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Governance and inclusion of college students with disabilities in Latin America: a systematic review

Gobernanza e inclusión de estudiantes universitarios con discapacidad en América Latina: una revisión sistemática

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Abstract

College students continue to face inequalities in access to higher education and gaps that jeopardize their academic retention. The objective of this study was to analyze the scientific evidence published over the past 10 years regarding the challenges of university governance in promoting the inclusion of students with disabilities in Latin America. To this end, a qualitative methodology was applied, and the PRISMA guidelines were used to select studies for the systematic literature review. The literature search was conducted in the Scopus and SciELO databases using two search strings constructed from terms related to university governance, students with disabilities, and higher education. Based on the application of inclusion and exclusion criteria, 24 articles were selected, of which 10 were retrieved from SciELO and 14 from Scopus. The results showed that most of the selected studies were published recently and that a large proportion of them were conducted at or originated from universities in Brazil and Colombia. Furthermore, the research was found to focus on the study of institutional policies and on the access and retention of students with disabilities. In conclusion, it is worth noting that greater institutional coordination and effective inclusive policies are needed to reduce disparities and strengthen higher education in Latin America.

Keywords: Disability, higher education, inclusion.

Resumen

Los estudiantes universitarios siguen enfrentando desigualdades en cuanto al acceso a la educación superior y brechas que ponen en riesgo su permanencia académica. En este estudio se buscó analizar la evidencia científica publicada durante los últimos 10 años sobre los desafíos de la gobernanza universitaria para la inclusión de estudiantes con discapacidad en América Latina, como objetivo del presente estudio. Para ello, la metodología que se aplicó fue de enfoque cualitativo y se empleó la guía PRISMA para llevar a cabo la selección de investigaciones para la revisión sistemática de literatura. La búsqueda bibliográfica se realizó en las bases de datos Scopus y SciELO a partir de dos cadenas de búsqueda construidas a partir de términos relacionados a gobernanza universitaria, estudiantes con discapacidad y educación superior. A partir de la aplicación de criterios de inclusión y exclusión, se seleccionaron 24 artículos, de los cuales 10 fueron recuperados de SciELO y 14 de Scopus. Los resultados mostraron que la mayoría de estudios seleccionados han sido publicados recientemente y que gran parte de ellos se han desarrollado o provienen de Universidades de Brasil y Colombia. Asimismo, se encontró que la investigación se centra en el estudio de políticas institucionales y en el acceso y la permanencia de estudiantes con discapacidad. Como conclusión, se puede mencionar que hace falta una mayor articulación institucional y políticas inclusivas efectivas para reducir las brechas y fortalecer la educación superior en América Latina.

Palabras clave: Discapacidad, educación superior, inclusión.

Introduction

Inclusive education has become a cornerstone of educational policy in recent years, grounded in the recognition that education is a basic right to which all individuals should have access. Carrillo-Sierra et al. (2025) define inclusive education as a process that addresses the needs of all students by implementing strategies that foster learning and participation while reducing exclusion. In this regard, educational institutions face the considerable challenge of ensuring equitable opportunities for historically marginalized groups, particularly persons with disabilities.

According to World Health Organization data cited in Oviedo-Cáceres and Hernández-Quirama (2020), approximately one billion people live with some form of disability, representing about 15% of the global population. In Latin American countries, this situation is compounded by structural inequalities such as poverty, which disproportionately affect persons with disabilities (Mayorga & Flores Polanco, 2025). The region is home to an estimated 50 million people with disabilities, a significant proportion of whom encounter limitations in accessing basic services including education, health care, and employment (Oviedo-Cáceres & Hernández-Quirama, 2020), a reality that ultimately restricts the full exercise of their rights.

Within universities, the growing presence of students with disabilities has spurred the development of regulatory frameworks aimed at designing inclusive educational processes, helping to internalize the importance of recognition and integration as a core principle of higher education (Perera et al., 2022). Lima Rosero (2025) argues that tools and resources related to inclusion, such as assistive technologies, are as critical as the implementation of guidelines or regulations, since innovative practices ensure access and participation for students with disabilities in higher education.

In recent years, significant progress has been made in developing inclusive educational policies in countries such as Uruguay, represented by the public education system of the University of the Republic (UDELAR) (Gómez & Fernández, 2018), and in Chile through direct access policies and support services for students with disabilities (Villouta & Villarreal, 2022). Likewise, Colombia has enacted Law 1618 and Decree 1421, which promote ongoing teacher training and educational provision as part of inclusive education policies designed to respond to student diversity. Despite these advances, however, many individuals continue to face barriers to accessing higher education, including insufficient resources, inadequate infrastructure, and limited specialized training (Carrillo-Sierra et al., 2025). These obstacles not only restrict access to university but also threaten students' continued enrollment.

There is thus a pressing need for university governance, understood as encompassing processes such as educational policy implementation, to design and build inclusive educational environments. In this way, the inclusion of students with disabilities depends not only on the existence of legal frameworks but also on institutional capacity to manage resources and strengthen teacher training, enabling institutions to respond to the diverse needs of students (López, 2025; Ramírez Gámez & Díaz Rodríguez, 2025).

Recently, scholarly interest in the inclusion of students with disabilities in higher education settings has grown, particularly regarding accessibility and inclusive pedagogical practices. However, understanding of the role university governance plays in this inclusion remains underdeveloped. Consequently, analyzing the scientific evidence published over the last ten years on the governance challenges facing the inclusion of students with disabilities in Latin American higher education constitutes the objective of this study.

Methodology

This qualitative study employed the PRISMA 2020 guidelines (*Preferred Reporting Items for Systematic Reviews and Meta-Analyses*) to identify and select studies relevant to the research objective through four stages: identification, screening, eligibility, and inclusion (Page et al., 2021).

The bibliographic search was conducted in May 2026 across two databases, SciELO and Scopus, selected for their peer-review rigor and their coverage of articles focused on the Latin American context. The PICO strategy was used to delineate the research question: population (P) consisted of university

students with disabilities; the phenomenon of interest (I) was university governance; context (C) comprised higher education institutions in Latin America; and the expected outcome (O) was the identification of challenges to educational inclusion.

Two search strings (Table 1), adapted to the search engine of each database, were established using key terms and Boolean operators. These strings were selected because they yielded the highest number of articles relevant to the study's objective.

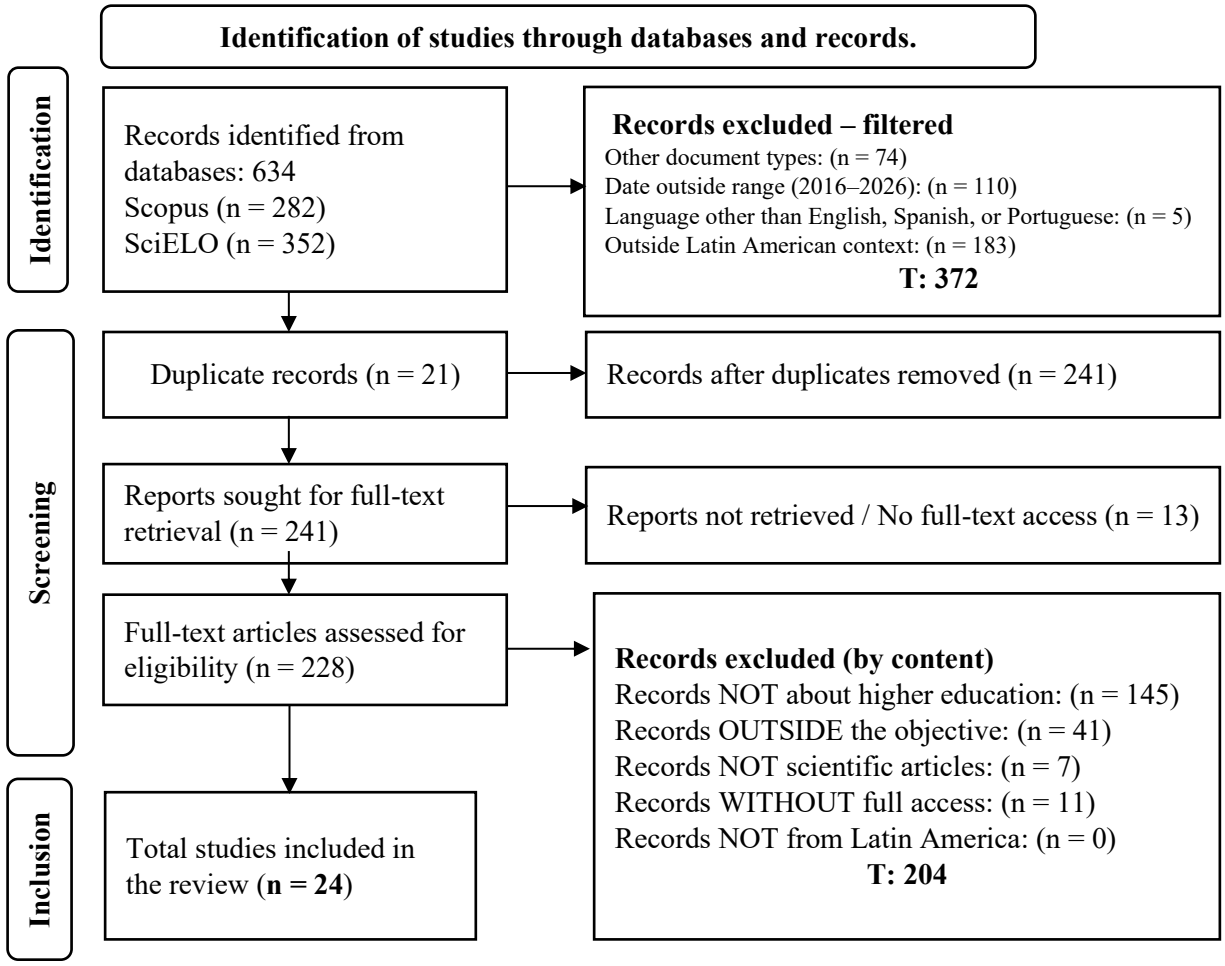
Table 1. *Search equations used in SciELO and Scopus.*

Database	Search string
SciELO	All indexes ((gobernanza OR gestión universitaria OR política educativa OR gestión institucional) AND (estudiantes con discapacidad OR discapacidad)) AND (AND (educación superior OR universidad OR universidades))
Scopus	TITLE-ABS-KEY(("governance" OR "educational policy" OR "higher education policy" OR "institutional policy" OR "institutional management" OR "educational management") AND ("students with disabilities" OR disability OR "disabled students") AND ("higher education" OR university OR universities))

From this initial identification stage, 634 records were retrieved from Scopus (n = 282) and SciELO (n = 352). These were exported directly in CSV format and organized according to key identifiers such as author, year, title, journal, DOI, among others. In addition, articles (n = 372) were eliminated through database filters, as they corresponded to other document types, fell outside the publication year range (2016–2026), were not in English, Spanish, or Portuguese, or were not situated within the Latin American context.

Subsequently, 21 duplicate articles were removed prior to the screening stage, along with 13 articles without open access. This left 288 articles for full-text eligibility assessment, from which 24 articles were ultimately included in the final review. This entire process is represented in the PRISMA flowchart (Figure 1).

Figure 1. *Flowchart for the search according to PRISMA guidelines.*



Results

A total of 24 scientific studies published over the past 10 years were identified as related to governance for the inclusion of students with disabilities in Latin American universities, 10 retrieved from SciELO and 14 from Scopus (Table 2). These investigations encompass empirical and review studies focusing on institutional policies, access and retention of students with disabilities, institutional challenges, and the importance of teacher training and organizational culture for strengthening inclusion.

Table 2. *Selected articles.*

No.	Author(s) and year	Title	Geographic scope	Database
1	(Corrales Huenul et al., 2016)	Learning barriers for students with disabilities at a Chilean university: Student demands and institutional challenges	Chile	SciELO
2	(Gómez & Fernández, 2018)	Educational inclusion policies in the Uruguayan public university	Uruguay	Scopus

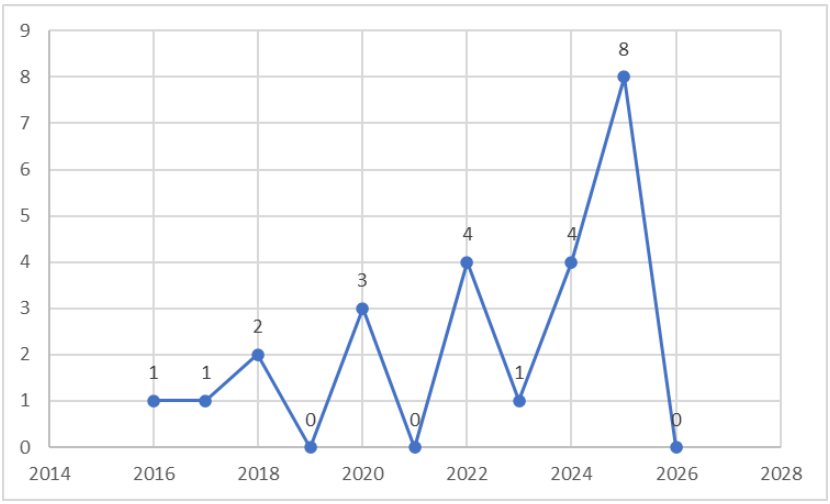
3	(Lapierre et al., 2022)	Covid-19 health emergency and inclusive higher education: Experiences of university students with disabilities	Chile	SciELO
4	(Lima dos Santos, 2024)	Analysis of management plans in Brazilian and Portuguese universities: An investigation of accessibility and inclusion policies for university libraries	Brazil	Scopus
5	(Lima Rosero, 2025)	Effectiveness of inclusion tools in university education for students with disabilities	Ecuador	SciELO
6	(López Gómez et al., 2025)	Evaluation of policies for disability and social inclusion in Colombian higher education	Colombia	Scopus
7	(López, 2025)	Cooperative learning for the inclusion of students with special educational needs in universities: A systematic review	Latin America	SciELO
8	(Marques Junior & Linhares Hostins, 2025)	Pedagogical mediation in inclusive education for students with intellectual disabilities	Brazil	Scopus
9	(Martins et al., 2018)	Mapping and analysis of enrollment of students with disabilities in three Brazilian public universities	Brazil	Scopus
10	(Martins et al., 2025)	Academic mentoring for university students with Specific Educational Needs (SEN): Current challenges	Brazil	Scopus
11	(Mayorga & Flores Polanco, 2025)	Attitudinal Indicator Model for Disability Inclusion in Higher Education: Advancing Sustainable Development Goals in El Salvador	El Salvador	Scopus
12	(Oliveira & Souza, 2020)	The student with disabilities at UFSC: Factors influencing access and retention	Brazil	Scopus
13	(Oviedo-Cáceres & Hernández-Quirama, 2020)	University and disability: "The basic strategy is perseverance"	Colombia	SciELO
14	(Paz-Maldonado et al., 2024)	Educational inclusion of students with disabilities in public universities of Central America and the Caribbean: Perspectives from diverse professionals	Central America and the Caribbean	Scopus
15	(Perera et al., 2022)	Teaching practices for inclusive education at the university level with students with disabilities: Faculty perceptions	Spain	SciELO

16	(Pimentel & Miranda, 2025)	Accessibility of students with disabilities to remote teaching in State Universities of Bahia	Brazil	Scopus
17	(Ramírez Gámez & Díaz Rodríguez, 2025)	Challenges for inclusion at the university: Student perceptions in Sinaloa	Mexico	SciELO
18	(Rodríguez Ríos, 2020)	Findings on inclusive education and theatrical pedagogy: Curriculum updating at a Comprehensive Care Center for Persons with Disabilities in Costa Rica	Costa Rica	SciELO
19	(Rojas-Rojas et al., 2017)	Characterization of populations with visual, hearing, speech, and motor disabilities for their inclusion in distance undergraduate programs at a Colombian university	Colombia	Scopus
20	(Sinchi & Jara-Cobos, 2023)	Mathematics for students with mild intellectual disabilities: A case study	Ecuador	SciELO
21	(Torres & Durán de Castro, 2024)	Special and alternative education in Latin America and the Bolivian educational system	Bolivia	SciELO
22	(Unda-Lara et al., 2024)	Progressive cycle and inclusion in higher education in Ecuador	Ecuador	Scopus
23	(Vidarte et al., 2022)	Access and equity for students with disabilities in Colombian higher education	Colombia	Scopus
24	(Wuo & Paganelli, 2022)	Barriers and facilitators in the inclusion of people with disabilities in higher education: The students' point of view	Latin America	Scopus

Regarding the main characteristics of the selected studies, their temporal distribution reveals a progressive growth in scientific evidence related to the study objective. As shown in Figure 2, publications concentrated more heavily in the 2022–2025 period, accounting for 75% (n = 18) of the analyzed studies, with 2025 being the year of highest scientific output (33.33%; n = 8). Conversely, 2016, 2017, and 2023 each registered only one publication (4.17%), and no publications were identified in 2019 or 2021. This pattern suggests growing interest in the study of institutional policies or pedagogical strategies for strengthening the inclusion of university students with disabilities.

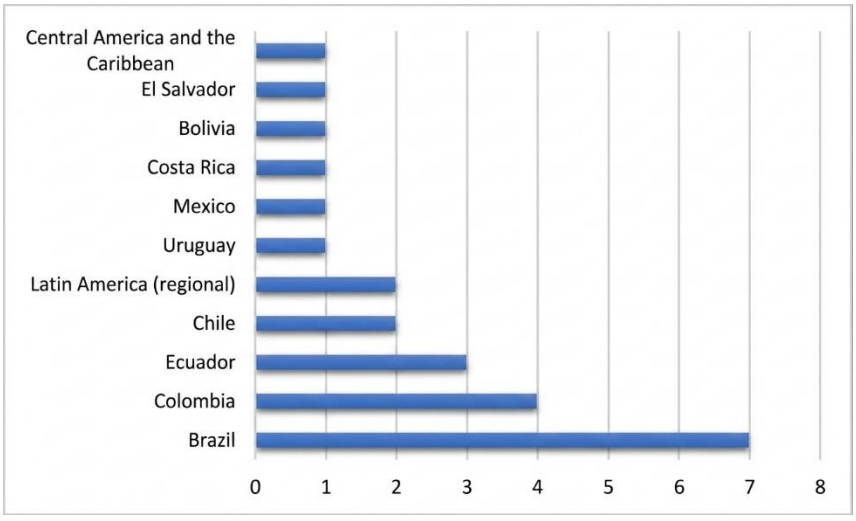
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Figure 2. *Scientific articles by year of publication.*



Regarding the geographic distribution of the selected studies, most originated from Brazil (n = 7), followed by Colombia (n = 4) and Ecuador (n = 3), which were the most heavily represented countries. However, studies were also identified from Uruguay, Mexico, Costa Rica, and other countries, including investigations conducted across Central America and the Caribbean (Figure 3).

Figure 3. *Scientific articles by geographic location.*



Discussion

The results of this review indicate that university governance constitutes a critical factor for the effective inclusion of university students with disabilities in Latin America. In this regard, Oviedo-Cáceres and Hernández-Quirama (2020) have documented how the absence of efficient governance leads to the invisibility of diversity and the exclusion of students. Their study revealed that two Colombian universities lacked institutional policies for the admission of persons with disabilities, demonstrating that students face challenges not only within universities but also in gaining access to them. This situation recurs in other countries, including Chile, where no general guidelines exist for special admission processes, leaving each institution to decide how to supplement them, a situation that has led many institutions to prohibit access

for persons with disabilities to specific programs on the grounds of incompatibility between applicants' "characteristics" and professional performance (Villouta & Villarreal, 2022).

Moreover, the absence of institutional policies remains one of the primary barriers to university inclusion for persons with disabilities. Gómez and Fernández (2018) note that while Uruguay has made significant progress in inclusive education regulations within public higher education, a gap persists between statistical evidence and the legal framework, with the latter leaning more toward educational improvement than toward guaranteeing the right of access. Similarly, in Brazil, existing policies favoring students with disabilities have proven insufficient, as a significant gap of 0.4% remains compared to the total enrolled student population. A comparable picture emerges in Colombia, where data cited by López Gómez et al. (2025) show that despite the adoption of two major public policies, Law 1618 and the Public Policy on Disabilities and Social Inclusion, in practice only 4.7% of persons with disabilities complete an undergraduate program, compared to 11.5% of the general population.

In response to this situation, the critical role that higher education institutions must play in inclusion policies stands out. In Colombia, the case of the National University of Colombia is notable; in 2012, the institution implemented regulations to improve conditions for persons with disabilities, policies that subsequently served as a foundation and influenced the adoption of similar strategies at other universities (López Gómez et al., 2025). Oliveira and Souza (2020), meanwhile, emphasize at a Brazilian university that the design of institutional policies should focus not only on access to higher education but also on retention policies that provide educational support and promote mobility conditions and pedagogy suited to the needs of students with disabilities. Similarly, in Ecuador, institutional policies have been documented to foster improvements in both access and retention for students with disabilities. In this sense, as Corrales Huenul et al. (2016) point out, institutional management is of great importance because it enables the development and implementation of policies aimed at improving learning for persons with disabilities. However, it is essential to recognize that the design of policies or strategies must be accompanied by investment in resources and ongoing evaluation processes.

This landscape reveals that the challenges of university governance for the inclusion of students with disabilities extend beyond the mere absence of inclusive policies, as such policies must also be effectively implemented. Various countries have incorporated inclusion-oriented regulations, but limitations persist regarding resource allocation, institutional coordination, ongoing evaluation, and the participation of students themselves in the design of inclusive strategies (Lima dos Santos, 2024; Oviedo-Cáceres & Hernández-Quirama, 2020). Thus, commitment and involvement from the entire educational community are essential to strengthen the inclusion of students with disabilities.

On another front, the reviewed literature highlights conditions of access and academic retention as key governance challenges for the inclusion of students with disabilities. Although enrollment of this group has gradually increased in several countries across the region, evidence demonstrates that this growth is often not accompanied by institutional conditions that address the social, architectural, and technical barriers necessary to ensure student retention (Lima Rosero, 2025; Marques Junior & Linhares Hostins, 2025; Mayorga & Flores Polanco, 2025). In Mexico, Ramírez Gámez and Díaz Rodríguez (2025) highlight that students at a university in Sinaloa face challenges related to physical accessibility, institutional cohesion, and curricular adaptation, revealing the need for a contextualized approach that considers environmental characteristics to facilitate academic retention. Discrimination and exclusion, which limit active participation in university life, represent another barrier threatening the retention of students with disabilities, as documented in Colombia.

In this regard, significant progress has been made in Central America, where the use of public resources to facilitate the entry and retention of students with disabilities at five Costa Rican universities stands out. In contrast, other countries in the region, such as Guatemala and Honduras, present a different picture: while budgets remain very limited, exclusive budgets for students with disabilities exist, and tutors are available to ensure retention (Paz-Maldonado et al., 2024; Rodríguez Ríos, 2020). University

governance must therefore also engage in designing comprehensive academic retention strategies through actions such as mentoring, tutoring, and early-detection mechanisms for student needs.

Conclusions

This investigation found that university governance faces challenges regarding the inclusion of students with disabilities, including a lack of regulations, difficulties in the effective implementation of inclusion policies, and persistent barriers that limit access and retention. Although important advances have been identified in countries such as Costa Rica, Colombia, and Brazil, barriers remain, and coordinated actions are needed to strengthen institutional capacity and ensure the academic persistence of students with disabilities.

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