

Ocupación e Inclusión en la educación superior: retos y posibilidades en el siglo XXI

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INTRODUCTION

To guarantee the education as a right for all the people without concerning the sexual identity, the ethnic group, the origin, the genre or the disability situation, is a challenge that requires reflections and interdisciplinary actions. The Occupational Therapy and the Occupational Science count with theoreticians and practitioners to contribute in the above challenge.

OBJETIVE

To present the epistemologic, conceptual, methodologic and operative advances of the relation Occupation - Inclusion, product of the experience accumulated in the System of Educative Inclusion of the National University (SIEUN) of Colombia.

DESCRIPTION

From the year 2004 an occupational therapist, professor of the National University of Colombia has led the educational inclusion of people who present present visual, auditory, cognitive, mental and motive limitations. The actions and reflections in inclusion have been promoted through the applied knowledge of the profession of occupational therapy and of the knowledge to discipline of the occupational science. Both the occupational therapy and the occupational science have sustained the processes of admission, of permanence and of departure of the enunciated population.

RESULTADOS

For the year 2009 the SIEUN has advanced in the guarantee of the universal right to the quality education and for all the people. This system has linked the interdisciplinary work of professors and students of Occupational Therapy with professionals of psychology, sociology, linguistics, pedagogics, architecture, design, among others. This initiative positions the incipient field of the inclusion in the university by the Occupational Therapy and Occupational Science.

CONCLUSION

Before realities as complex as the inclusion, the complex approaches of the occupation are pertinent and powerful. The studies centered on occupation provide multiple possibilities in the knowledge, from that of greater abstraction (epistemology: how we know what we know) up to the applied knowledge (strategies, instruments).

CONTRIBUTION TO THE PRACTICE BASED ON EVIDENCE

This work this based on demonstrable experiences, sustained academically (until now two investigations sustain to the SIEUN) that make possible the decision making and the therapeutic reasoning for those professionals of the occupational therapy who want to reflect and to take part in the field of the educational inclusion in the university level.