

Inclusión de docentes con discapacidad en el sistema educativo ecuatoriano. Una revisión sistemática

Inclusion of teachers with disabilities in the Ecuadorian education system. A systematic review

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Resumen

El objetivo de este artículo se direccionó a analizar bajo qué circunstancias se ha dado la inclusión de docentes con discapacidad en el sistema educativo ecuatoriano, siendo pertinente para esto a partir de una revisión sistemática para identificar los puntos clave y desafíos que han afrontado estos maestros en su proceso de formación y como profesionales. La metodología del presente artículo se direccionó desde un diseño no experimental de nivel básico; en cuanto a la modalidad de la investigación fue de tipo documental, teniendo en consideración que se preció de una revisión sistemática para efectuar el contraste de lo que ha acontecido sobre la inclusión de docentes con discapacidad; respecto al alcance de estudio fue descriptivo, teniendo en consideración que se precisó de una indagación a profundidad sobre el objeto de estudio, siendo pertinente evaluar aportes realizados desde otros autores a nivel internacional, regional y local; no menos importante el enfoque del estudio fue cualitativo, lo cual permitió exponer los resultados de manera detallada. Los resultados obtenidos reflejaron que las limitaciones hacia los docentes con discapacidad son varios tanto en la región como a nivel mundial, dado a que es común aún identificar dinámicas de discriminación y capacitismo. Se concluye que dado a la carencia de investigaciones en el contexto ecuatoriano sobre la inclusión de docentes con discapacidad, no es posible enlistar los desafíos que estos maestros enfrentan su proceso previo (formación como docentes) y al ejercer su profesión, lo cual genera incertidumbre si se contrasta con los desafíos, las limitaciones, brechas y discriminación que se percibe en los estudiantes con estas características a pesar de que existen leyes que abogan sobre este segmento de personas.

Palabras claves: Inclusión; docentes con discapacidad; sistema educativo; currículo educativo; desafíos formación docente con discapacidad

Abstract

The objective of this article was to analyze under what circumstances the inclusion of teachers with disabilities in the Ecuadorian educational system has occurred, being pertinent for this from a systematic review to identify the key points and challenges that these teachers have faced in their training process and as professionals. The methodology of this article was directed from a non-experimental design of basic level; As for the modality of the research, it was documentary, taking into consideration that it was worth a systematic review to contrast what has happened on the inclusion of teachers with disabilities; Regarding the scope of the study, it was descriptive, taking into consideration that an in-depth investigation of the object of study was required, being pertinent to evaluate contributions made by other authors at the international, regional and local levels; No less important, the focus of the study was qualitative, which allowed the results to be presented in detail. The results obtained reflected that the limitations towards teachers with disabilities are several both in the region and worldwide, given that it is still common to identify dynamics of discrimination and ableism. It is concluded that given the lack of research in the Ecuadorian context on the inclusion of teachers with disabilities, it is not possible to list the challenges that these teachers face in their previous process (teacher training) and when exercising their profession, which generates uncertainty if contrasted with the challenges, limitations, gaps and discrimination that is perceived in students with these characteristics despite the fact that there are laws that advocate on this People segment.

Keywords: Inclusion; teachers with disabilities; educational system; educational curriculum; Challenges Teacher training with disabilities

INTRODUCCIÓN

Within the educational context, important changes have been generated over the years that have set significant precedents, such as the implementation of methodologies in which students in the central axis and therefore teachers must make them more involved and encourage mutual and constant interaction as feedback; the use of technology with which virtual environments and network work tools have been created; strengthening laws for the inclusion of students with disabilities; actions against racism within schools, to mention a few examples (Neca et al., 2020).

An issue that has also become relevant in countries such as Australia and the United States is the development of an inclusive education system that is considered a fundamental pillar for the full participation of people with disabilities in society. To date, research on inclusive education has focused mainly on students with disabilities, that is, regarding the issue of special education teachers and the role of legislation, less attention has been paid considering that there is little information about this actor that is also important in the implementation of a truly inclusive education system (Rice y Smith, 2022)

Even from research such as , there is enough information on the use of special education technology focused largely on concerns about students regarding access to instruction, however, this same approach presents little or no references in relation to its application on teachers who have a disability. The important thing about this is that during the training process of the current teachers in some way they perceived challenges such as the lack of experience of their teachers or an environment of integral inclusion, ableism with which their capacity for the tasks demanded by teachers or the educational system is constantly underestimated, lack of infrastructure according to their requirements, Confront a society that stigmatizes(Strimel et al., 2023)

Despite the availability of disability resource centers and reasonable accommodations to facilitate access among candidate teachers with disabilities, research has shown that access alone may not lead to equitable educational experiences that promote program retention and completion, considering that the world and society is still very limiting and underestimating before having the opportunity to show what is being evidenced. that can be done by people with characteristics of disability. The authors conclude with a discussion of future directions for research, policy,

and practice in both special education teacher preparation and higher education disability resources (Hurtado, Mendoza, & Viejó, Los desafíos de la formación docente inclusiva: Perspectivas desde el contexto latinoamericano, 2019)

At the Latin American level, although there are specific references on educational inclusion in the context of inclusion, these are mainly focused on students and even on the profile that teachers must have to be able to timely attend to students with disabilities, however, few are the studies aimed at teachers with disabilities. A consequence that revolves around the lack of these investigations, is that currently new teachers or future teachers in countries like Chile there is a focus on Special Educational Needs (SEN), however the understanding of inclusion processes is restricted, leaving aside other relevant aspects such as applying true inclusion from the educational community and towards society, which somehow perpetuates ableism (Castillo, 2021) (Cornejo, 2022)

In the Ecuadorian context, based on a preliminary review of information, the scenario is similar to that of the rest of the region, determining that there is a reduced research deployment on teachers with disabilities, highlighting that the maximum references identified are from the reports made in a brief manner by the Ministry of Equation of Ecuador, such as the cases of Susana Jiménez who has hearing impairment or the cases of María Toaza or Sofía Hernández who, despite the visual impairment, have managed to contribute significantly to basic level students with results similar to those obtained with teachers without any limitation, although, it is also identified in these reports according to the experience that each of these have, that challenges at the level of the education system and society have been present. (Ministerio de Educación, 2021)

Based on the above, it is determined that the objective of this article is aimed at analyzing under what circumstances the inclusion of teachers with disabilities in the Ecuadorian educational system has occurred, being pertinent for this from a systematic review to identify the key points and challenges that these teachers have faced in their training process and as professionals.

Theoretical foundation

Inclusive teaching

According to the studies that have been developed with respect to this theme, the inclusive approach is a concept that is framed in the different

contexts that take place in contemporary societies, including from political to educational systems. However, despite the fact that in theory inclusion has attracted greater interest from various conglomerates, in practice there are still barriers that have prevented a comprehensive implementation of this model. Its absence has been glimpsed mainly in the field of teaching, considering that there are still countless educational institutions at all levels of training that are not sufficiently prepared to meet the learning needs of diverse students and teachers (Marchesi & Hernández, 2019) (Ponce & Barcia, 2020)

In the contemporary context, educational inclusion has been a challenge for States, organizations and institutions that have deployed various policies and initiatives to promote this approach. However, as progress has been made in the understanding of this model, new aspects have been addressed that not only focus on the conditioning of training centers and the adaptation of pedagogical strategies, but also on the role played by educators as the main actors of the change towards inclusion. In this regard, special attention has been paid to teacher training processes, since efforts have been made to incorporate teachers capable of meeting the needs of diverse classrooms into the education system. (Lalama, Pacheco, & Mora, 2018) (Herrera, Parrilla, Blanco, & Guevara, 2018)

For another of the edges that are contemplated in what refers to inclusive teaching, it refers to the importance of creating and guaranteeing access to inclusive environments not only for students with disabilities, but also for teachers with disabilities and any conglomerate that for years has been excluded by various factors (origin, gender, among others). In this sense, it is essential to leave aside the application of standardized approaches and make a transition to personalized and flexible models, through which it is possible to work efficiently with heterogeneous educational spaces, this considering that the inclusive model stands out for being highly changing, since its main purpose lies in identifying, Deploy and implement appropriate strategies to address diversity. (Cruz, 2019) (Red Regional por la Educación inclusiva, 2021)

Inclusive educational environments

In practice, the concept of inclusive educational environments involves creating conditions for the full development of students and teachers with disabilities and other conglomerates that have been excluded from the education system by various factors. This implies ensuring the recognition of diversity and deploying initiatives that facilitate adaptation to

the teaching process, so that it contributes to overcoming the barriers derived from their disability. By meeting these objectives, training centers significantly help the different actors of the educational process by creating suitable conditions for the leveling of students, ensures equal opportunities, helps them to succeed, master the curriculum, actively participate in the teaching process and also helps their integration so that they can feel like a full part of the class and the whole society. school. (Ble & Cornelio, 2023) (Calle, 2021)

The decisive actors in the creation of inclusive educational environments are the teachers and professionals of the school, who through their motivation, pedagogical experience, collaborative work and creative application of specific teaching procedures and methods contribute to eliminating the barriers that limit integral inclusion. Educational actors not only have the responsibility to create the necessary organizational conditions for inclusive education and training in schools, but also must supervise compliance with pedagogical and professional procedures that are applied based on the recommendations drawn up by international organizations and competent ministries. This means that all those who make up the educational institutions develop their professional activities in such a way that their procedures are complementary to achieve the objective of inclusion. (Ruiz, 2021)

Methods

The research was carried out from the application of a non-experimental design of basic level, considering that the main purpose of the study was to generate knowledge regarding the way in which the inclusion of teachers with disabilities in the Ecuadorian educational system has been addressed, this because from a preliminary analysis it was possible to identify that the majority of studies developed in relation to this topic, They have focused mainly on the inclusion of students with disabilities. The modality of applied study was documentary, since the systematic review of scientific articles developed by other authors was used to extract the most relevant aspects and generate a discussion regarding the topic analyzed.

The scope was descriptive and the qualitative approach, which allowed to present in an argumentative way the main findings and contributions made in the reviewed studies. In this case, the search was carried out through different platforms such as Dialnet, Researchgate, Scielo and Google Scholar, for which the following keywords were used:

"inclusion", "inclusion of teachers", "teachers with disabilities", "inclusion of teachers with disabilities Ecuador", from which a total of six references were extracted. In this case it is important to note that one of the main limitations of the study was based on the lack of availability of scientific articles that have analyzed this topic in the Ecuadorian context, so that the search was expanded to know how it has been addressed in other countries of the region. It should be noted that to ensure that the exposed research was aligned with the purpose of the present research, the following inclusion and exclusion criteria were used:

Inclusion criteria

- Scientific articles.
- Articles published in the period 2019-2023.
- Articles in Spanish and English.

Exclusion criteria

- Thesis, journal articles, newspaper articles.
- Articles that address the inclusion of students with disabilities.
- Older items.

Results

From the systematic review of the different articles selected as a reference, the main contributions related to the way in which the inclusion of teachers with disabilities has been addressed, ethical aspects and main challenges they face were identified. The following summarizes the main conclusions analyzed from the documentary review:

Board 1: Systematic review of articles

Author	Objective	Methodology	Conclusions
(Sokal, Woloshyn, & Wilson, 2019)	To identify the work challenges faced by teachers with physical disabilities in an educational	Cross-sectional descriptive research, with a qualitative approach. A population of 21 teachers who were	The perception of most educators with physical disabilities recognizes the existence of barriers that limit their development and performance in educational

	<p>institution in Kumasi, Ghana.</p>	<p>interviewed was considered.</p>	<p>institutions. Likewise, they have the perception of being at a disadvantage compared to their colleagues and in some cases require assistance to perform tasks that are physically demanding. In this case, it is concluded that the inclusion of teachers with disabilities has not been efficiently addressed and there are still barriers that must be eliminated to facilitate the inclusion of teachers with disabilities.</p>
<p>(Tal-Alon & Shapira-Lishchinsky, 2019)</p>	<p>Recognize and expose the ethical dilemmas faced by educators with physical disabilities.</p>	<p>Descriptive research with a qualitative approach. The population is considered to be 20 educators to whom an interview was applied.</p>	<p>The results of this research show that educators with physical disabilities have been exposed to various challenges, among which segregative behaviors, discrimination and social stigmatization stand out. In this sense, it was argued that the different</p>

actors of the education system and society in general, can affect and limit the inclusion of teachers with disabilities according to the position they adopt, so it is recommended as an important aspect to promote the creation of an inclusive culture, since it is educators who can promote a greater understanding of the subject and promote greater inclusion that also benefits students.

(Ware, Singal, & Groce, 2022)	To analyze the approach to the inclusion of teachers with disabilities in English educational institutions.	Research based on a qualitative approach, considering as a population teachers with disabilities who are interviewed to know their perception in relation to the English educational system.	The research shows that in the English education system, the inclusion of teachers with disabilities has been addressed since the 1990s. Despite this, it was identified that there is a small number of people with disabilities who have chosen to graduate in the area of pedagogy, so that
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according to census data they represent only 0.5% of the population of educators. The results of the research carried out by the authors of this study show that although in the contemporary context there is greater interest in the inclusion of people with disabilities in the educational context, this has focused mainly on the segment of students, leaving aside educators who in many cases must face difficulties related to the lack of cooperation from other colleagues. shortcomings associated with the conditioning of educational institutions, marginalization behaviors, among others. So it was suggested to broaden the inclusion approach applied in English schools, to also

			integrate educators with disabilities.
(Petro et al., 2021)	To analyse the main findings and contributions of research examining issues related to teachers with disabilities.	A qualitative approach and descriptive scope were applied; For this, the review consisted of taking 53 articles published in several international journals that addressed the topic.	The educational and legal gaps still persist for people with disabilities, this is palpable from the fact that some complaints that teachers with disabilities usually make in cases in which discrimination and ableist behaviors are evidenced, little or nothing is done, or these complaints are filed but few have the respective follow-up, This shows that mechanisms are still required to offer better guarantees for teachers with disabilities.
(Strimel M. et al., 2023)	To synthesize existing research on the experiences of teacher candidates with disabilities in teacher preparation	The methodology was based on a comparative method, qualitative approach and descriptive scope, considering a total of 5 articles.	The authors managed to identify some relevant aspects from this systematic review, highlighting above all that teachers with disabilities experienced several barriers to access their teacher

	<p>programs and current implications and future directions for research, policy, and practice in higher education disability resources and special education teacher preparation.</p>		<p>preparation programs that negatively affected their personal and professional outcomes, so they concluded with a discussion of future directions for research, policy and practice in both special education teacher preparation and resources. of disability of higher education.</p>
<p>(Bellacicco et al., 2022)</p>	<p>To analyze from a systematic review the challenges faced by teachers with disabilities: from the international literature.</p>	<p>Qualitative approach, descriptive scope and systematic review; Sample of 32 studies published between 1990 and 2018 that investigate the experiences of teachers with disabilities categorized into 9 items.</p>	<p>The results of the study have confirmed the compatibility of the careers of students with disabilities in which the learning environment is still characterized by dynamics of discrimination and exclusion, in countries such as Brazil, Spain Although educational inclusion towards students with disabilities presents important advances, future teachers who are few in first world countries still</p>

perceive limitations
such as the lack of
more rigorous
policies to offer
them Example
constant
preparation or opt
for other titles.

Based on the results obtained, it is possible to determine that at the regional level there is little information regarding teachers with disabilities who are actively exercising this profession and particularly in the Ecuadorian context there is no contribution from other researchers on this subject, there are hardly any news-style reports on three teachers with visual and hearing disabilities, which were presented by entities such as the Ministry of Education. This in some way makes it clear that it is unknown under what circumstances the inclusion of teachers with disabilities in the Ecuadorian educational system has occurred, which represents a limitation to determine what are the specific challenges that must be mitigated for this segment of the population, identify if what is established from the laws are fulfilled and what are the key points that need to be improved quickly.

Discussion

Despite the lack of information at the level of Ecuador regarding teachers with disabilities, it is possible to determine that in several countries of the region such as Chile research still has more weight on the student body, given that the government and the respective ministries seek to further strengthen the educational system in the face of this segment. while there are few specific actions aimed at teachers with disabilities. To the surprise of this review, in other countries such as Italy the situation does not vary much, since, despite standing out in strategies to strengthen the inclusive education system for students, there are few bibliographic contributions that have been developed for teachers, however, given the experiences collected in the results of the articles cited, The dynamics of discrimination, exclusion, and ableism persist, where due to a fact of underestimation, the number of teachers who can exercise their role widely and freely is also reduced, this without taking into account the previous

challenges they had to perceive in their training. (Cornejo, 2022)(Bellacicco et al., 2022)

Conclusion

Inclusion in the educational context is an approach that has been addressed with greater impetus in recent decades, however, despite its importance, it has been identified that its application has focused mainly on students with disabilities and the importance of studying, analyzing and exposing the situation related to the inclusion of teachers with disabilities has been left aside. Although research related to this topic is scarce, the studies reviewed show that the participation of people with disabilities in this area is still negligible; It also highlights the lack of conditions offered by several educational institutions to facilitate the performance of teachers with disabilities, the prevalence of segregative behaviors and barriers that limit their inclusion.

On the other hand, no studies were found that have been developed to analyze the situation of educators with disabilities in the Ecuadorian context, so it is considered relevant for future research to carry out an empirical study through which it is possible to identify the rate of teachers with disabilities who work in the local environment. the challenges they face, their experience and expectations, among other relevant information that allows enriching the knowledge they have on this subject of study.

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Conflicto de intereses

El autor indica que esta investigación no tiene conflicto de intereses

con certificación de

