

Desafíos de la inclusión educativa en el sistema de educación superior

Challenges of educational inclusion in the higher education system

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Resumen

El objetivo de este artículo se direccionó a determinar los retos de la Inclusión educativa en el sistema de educación superior. La metodología aplicada consistió en un diseño no experimental y transversal, justificándose que no se modificará el objeto del estudio, sino que el mismo se mantendrá conforme a lo establecido en el objetivo de investigación, tipo de investigación descriptivo, alcance de la investigación fue básico, enfoque de la revisión sistemática fue cualitativo, y modalidad de la investigación fue documental. Se trabajó con una muestra de cinco artículos que cumplieron con los criterios de inclusión y exclusión establecidos, tenido como resultado lo siguiente: son varias las iniciativas gubernamentales encaminadas a reestructurar y fortalecer el currículo general para la educación superior. Esto incluye la introducción de un nuevo plan de estudios nacional para adaptarse a una amplia gama de sistemas y necesidades de los alumnos. La política educativa más reciente en países como Ecuador recomienda un cambio en la forma de pensar sobre las 'necesidades especiales y los servicios de apoyo' en este país hacia un compromiso con el desarrollo de un sistema de educación y formación inclusivo integral. Por lo que se puede alegar que el verdadero desafío que enfrenta este país estará en la implementación de estas recomendaciones. En conclusión, el número de estudiantes con discapacidad en la educación superior ha aumentado en los últimos años, sin embargo, aún se enfrentan a varios desafíos en las instituciones de educación superior.

Palabras claves: Educación superior; discapacidad; inclusión educativa; currículo educativo; educación superior inclusiva

Abstract

The objective of this article was to determine the challenges of educational inclusion in the higher education system. The methodology applied consisted of a non-experimental and cross-sectional design, justifying that the object of the study will not be modified, but that it will be maintained in accordance with the provisions of the research objective, type of descriptive research, scope of the research was basic, focus of the systematic review was qualitative, and modality of the research was documentary. We worked with a sample of five articles that met the established inclusion and exclusion criteria, resulting in the following: there are several government initiatives aimed at restructuring and strengthening the general curriculum for higher education. This includes the introduction of a new national curriculum to suit a wide range of systems and learner needs. The most recent education policy in countries such as Ecuador recommends a shift in thinking about 'special needs and support services' in this country towards a commitment to developing a comprehensive inclusive education and training system. So it can be argued that the real challenge facing this country will be in the implementation of these recommendations. In conclusion, the number of students with disabilities in higher education has increased in recent years, however, they still face several challenges in higher education institutions.

Keywords: Higher education; disability; educational inclusion; educational curriculum; Inclusive Higher Education

INTRODUCCIÓN

As time goes by, it becomes stronger and more relevant towards governments to have to offer guarantees to timely enact inclusive education at all levels, taking into consideration that there are already references of countries that have successfully implemented it (Italy, Spain, Estonia, France, to name a few) and for which they are considered models to follow. It is also a fact that inclusive higher education can be a challenge, this attributed to the need to restructure some processes both legislative, strategic, modification of curricula whose topics are linked to the requirements of university students. Inclusive education was originally developed for students at initial levels, before its application in higher education. However, as more students with disabilities successfully complete their early education, the need to move towards inclusive practices within higher education has increased (Medina et al., 2021; Palacios, 2019).

In line with global legislative changes against discrimination and inclusive education policies, the number of students with disabilities in higher education institutions is increasing. Previously, students who presented with a disability were excluded from higher education, however, higher education institutions are now expected to have disability statements and policies and provide support to students within this segment. Despite this upward trend, students with disabilities remain severely underrepresented within higher education and experience barriers at a variety of levels in countries such as South Africa where significant challenges and gaps that limit the entitlement of these individuals and their families still exist according to various research (Félix et al., 2019; Brito et al., 2019; Andrey & Vargas, 2020).

As for the countries of the region, educational inclusion at the university level presents heterogeneous scenarios, in which countries such as Chile and Paraguay stand out with almost comprehensive policies through which the presence and promotion of education for all people is guaranteed, including the third level, considering that in both nations the actions have been aimed at protecting the rights of people in general to education. and punishing acts of discrimination so that their legislative frameworks apply to all contexts and other social groups. However, even in other countries of the region there are challenges and limitations due to the lack of improvements at the institutional level and particularly in the education system, this attributed to discrimination, stereotypes, stigmatization, and ableism in which the attitudes and qualities of this group of people are underestimated, so it has been determined that only a quarter of the countries in the region have inclusive education policies. that benefit all students (Aguirre & Caranqui, 2023; Ocampo, 2021).

Some direct factors according to Espinoza et al., (2023) such as poverty, inequalities in relation to disability increase the risk of learning loss and of course school dropout at all levels of education, even induced by parents or guardians of this since they prefer to choose to avoid that they perceive ridicule or rejection of their peers or teachers. Some governments in the region have prioritized their efforts in other areas such as boosting the economy through foreign trade or improving the productive matrix, leaving a small budget for improvements at the educational level for people with disabilities, which also means a challenge that not only limits these people or their families, but also to countries that do not enact educational inclusion from which they can also take advantage as efficient and

comprehensive models that others can apply with ideas and knowledge that can be exported to replicate them in other States (Bon, 2019).

In countries such as Ecuador, it is evident the progress that has had the development of programs, policies and strategies regarding social inclusion in general, and particularly at the educational level, evidences much more the dissemination of actions at the primary and secondary level, however, regarding higher education there are some challenges that must be reviewed, analyzed and thus determine the formula to mitigate them or that do not limit the opportunity to grant true inclusion, since this depends on this segment of people acquiring skills that will serve them for other contexts of their lives, for example at the work level. Therefore, within this article, a systematic review will be addressed to help identify the current challenges regarding educational inclusion in the higher education system. Having exposed the previous aspects, it is possible to determine that the objective of this article is aimed at determining the challenges of educational inclusion in the higher education system (Bartolomé et al., 2021).

THEORETICAL FOUNDATION

Given that diversity is a hallmark of higher education in some countries of the world such as Portugal, Italy, Luxembourg, Chile, to mention a few examples, university classrooms are increasingly characterized by students with different educational histories, experiences and cultural backgrounds, ideal characteristics that must also be taken into consideration to provide an inclusive educational service. The importance of using inclusive instructional strategies becomes even more significant when teaching heterogeneous groups of students, leaving aside the fact that less standardized content or methodologies are also proposed towards

segments of students with some type of disability, whether intellectual or physical (Clavijo & Bautista, 2020; Garzón, 2020).

Understanding that the lack or non-promulgation of action against a student population with disabilities as a form of social oppression can lead to less exclusionary attitudes, beliefs, expectations and teaching and learning practices. Numerous studies have looked at the experiences of staff and students with disabilities, as well as the experiences of teaching students with these characteristics, however, more studies are needed to better understand and address disability in higher education. Non-disabled perspectives have a role to play in opposing disabling educational practices and cultures to make higher education more inclusive (Acuña & Sánchez, 2020; Carpio et al., 2020; Castro et al., 2019).

Inclusive learning environments have been described as a crucial factor in fostering the sense of belonging of students with disabilities in higher education. However, few empirical studies have been developed on how learning environments contribute to the belonging of students with disabilities. The narratives show how non-belonging can be more productive for these students, as learning environments are often based on ableism. Inclusive learning environment design within education could be redefined as socio-political efforts, if teachers wish to promote belonging through learning environment design, such design must disrupt the broader capacities discourses of higher education (Ojeda & Agüero, 2019; Díaz et al., 2023; Muñoz et al., 2022).

According to the research of, who focused on analyzing internal and external factors of students with disabilities in the university context, found that among the

personal factors of students who progress, and complete college, self-defense, self-awareness, self-determination, self-esteem and executive functioning stood out. While external factors, the following were identified: family, disability offices, staff and faculty members, and peers influencing their academic success. Therefore, this systematic analysis includes significant findings that universities can use to develop actions that promote the development of some of the factors identified in this study, thus favoring the learning and academic success of students with disabilities (Pérez, 2022; Barrientos et al., 2021).

METHODS

For this analysis, we worked with a non-experimental and cross-sectional design, justifying that the object of the study will not be modified, but that it will remain in accordance with the provisions of the research objective. And it is determined that the review will be transversal, given that the collection of information is not limited to a specific period, but that the collection of data will be based on other parameters, respecting of course the minimum time to consider the reference information, that is, the last five years to have updated data regarding the challenges of educational inclusion in the higher education system.

It is determined what type of applied research was the descriptive, taking into account that it is through this that it is possible to have detailed information on the object of study, which in this case is regarding the challenges of educational inclusion in the higher education system, being therefore pertinent to consider references at the international level, regional and in the Ecuadorian context to corroborate which of these have marked a before and after, as well as if necessary, aspects that contribute to the research will be considered, thus having a greater

referential number that allows in the following sections a more meaningful discussion.

The scope of the research was basic given that after having carried out the systematic review, the information will be discussed to determine the most relevant conclusions regarding the challenges of educational inclusion in the higher education system. In this case, it is also determined that the approach of the systematic review was qualitative, because the data to be considered particularly respond to an analytical perspective without incurring in the statistical quantification of the same.

No less important, the modality of the research was documentary, since this systematic analysis will require review in search engines such as Google scholar, as well as from independent libraries of indexed journals to collect relevant information, which has the respective scientific support and above all that meet the inclusion and exclusion criteria established in the following section:

Inclusion or selection criteria:

- Scientific articles.
- Articles published in indexed journals.
- Articles published in the last three years.
- Articles in Spanish.
- Case studies, systematic review, empirical studies.

Exclusion or discard criteria:

- Articles from newspapers or journals not indexed.
- Opinion pieces published in blogs.
- Thesis, monographs, or reports.

The search for information based on the criteria already established, was collected following the brief steps set out below:

1. Apply a search filter that shows articles from the last 5 years.

2. Use keywords in relation to the topic, in this case: inclusive education policies; disability; students with disabilities; Higher education, disability, educational inclusion, educational curriculum, inclusive higher education.
3. Herself took into consideration only those articles that meet the requirements of the PRISMA declaration.
4. Order is established according to the origin and year of publication of the articles to present them in an ascending manner.
5. The most representative data of the articles are structured in a table.
6. The results were subsequently discussed.

RESULTS

The inclusion and exclusion criteria allowed the selection of a total of five scientific articles, whose main contributions are set out below:

Table 1. Results of the documentary analysis

Author of the article	Objective	Methodology	Conclusions
(Andrey & Vargas, 2020)	Analyze the advances and transformations that education for training has gone through of digital skills and how to face the demands of society today for this reason.	The research was developed based on a systematic documentary review.	It becomes essential that the competences of teachers to increase the teaching-learning processes at different academic training levels, mainly in the use of Information Technologies and innovation in the classroom and outside it, which also guarantees a better process of higher educational inclusion.
(Brito y otros, 2019)	Problematize social and educational inclusion, in terms of higher education. It is	The research was based on a documentary bibliographic methodology.	Within higher education, some mechanisms have been applied so that young people from various sectors can enter it and,

	<p>assumed that education is an essential and indispensable task of the progress of humanity that enables the development of people and enhances their capacities in moral, social and cultural aspects.</p>		<p>in this way, fulfill the dream of being professionals. Although, when the concept of inclusion is approached from a broad perspective, various limitations and challenges are identified, to the way of approaching the issue by higher education institutions.</p>
<p>(Félix y otros, 019)</p>	<p>Reflect on the understanding and character of inclusive higher education, in relation to people with disabilities, and its development in the Higher Institute.</p>	<p>Scientific methods of theoretical and empirical level were considered, which were used in the narrative bibliographic review and in the application of indirect techniques based on the collection and analysis of data extracted from official records and documented reports of the ITF.</p>	<p>Higher education in Latin America and particularly in Ecuador has gone through an important process of changes, however, much remains to be done if the reference is taken into consideration from countries such as Chile and Paraguay, which in addition to guaranteeing the inclusion of various social groups in education, have focused on enacting non-discrimination measures. for which they have had to rely on stricter policies such as sanctioning even with complaints to set precedents.</p>
<p>(Bartolomé y otros, 2021)</p>	<p>Analyze higher educational inclusion in the Ecuadorian context, in relation to some proposed initiatives.</p>	<p>The research was based on a descriptive approach, under systematic review, documentary review to obtain information from an institutional-legal framework.</p>	<p>With the issue of the evaluations that universities in Ecuador began to have, the accreditation motivated these study centers and the university community in general to strive much harder to have the long-awaited approval, this also motivated them to accept the</p>

implementation of inclusive policies to timely serve students with disabilities, However, there are still gaps that affect the student dropout of these students, such as geographical location, discrimination and less standardized methodologies for students who do not have disabilities.

All these articles identify that several government initiatives have been generated aimed at restructuring and strengthening the general curriculum for higher education. This includes the introduction of a new national curriculum to suit a wide range of systems and learner needs. The most recent education policy in countries such as Ecuador recommends a shift in thinking about 'special needs and support services' in this country towards a commitment to developing a comprehensive inclusive education and training system. So it can be argued that the real challenge facing this country will be in the implementation of these recommendations.

DISCUSSION

The results indicated that the current state of accessibility to inclusive education, despite being enacted from the legislative, institutional framework, as well as promoting non-discrimination in society, still does not meet the expectations of equal access or the needs of students with disabilities where there is a shortage of assisted technology in computer labs and libraries, lack of knowledge and insufficient training for university staff, developers of other support products, gaps

linked to the distance experienced by many families, especially living in rural areas, to mention a few examples.

It highlights the implications to be considered by policymakers and explores other recommendations, as, so far, policy development in this context has been guided by the universal principles of the human right to basic education, equality and recognition of the democratic rights of parents, teachers and all pupils, including those with disabilities. A major paradigm shift in education policy has reflected a shift from a dual, special and general education system towards the transformation of general education to recognize and address the diverse learning needs of all learners.

CONCLUSION

Since the number of students with disabilities in higher education has increased in recent years, teaching them according to public policy while maintaining academic standards has become a crucial issue, however, they still face several challenges in higher education institutions. Access of students with disabilities to programs and curriculum are two separate but interrelated features of such policies. Globally, few students with disabilities progress to higher education. This is mainly due to the avoidable barriers they face while navigating different educational structures from the lowest levels. Even the few students who reach higher education continue to face challenges either from the inefficient system, the direct and indirect ableism generated by the educational community, and persistent gaps such as an adequate curriculum, correct and total application of established policies, to mention a few examples.

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Conflicto de intereses

El autor indica que esta investigación no tiene conflicto de intereses
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