher education, trying to reduce the rate of exclusion that seems to be increasing over time.

In this sense, it is necessary to emphasise the importance of finding alternatives that help us, as education professionals, to improve the atmosphere in schools. Likewise, an environment that ensures equal and dignified treatment of all our students must be achieved in order to ensure permanence and successful educational achievement.

From this perspective, it is an obligation that goes beyond the academic. It is an ethical duty that we acquire by being responsible for the integral and quality development of the Mexican population, so that it can truly enjoy the inclusive education for all and for life, which it so richly deserves.

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