



Alumnado con discapacidad en educación superior en Chile y Portugal: Una revisión de las políticas y prácticas que fomentan la cultura inclusiva [

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Analítica

According to the global data, the access to higher education for people with disabilities is increasing (Abu-Hamour, 2013; Konur, 2006), however when we analyze the educational reality it shows that some universities are very selective with the entry and stay of these disabled students (UNESCO, 2005). This paper presents a review and systematization of the Chilean and Portuguese education systems in the field of inclusion of people with disabilities which, since the Salamanca Convention (1994), have developed both countries to move towards the education systems that value the differences in their students. Also, guidelines are offered in both systems regarding to inclusive educational policies developed, primarily in higher education, the principal barriers and successes in work done. In order to encourage people with disabilities to learn in terms of equity, improve their quality of life and strengthen the development of their personal autonomy

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Baratz Innovación Documental

- Gran Vía, 59 28013 Madrid
- (+34) 91 456 03 60
- informa@baratz.es