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# Dimensions of inclusive education in schools in Peru and Ecuador: a systematic review

*Dimensiones de inclusión educativa en colegios de Perú y Ecuador: una revisión sistemática*

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## Abstract

This review analyzes scientific articles on educational inclusion in various national and international contexts, with the aim of providing a comprehensive overview of its application in public and private institutions. A systematic review was conducted in databases such as Scopus and Scielo, following rigorous selection and citation criteria. The studies reviewed show differences in the levels of inclusion between countries: Ecuador has a high level, while Peru has an intermediate level. The research addresses three main dimensions: social, high level, while Peru has an intermediate level. The research addresses three main dimensions: social, cultural, and practical, highlighting the fundamental role of teachers and families in strengthening inclusive processes. Factors such as accessibility, educational policies, and teacher willingness directly influence the degree of progress achieved. Despite the efforts made, limitations have been identified, such as the weak implementation of inclusive strategies in Guayaquil and low family participation in Lima. Overall, the results reflect moderate progress and highlight the need to strengthen cooperation between the various educational actors in order to consolidate a more equitable, participatory, and inclusive education system.

**Keywords**: social inclusion, inclusive culture, inclusive practices.

## Resumen

La presente reseña analiza artículos científicos sobre la inclusión educativa en diversos contextos nacionales e internacionales, con el propósito de ofrecer una visión integral de su aplicación en instituciones públicas y privadas. Se realizó una revisión sistemática en bases de datos como Scopus y Scielo, siguiendo criterios rigurosos de selección y citación. Los estudios revisados evidencian diferencias en los niveles de inclusión entre países: Ecuador presenta un nivel alto, mientras que Perú alcanza un nivel intermedio. Las investigaciones abordan tres dimensiones principales: la social, la cultural y la práctica, destacando el papel fundamental de docentes y familias en el fortalecimiento de los procesos inclusivos. Factores como la accesibilidad, las políticas educativas y la disposición del profesorado influyen directamente en el grado de avance alcanzado. A pesar de los esfuerzos realizados, se identifican limitaciones como la débil implementación de estrategias inclusivas en Guayaquil y la escasa participación familiar en Lima. En conjunto, los resultados reflejan avances moderados y evidencian la necesidad de fortalecer la cooperación entre los distintos actores educativos para consolidar una educación más equitativa, participativa e inclusiva.

**Palabras clave**: inclusión social, cultura inclusiva, prácticas inclusivas.

## Introduction

Educational inclusion is a fundamental axis in the establishment of equitable and participatory educational systems. Various scholars agree that this process entails the removal of barriers that hinder learning and participation. Barre (2021) conceptualizes it as the creation of pedagogical strategies aimed at addressing diversity; Torres (2022) emphasizes equity and respect for individual differences; while Coello (2021) underscores the necessity of adapting the school environment to the characteristics and contexts of each student. In addition, Flores (2024) highlights that UNESCO has been promoting an inclusive model since 1999, which ensures learning opportunities for all, reaffirming the shared responsibility among schools, families, and communities.

These perspectives enable a comprehensive understanding of educational inclusion as an integral process supported by three interdependent dimensions: social inclusion, inclusive culture, and inclusive practices.

However, recent studies indicate significant disparities in its implementation across Latin American contexts, particularly in Ecuador and Peru, where advancement levels vary based on institutional, pedagogical, and regulatory factors that guide inclusive educational policies.

In Ecuador, several studies have approached this topic from descriptive and quantitative perspectives. Moreno (2020), in an educational center in Guayaquil with a sample of 50 participants, identified an average level of educational inclusion of 41.8%, reflecting limitations in the application of inclusive strategies in the classroom. Similarly, Velasco (2020), in research conducted in Guayaquil with 27 teachers, reported more favorable perceptions, noting that 85.2% of participants rated the level of educational inclusion in their institution positively. Complementarily, Aguas (2024) analyzed the dimension of social inclusion in a group of 165 participants, finding an advanced level (85.5%) associated with the implementation of institutional projects aimed at fostering coexistence and addressing diversity. However, Barre (2021) indicated that nearly 25% of teachers showed significant deficits in inclusive practices, particularly in adapted curriculum design and the use of differentiated strategies, reflecting gaps in teacher training and performance.

In the Peruvian context, studies reveal similar results concerning the challenges of implementation. Salvatierra (2020), in a descriptive study with 70 participants in Lima, determined that 51.43% perceived a regular level of educational inclusion, highlighting the persistence of traditional practices and limited collaboration between teachers and families. Additionally, Vega and Rivera (2022) conducted a comparative study involving 100 parents and 100 students, identifying average levels of 79.78% in inclusive culture and 71.18% in inclusive practices, revealing perceptual differences between the two groups and limited community participation in inclusive processes.

These findings demonstrate that both Ecuador and Peru have studied educational inclusion from various methodological perspectives, revealing common advancements and challenges. Both countries acknowledge the necessity of strengthening the three fundamental dimensions—social, cultural, and pedagogical—to consolidate a truly equitable, participatory, and sustainable education. In this regard, the present article aims to comparatively analyze the status of educational inclusion and its three dimensions within the school contexts of Ecuador and Peru through a systematic review of recent studies. The objective is to identify the main gaps, commonalities, and advancements that will foster understanding of the factors influencing the establishment of inclusive, equitable, and quality education in the region.

## Methodology

This study represents a systematic literature review aimed at analyzing educational inclusion and its three dimensions —social inclusion, inclusive culture, and inclusive practices— in Latin American contexts, with a specific focus on Ecuador and Peru. The procedure was conducted in accordance with the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) protocol, which ensures transparency, methodological rigor, and traceability in the selection and evaluation of scientific sources.

Information was gathered from highly reliable academic databases such as Scopus, Web of Science, and Scielo, all recognized internationally for their significance in disseminating scientific literature. Initially, 163 articles related to the study variable were identified; subsequently, 20 articles deemed pertinent to the analysis objectives were selected after applying inclusion and exclusion criteria.

The established inclusion criteria were as follows:

1. Scientific articles indexed in open-access academic journals.
2. Publications dating from 2020 to 2024.
3. Studies explicitly addressing the variable of educational inclusion or any of its dimensions (social, cultural, or practical) in the title, abstract, or keywords.
4. Research conducted in Latin American educational contexts, with an emphasis on Ecuador and Peru.
5. Articles employing qualitative, quantitative, or mixed methods that provided relevant empirical or theoretical results for the topic.

The exclusion criteria were:

1. Publications prior to 2020.
2. Theses, book chapters, conference presentations, or other non-indexed documents.
3. Articles that mention educational inclusion tangentially without analyzing its dimensions.
4. Duplicated studies or those without access to the full text.

The conceptual definitions of educational inclusion were grounded in the contributions of Barre (2021), Escalante, Villafuerte, and Escalante (2022), and Chaupes (2020). For the dimension of social inclusion, the works of Delgado and Tapia (2022) and Morán and Tito (2023) were considered; while the inclusive culture was based on the proposals of Sosa and Villafuerte (2022), Chávez (2023), and Torres (2022). According to Alvarado and Carranza (2021), a systematic review necessitates a rigorous and objective analytical process, in accordance with the standards of the scientific community and the APA Style, seventh edition. In this line, Sandoval (2024) emphasizes that such studies enable the examination of theoretical, methodological, and conceptual dimensions of research from diverse perspectives of critical thought.

**FIGURE 1**

*Systematic review process according to the PRISMA protocol.*

| Stage | Description | Number of articles |
|---|---|---|
| **Identification** | Initial records found in Scopus, Web of Science, and SciELO | 163 |
| | Duplicates removed | 10 |
| **Screening** | Records evaluated by title and abstract | 153 |
| | Records excluded (not directly related to inclusive education) | 90 |
| **Eligibility** | Articles evaluated in full text | 63 |
| | Articles excluded (due to age, limited access, or lack of methodological rigor) | 43 |
| **Inclusion** | Articles selected for final analysis | **20** |

**TABLE 1**

*Sample of selected articles for the systematic review*

| No. | Title | Year | Journal | Database | DOI or URL |
|---|---|---|---|---|---|
| 1 | Co-teaching and inclusion in schools | 2023 | Estudios Pedagógicos | SciELO | https://doi.org/10.4067/S0718-07052023000200263 |
| 2 | Inclusive education from the Ecuadorian episteme | 2023 | Ciencias de Educación | SciELO | https://doi.org/10.4067/S071807052023000200263 |
| 3 | Mapping educational itineraries through focus groups | 2024 | Multidisciplinary Journal of Educational Research | Scopus | http://dx.doi.org/10.17583/remie.10457 |
| 4 | The elements of an inclusive educational | 2020 | Psicologia Escolar e Educacional | Scopus | http://dx.doi.org/10.1590/2175-35392020220328 |
| 5 | Inclusive education in primary and secondary school | 2022 | International Journal of Environmental Research and Public Health | Scopus | https://doi.org/10.3390/ijerph19231545 1 |
| 6 | Perceptions and preparedness of secondary teacher trainees to foster | 2023 | Frontiers in Education | Scopus | https://doi.org/10.3389/feduc.2023.1242623 |

| | | | | | |
|---|---|---|---|---|---|
| | inclusive schools for all | | | | |
| 7 | Inclusive education in Latin America | 2022 | Revista de Ciencias Sociales | Scopus | https://doi.org/10.31876/rcs.v28i.38142 |
| 8 | The perception of students as an indicator of educational inclusion | 2022 | Educación XXI | Scopus | https://doi.org/10.5944/educXX1.30198 |
| 9 | Social inclusion into mainstream classes | 2022 | Educational Research | Scopus | https://doi.org/10.3390/children10111826 |
| 10 | Opinions on the inclusion of students with special educational needs | 2020 | Revista Complutense de Educación | Scopus | https://doi.org/10.5209/rced.62090 |
| 11 | Intercultural educational inclusion as a conceptual tool for school change in times of uncertainty | 2022 | Diálogo Andino | Scopus | https://doi.org/10.4067/S0719-26812022000100013 |
| 12 | Educational inclusion of students with disabilities | 2024 | Retos | Scopus | https://recyt.fecyt.es/index.php/retos/index |
| 13 | What is inclusion? Evaluative positioning of students and education professionals | 2022 | Revista Latinoamericana de Estudios del Discurso | Scopus | https://doi.org/10.35956/V.22.N2.2022.P.199-221 |
| 14 | Inclusive education and new public management | 2023 | Revista Perfiles Educativos | Scopus | https://doi.org/10.22201/iisue.24486167e.2023.179.60900 |
| 15 | Pedagogical practices for inclusion in two alternative educational models | 2021 | Revistas en Español | SciELO | https://doi.org/10.22201/iisue.24486167e.2023.179.60900 |
| 16 | Educational inclusion for foreign students and intercultural coexistence | 2023 | Multidisciplinar | SciELO | https://doi.org/10.37811/cl_rcm.v7i2.5452 |

| | | | | | |
|---|---|---|---|---|---|
| 17 | Analysis and reflections on Ecuadorian higher education | 2020 | Alteridad | SciELO | https://doi.org/10.17163/alt.v15n1.2020.09 |
| 18 | Co-teaching from inclusive approaches for teams in the School Integration Program | 2021 | Estudios Pedagógicos | SciELO | https://doi.org/10.4067/S0718-07052021000100175 |
| 19 | Inclusive learning in education: bibliometric analysis | 2023 | Revista Eduser | Scopus | https://doi.org/10.18050/eduser.v10n1a6 |
| 20 | Proposal for a competence-based assessment instrument for educational inclusion | 2022 | Estudios Pedagógicos | SciELO | https://doi.org/10.4067/S0718-07052022000200373 |

## Results and discussion

From the analysis of the 20 articles selected according to the PRISMA protocol, it was evident that research on inclusive education in Latin American contexts, particularly in Ecuador and Peru, addresses three main dimensions: social inclusion, inclusive culture, and inclusive practices. The comparative results between both countries show uneven progress, conditioned by normative, institutional, and pedagogical factors that directly affect the implementation of inclusive policies and daily teaching practices.

In Ecuador, the reviewed studies reflect a progressive development in the social dimension. Moreno (2020) identified a medium level of educational inclusion (41.8%) in urban institutions in Guayaquil, highlighting the need to strengthen institutional strategies for participation and integration. However, Velasco (2020) reported more favorable teacher perceptions (85.2%), suggesting a discrepancy between teachers' self-assessment and empirical evidence observed in classrooms. Aguas (2024) complements this perspective by noting that social inclusion reaches "advanced" levels (85.5%) due to the implementation of institutional projects focused on coexistence and attention to diversity. Nonetheless, Barre (2021) warns that about 25% of teachers face limitations in applying inclusive practices, mainly related to adapted curricular design and differentiated pedagogical strategies, reflecting a persistent gap between policy and educational practice.

In Peru, the results present a more heterogeneous landscape. Salvatierra (2020) found a "regular" level of educational inclusion (51.43%) in institutions in Lima, indicating that traditional attitudes toward disability and cultural diversity persist. Complementarily, Vega and Rivera (2022) found a significant difference between parental perceptions (79.78%) and students' perceptions (71.18%) regarding inclusive culture, revealing a gap between institutional policies and daily practices in the classroom. Despite having strong normative frameworks, the practical application remains fragmented and poorly contextualized, especially in rural or lower socioeconomic areas.

The comparison between Ecuador and Peru's findings identifies converging and diverging patterns. Both countries share a legal foundation based on equity, justice, and social recognition; however, they diverge in execution levels. Ecuador shows greater advances in social inclusion, supported by coexistence policies and institutional integration programs, while inclusive culture faces challenges related to teacher training and sociocultural beliefs, which limit full acceptance of diversity. Conversely, Peru has a more consolidated inclusive culture, favored by ministerial campaigns and local educational projects, although inclusive practices remain scattered and lack robust pedagogical follow-up.

From a structural perspective, these differences can be explained by educational management models. The decentralized Ecuadorian system promotes institutional autonomy and contextual adaptation of inclusive policies, while the centralized Peruvian system ensures normative coherence but reduces pedagogical flexibility. Thus, Ecuador faces the challenge of unifying criteria and standardizing the application of its policies, whereas Peru needs to reinforce contextualization and teacher training to ensure effectiveness.

The theoretical outcomes reaffirm the relevance of the social recognition approach proposed by Honneth (2003) and the Universal Design for Learning (UDL) established by Meyer and Rose (2021), which guide inclusive policies in both contexts. However, a gap persists between normative discourse and educational action, emphasizing the need to strengthen an inclusive institutional culture based on continuous teacher training, curricular redesign, and fair evaluation of learning outcomes.

Overall, Ecuador exhibits more development in social and community inclusion due to decentralization and institutional participation, whereas Peru shows more consistent advances in inclusive culture, supported by national policies and school projects. In both cases, inclusive practices remain the most lagging dimension, necessitating the implementation of sustainable strategies for pedagogical support, curricular innovation, and inclusive assessment aimed at ensuring equity, participation, and meaningful learning for all students.

## Conclusions

The comparative analysis between Ecuador and Peru reveals significant differences in the advancement of educational inclusion. Ecuador shows more notable progress in the social dimension, supported by institutional policies for coexistence and school integration programs that enhance community participation and attention to diversity. In contrast, Peru shows more consistent progress in the inclusive culture, backed by ministerial policies and educational projects aimed at equity and recognition of differences. Nevertheless, both countries face similar challenges in the practical application of their policies, particularly in teacher training, adapted curricular design, and monitoring of inclusive strategies in classrooms.

The three analyzed dimensions —social inclusion, inclusive culture, and inclusive practices— are interrelated determinatively in the construction process of equitable educational systems. The results indicate that the social dimension is expanding in both countries, while the inclusive culture shows sustained progress, though still hindered by institutional and sociocultural factors. Conversely, inclusive practices continue to lag behind, directly depending on the pedagogical preparation of teachers and the institutional commitment to implementing diversified teaching and assessment strategies.

Based on these findings, it is recommended to strengthen the initial and ongoing training of teachers in inclusive methodologies and the Universal Design for Learning (UDL) approach, with the aim of reducing the existing gaps between policy and educational practice. Additionally, it is a priority to promote pedagogical support programs, interdisciplinary collaboration spaces, and formative evaluation processes that ensure the active participation of all students. Only through strengthening the teacher's role and establishing sustainable inclusive practices will it be possible to move towards a more equitable, participative, and quality education in the contexts of Ecuador and Peru.

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