

Educational Inclusion and Its Difficulties in the Teaching-Learning Process

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Summary

Educational inclusion has a higher meaning than a technique that must be applied in school environments, this implies a commitment and responsibility by all actors of the educational system and at all levels; this study aims to analyze the difficulties faced by educational inclusion in the teaching-learning process. As a methodology, the qualitative-quantitative approach was used, through a Likert scale questionnaire that groups the barriers to educational inclusion into 5 dimensions, which was applied to the teaching population of a rural public school, determining the reliability of the instrument using Cronbach's Alpha; interviews with experts in school inclusion were also used to discuss the results. These indicate that the difficulties that always oppose inclusion in this rural school are not caused by the actions of teachers, but by exogenous factors such as material resources that promote learning, especially in subjects such as natural sciences. It is concluded that the difficulties faced by educational inclusion in the teaching-learning process of students in a rural school come from the ministerial management of education that administers rural schools, the scarce budget for resources and materials, the number of teachers assigned, the limited infrastructure, however, the teaching vocation promotes their self-training to educate inclusively.

Keywords: *learning, inclusive barriers, disability, educational needs, rurality.*

Introduction

The inclusive education approach seeks to ensure that students access the educational system to receive comprehensive quality education. It faces problems that affect the teaching-learning process and one of the difficulties is the lack of teacher training in this area, which results in them not being able to meet special educational needs, causing demotivation, frustration and disappointment in the educational teaching process (Rodríguez, 2024).

The United Nations Educational, Scientific and Cultural Organization clearly defined inclusion as: "the process of identifying and responding to the diversity of the needs of all students through increased participation in learning, in cultures and in communities and reducing exclusion in education, a whole process that includes substantial modifications and adjustments both structural, content and approaches, which also involve the formulation of inclusive strategies for the regulation of responsible education aimed at all children, adolescents and young people" (Unesco, 2005).

Educational inclusion is defined as the process of offering quality education to all students, regardless of their particular characteristics or needs, for which it is a matter of ensuring that each one has access to an inclusive educational environment, which promotes their participation, development and learning (López et al., 2021); it involves eliminating barriers, discrimination and seek equal opportunities for all students, regardless of their ethnic origin, physical ability or any other difference (Alcarás, 2023).

By promoting inclusion, the diversity of students is recognized and valued, respect and acceptance are encouraged, and learning and coexistence in the school environment are strengthened (Sulbarán, 2023). Educational inclusion contributes to the construction of a fairer and more egalitarian society by providing educational opportunities to all individuals, leaving no student behind (Rivero et al., 2023).

Educational inclusion is currently a global policy to guarantee that every student, of any race, creed or condition, enjoys the benefits of education at different levels of training, a quality, humane and responsible education in a teaching-learning environment that provides them with security, confidence and respect (Cortés, 2024).

The United Nations Convention on the Rights of Persons with Disabilities celebrated in 2009, declared that: education must be accessible without discrimination and on the basis of equal opportunities, within an inclusive education system at all levels (UNESCO, 2005), for this Organization, when the needs of each person are taken into account and that all students participate and achieve together the desired purposes. It is recognized that all children can learn and that each one has unique characteristics, interests, abilities and learning needs" (Unesco, 2023), which constitutes the inclusive approach to education.

Although there is a global policy on accessibility to education, statistics from the United Nations Children's Fund show that children with disabilities are the most vulnerable to being excluded in educational environments. The forms of exclusion become more aggressive when children come from low social strata, belong to indigenous, Afro-American, mestizo cultures, or live in marginal or rural urban areas (UNICEF, 2024).

In 2016, the United Nations reported that, worldwide, a significant percentage of people with disabilities receive little or no education, constituting school failure and constitutes a common denominator in both less developed and developed countries, being stronger in poor countries (UN, 2016).

The evolution of educational inclusion is a similar process at the country level, which begins as special education, school integration and is strengthened by inclusive education (Navarrete & Antón, 2020).

At present, there are still several aspects that hinder inclusion in the education system, some of these being related to disabilities, which is a problem that is difficult to understand for the educational community. The reality is that education has become standardized, it seems that it has stagnated over time. Physical barriers limit the mobility and free movement of students with bodily limitations. The scarce teacher training to respond to current educational needs. The centralization of the system framed in administrative rather than educational roles and the lack of funding to attend to and strengthen education (Briceño, 2021).

Other problems that affect educational inclusion have to do with measures to address the diversity of the population that is increasingly incorporated into schools, for which educational units and teachers need to be prepared to provide the same opportunities to all students, given their right to quality education. harmonious and responsible. The criteria for schooling students who have special educational needs and who cannot be attended to in regular schools must be attended to in special education centers, which contravenes the public policy of inclusion that promotes an effective response to guarantee the right to education (Medina, 2016).

Some barriers to inclusive education are related to social, cultural, physical, architectural, and pedagogical aspects. Social and cultural barriers that hinder educational inclusion can arise from prejudice, stereotypes, and discrimination towards certain groups of students, such as those with disabilities, those belonging to ethnic minorities, or those with low economic resources. This lack of awareness and sensitivity on the part of the educational community can lead to exclusions and gaps in access to quality education (Sosa & Villafuerte, 2022). Cultural and linguistic differences can affect communication and understanding between teachers and students to hinder the teaching and learning process (Mirabá, 2024).

Physical and architectural barriers represent tangible obstacles that hinder educational inclusion and refer to the lack of accessibility in school environments for students with physical disabilities, such as the lack of ramps, elevators or adapted bathrooms. School infrastructure may not be designed to meet the specific needs of students with disabilities, which hinders their mobility and active participation in the teaching-learning process (Villaescusa, 2022). These barriers limit the access and participation of students with disabilities on equal terms with their peers, which generates inequality in the educational field and affects their learning and development (Blanco, 2018).

Pedagogical barriers include traditional pedagogical practices that do not adapt to the individual needs of students with diversity, the lack of accessible teaching materials for all students, the absence of differentiated teaching strategies that cater to different learning styles, and the lack of teacher training and updating in the field of educational inclusion (Jiménez & Figueroa, 2023). These barriers can negatively affect the participation and academic performance of students with diversity, to limit their access to quality education (Albán & Naranjo, 2020).

The inclusive approach to education goes far beyond the curriculum, its reforms, adaptations and updates, the training, training and practice of teachers (Campos et al., 2020). It must include the assertive, formative and active participation of parents, caregivers or guardians of students with educational needs and disabilities, since an inclusive environment is interactive and

participatory to achieve the teaching-learning objectives, which have been planned in advance by the teacher as directly responsible for the process (Mena et al., 2020).

In Ecuador, the Constitution of the Republic (National Constituent Assembly, 2008), approved in a public referendum, prioritizes education as an inalienable right for all people, based on which, the Organic Law on intercultural education in Title I, Single Chapter Article 2, paragraph V, contemplates the principle of equity and inclusion, which literally states:

Equity and inclusion ensure that all people have access, permanence and completion in the education system. It guarantees equal opportunities to communities, peoples, nationalities and groups with special educational needs and develops an ethic of inclusion with affirmative action measures and an inclusive school culture in theory and practice based on equity, eradicating all forms of discrimination (National Legislative Assembly, 2011).

As stated, the work aims to analyze the difficulties faced by educational inclusion in the teaching-learning process in the rural context of Ecuador, for which a basic education school in a peasant community in the province of Manabí was taken as a reference.

Methodology

The scientific impact of the research is guaranteed by the level of versatility of the methodological design, since its results are valid as a reference for most educational institutions in the rural context of Ecuador and the South American area, where similar problems related to the limited number of teachers, weak financial security, of material and pedagogical resources, scarce methodological preparation of teachers to assimilate and carry out inclusive education, considering the existence of students with special needs and an erratic and non-objective educational planning, which does not guarantee the application of the concepts of inclusiveness, equal rights, respect for ethnic, racial, religious creed diversity and multiculturalism in education.

Based on the considerations indicated above, the research was taken as a reference in the José Carlos Mariátegui school of fiscal basic education, which is located in the La Encantada site of the rural parish of Río Chico in the canton of Portoviejo, province of Manabí, which has three teachers and fifty-three students. who receive the knowledge of basic education up to seventh grade.

Conducting scientific research involves access to information and knowledge of concepts, principles, and laws, which allow the research process to be adequately directed towards the fulfillment of the designed objectives and the verification of the hypothesis (Guamán et al., 2021).

A complex methodology was applied based on the deductive method, which made it possible to critically examine the problem and access theories related to educational inclusion in the rural context and its repercussions for the teaching-learning process. This allowed the design of the hypothesis, the outline of the research objective, as well as the analysis, discussion of the results and the arrival of final conclusions on the topic studied (Palmero, 2021).

The mixed approach of research, non-experimental design, descriptive and explanatory level, was applied to address the difficulties faced by the problem of educational inclusion in the teaching-learning process in the rural context, as well as the measurement of data analyzed with statistical methods, with the aim of facilitating comparisons with other similar studies (López & Fachelli, 2015). The cross-sectional study based on obtaining data at a time during the course of a short period of time (Valladolid & Chávez, 2020).

As a basic primary research technique, direct and indirect observation was applied, which allowed the critical and objective appreciation of the problem in the rural context and its repercussions for the teaching-learning process, which allowed the obtaining of information related to the problem of inclusion (Valladolid & Chávez, 2020).

The technique of documentary analysis made it possible to examine scientific articles, books, and other published documents, which are related to educational inclusion and scientific research methodology.

Surveys and interviews were used as information collection techniques. The interview with experts in the field of educational inclusion was open and semi-structured, with the aim of obtaining relevant information as an argument for the discussion of the results, since it translates as the interpersonal communication established between the researcher and the study subject, in order to obtain verbal answers to the questions posed about the proposed problem (Sánchez et al., 2021).

The closed cross-sectional survey was applied to the selected sample of teachers. It was based on the consideration that the survey is a research technique based on standard procedures for the collection and analysis of data from a sample, from which it is intended to explore, describe, predict and/or explain a series of characteristics (Falcón et al., 2019). It was applied to teachers through a structured questionnaire validated by Samari & Gallela (2021), which consists of 27 questions divided into five dimensions to determine problems related to educational inclusion in the rural context.

A Likert-type scale (Bischoff, 2024) with a five-point structure was applied to the evaluation of the surveys, where value one qualifies the lowest score and value five the maximum points:

- 1 = never
- 2 = almost never
- 3 = sometimes
- 4 = almost always
- 5 = always

The questions of the structured instrument for the survey were framed in 5 dimensions, which group the difficulties related to educational inclusion and their repercussions for the teaching-learning process in the rural context:

1. Dimension: Educational Needs and Disabilities
2. Dimension: infrastructure and material resources
3. Dimension: Teacher Training and Support
4. Dimension: Planning and Teaching Performance
5. Dimension: peers and educational community

The following inclusion criteria are considered:

- Teachers from the rural education system who agreed to sign the informed consent, authorizing their participation in the study.
- Teachers of both sexes.

The following are considered as exclusion criteria:

- Teachers who did not agree to sign the informed consent.
- Teachers with no intention of participating.

The statistical analysis method in its version of discursive analysis was used for the examination and interpretation of the results of surveys and interviews, as well as to argue in the discussion of these, in contrast and coincidence with the position of other works on the same object of study, considering that it is adequate to reach a result through the decomposition of a phenomenon into its constituent elements (Lopera et al., 2010), since the social and human sciences welcome discursive analysis to argue the results of research (Baldeón et al., 2023).

The survey questionnaire and the interview guide were used as a data collection instrument, which were applied to a non-probabilistic intensional sample of three teachers from the educational center, given its status as a rural school, and to three experts in educational inclusion (López, 2004).

Regarding the reliability of the questionnaire used, it was determined with the application of the Cronbach's alpha indicator cited by (Taber, 2018), which was calculated using equations 1 and 2:

$$\alpha_{cr} = \frac{k \cdot p}{1 + p(k-1)} \quad (1)$$

where:

$\alpha_{cr} \rightarrow$ Cronbach's alpha

$k \rightarrow$ Number of items in the instrument

$p \rightarrow$ average of the linear correlations between each of the items

$$p = \frac{[k(k-1)]}{2} \quad (2)$$

The consideration to measure the reliability of the applied instrument is the combination of the items to measure the unobservable characteristic in the same direction, so that the items are strongly correlated and therefore there is a reliable instrument. In this case, the coefficient $\alpha = 1$. In contrast, α tends to have a value of zero if the items are independent or weakly correlated, which indicates that the instrument is unreliable, as it extracts information from unrelated questions, which lead to erroneous conclusions (Torres & Luna, 2017).

Statistical content analysis was used as a technique for processing the information. According to the author (Abad-Cisneros, 2020), it makes it possible to address a significant amount of unstructured data, in order to formulate deep, relevant, and valid inferences, considering the analysis matrix as a research instrument and the systematicity, objectivity, and rigor of the scientific method in the treatment of data.

Statistical analysis is a key tool for the examination of the data derived from the research, from the conception of the idea of what is to be investigated, the analysis of the problem, the elaboration of the hypothesis, the objective of the research, the collection of data, the organization, review, classification, tabulation and production of the results for the analysis and the possible comprehensive proposals that can constitute a contribution to the treatment and Analysis of the problems identified.

Statistical analysis is key to carrying out assessments and determining the study sample, in addition to the discovery of the regularities linked to educational inclusion and its difficulties in the teaching-learning process. It is a useful technique for data processing, which makes it possible to define trends and establish a diagnosis of the objective reality linked to the problem being analyzed and to reach final conclusions about the research (Pirela & Pérez, 2019).

The research was carried out with the informed consent of the authorities of the educational unit, as well as the agreement of the teachers who participated. The instrument developed for the survey was applied anonymously and confidentially.

All this allowed the obtaining and comparison of the required information, which made it possible to know the perception of teachers about the relevance of educational inclusion, as well as the difficulties that are faced, with the possibility of arriving at the validation of the hypothesis and the generation of new knowledge derived from the results of the research and its repercussions for the teaching-learning process (Feria et al., 2020).

Analysis and discussion of results

From the application of the survey to the selected sample of three teachers from the José Carlos Mariátegui public basic education school, it was possible to evaluate the aspects contemplated in the five dimensions of educational inclusiveness.

Dimension 1 assessment. Educational Needs and Disabilities

Table 1 shows the statistical results of the aspects evaluated in dimension 1.

Table 1. Survey results in dimension 1 aspects						
No	Questions	Criteria according to participation				
		Always	Almost	To	Almost	Never
		(5 points)	always (4 points)	Times (3 points)	never (2 points)	
Dimension 1. Educational Needs and Disabilities						
1	Students with disabilities require different planning.	3	0	0	0	0
2	Classes are prepared with the diversity of students in mind.	3	0	0	0	0
3	Inclusion is contemplated in the school's institutional project.	3	0	0	0	0

4	The inclusion of students with disabilities implies an overload of related responsibilities (greater care for the student, double planning, more specific knowledge).	3	0	0	0	0
5	Student groupings facilitate teacher intervention (number of students, groupings within the classroom).	0	3	0	0	0
6	Diversity is seen as a rich resource to support learning, rather than a problem or obstacle to be avoided.	3	0	0	0	0

Source: own elaboration

Figure 1 shows the general rating according to the results of the survey of the aspects evaluated in dimension 1.

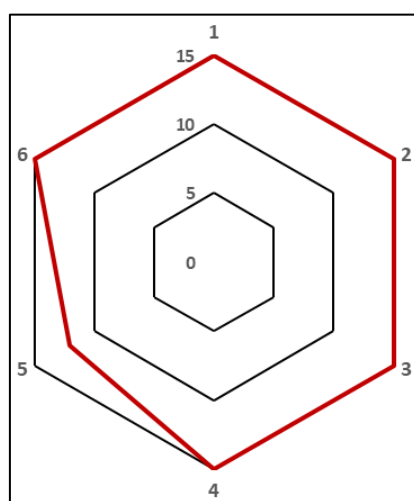


Figure 1.

Overall rating based on survey results of dimension 1 aspects

Source: own elaboration

Based on the results of the survey, the aspects related to the following were identified with the highest rating: the need for students with disabilities to always require different planning, so classes must be prepared in accordance with the diversity of students, the inclusion of students with special educational needs implies an overload of related responsibilities that implies greater care, double planning and more specific knowledge, as well as that inclusion is contemplated in the institutional project and diversity is considered as a rich resource to support learning, instead of a problem or an obstacle to be avoided. In the case of student grouping, the surveyed teachers consider that it almost always facilitates teacher intervention, so the number of students and the grouping within the classroom must be considered.

In general, aspects 1, 2, 3, 4 and 6 were evaluated with the highest score (15 points), while aspect 5 was rated with 12 points. Therefore, the dimension related to educational needs and disabilities qualifies with an average of 14.5 points.

Evaluation of dimension 2. Infrastructure and material resources

Table 2 shows the statistical results of the aspects evaluated in dimension 2.

Table 2.

Survey results in dimension 2 aspects

No	Questions	Criteria according to participation				
		Always (5 points)	Almost always (4 points)	To Times (3 points)	Almost never (2 points)	Never (1 point)

Dimension 2. Infrastructure and material resources

1	Infrastructure such as bathrooms, access to the institution, classrooms and the playground are kept in good condition.	3	0	0	0	0
2	The school makes its facilities physically accessible to everyone.	3	0	0	0	0
3	The necessary materials and resources are available to make reasonable adjustments in the teaching-learning process.	0	3	0	0	0
4	The school has technology, technological equipment and internet service to support the teaching-learning process.	3	0	0	0	0
5	The teacher has internet service on his mobile device to support the teaching-learning process.	3	0	0	0	0

Source: own elaboration

Figure 2 shows the general rating according to the results of the survey of the aspects evaluated in dimension 2.

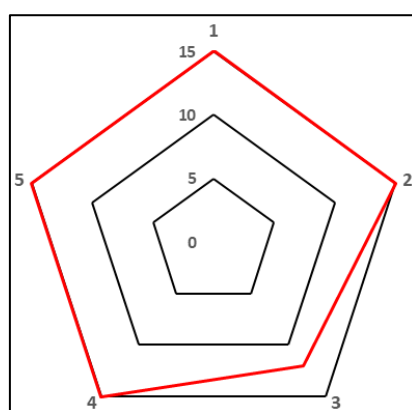


Figure 2.

Overall rating according to survey results of dimension 2 aspects

Source: own elaboration

Regarding the dimension of infrastructure and material resources, the surveyed teachers chose to give the highest grade to the following elements: conditioning of the bathrooms, access to the institution, classrooms and playground that are always kept in good condition, adequate physical accessibility to all facilities, the existence of technologies that facilitate inclusion with technological equipment and internet service to support the process of teaching-learning, the availability that teachers have of the Internet service on their mobile device, which allows supporting the teaching-learning process. In the case of the aspect related to the materials and resources necessary to make reasonable adjustments in the teaching-learning process, the three teachers point out that it almost always occurs.

Based on the criteria provided by the respondents, it can be seen that at times there are limitations related to the availability of material resources, which are necessary to support the teaching-learning process, especially in subjects such as natural sciences, social sciences, language and mathematics, in the interest of promoting the creativity of students with educational needs and disabilities.

Another problem that can affect educational inclusion and that was observed by the surveyed teachers is related to the number of students in the classrooms, because 2 teachers are the ones who teach in the 7 grades and one of them is dedicated to the activities of school management and attention to administrative problems. The complexity is evident if one considers that the campus works with an enrollment of 53 students of both sexes, of which 10 have special educational needs, which represents 18%, and the most complex situation occurs with students of the upper basic level, which corresponds to 7th grade.

In general, aspects 1, 2, 4 and 5 were evaluated with the highest score (15 points), while aspect 3 was rated with 12 points. Therefore, the dimension related to infrastructure and material resources scores with an average of 14.4 points, to show that the

main weaknesses of inclusion in the school are not related to the work of teachers, since they are due to organizational problems and institutional assurances, which must have a response and attention from the body in charge.

Evaluation of dimension 3. Teacher training and support

Table 3 shows the statistical results of the aspects evaluated in dimension 3.

Table 3.
Results of the survey in aspects related to dimension 3

No	Questions	Criteria according to participation				
		Always (5 points)	Almost always (4 points)	To Times (3 points)	Almost never (2 points)	Never (1 point)
Dimension 3. Teacher training and support						
1	The teacher has knowledge about the laws, regulations and other regulations that govern educational inclusion in Ecuador.	3	0	0	0	0
2	The teacher uses different assessment strategies, in a way that allows all students to show their skills.	3	0	0	0	0
3	Teacher training allows for the implementation of various teaching methodologies and materials for the management of the population with disabilities.	3	0	0	0	0
4	The school provides training to teachers regarding disability.	3	0	0	0	0
5	A support teacher is necessary to adequately achieve the inclusion of the student.	3	0	0	0	0

Source: own elaboration

Figure 3 shows the general rating according to the results of the survey of the aspects evaluated in dimension 3.

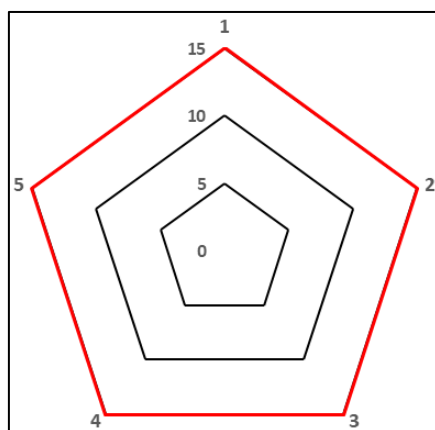


Figure 3.

Overall rating according to survey results of dimension 3 aspects

Source: own elaboration

Regarding the teacher training and support dimension, the teachers surveyed rated all the aspects evaluated with the maximum of points: knowledge about the laws, regulations and other regulations that govern educational inclusion in Ecuador, the use of differentiated evaluation strategies to ensure that all students show their skills, as well as the use of didactic methodologies and materials for the management of the student population with needs and the provision of training to teachers on teaching methodologies for students with disabilities, where a duly prepared support teacher is required to achieve adequate inclusion of affected students.

In general, the 5 aspects evaluated in dimension 3 qualify with the maximum of 15 points, but the need for more teachers to support educational work with students with special needs is evident.

Evaluation of dimension 4. Planning and teaching performance

Table 4 shows the statistical results of the aspects evaluated in dimension 4.

Table 4.
Results of the survey in aspects related to dimension 4

No	Questions	Criteria according to participation				
		Always	Almost	To	Almost	Never
		(5 points)	always (4 points)	Times (3 points)	never (2 points)	
Dimension 4. Planning and teaching performance						
1	Time is available to plan and execute appropriate strategies for teaching and learning.	3	0	0	0	0
2	You consider the material provided to students to be accessible to everyone's understanding (e.g.: use of pictograms, available in Braille, recorded in audio or video, use of sign language, etc.).	0	3	0	0	0
3	There is collaboration between different professionals (classroom teachers, support teachers).	3	0	0	0	0
4	The principal is committed to the educational inclusion process.	3	0	0	0	0
5	The teaching-learning process of students with disabilities emphasizes an individualized approach (for example, for the understanding of a topic, they are removed from the classroom, different content is provided from the rest of the group, etc.).	3	0	0	0	0

Source: own elaboration

Figure 4 shows the general rating according to the results of the survey of the aspects evaluated in dimension 4.

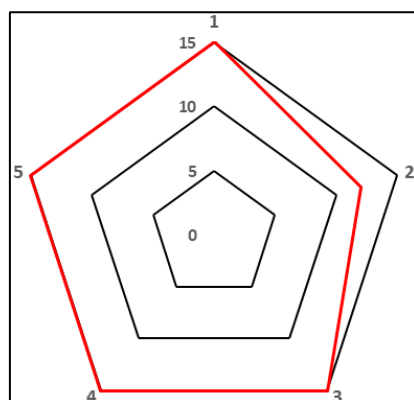


Figure 4.

Overall rating according to survey results of dimension 4 aspects

Source: own elaboration

The teachers surveyed agreed that there is the availability of time required for the planning and execution of appropriate strategies for teaching and learning in the interest of promoting educational inclusion. The existence of collaboration between professionals is evident and the personal commitment of the director to the educational inclusion process is appreciated.

From the fieldwork, it was evident that the teaching-learning process of students with disabilities emphasizes the differentiated approach, which favors the understanding of specific topics through the teaching and cognitive management of different contents from the rest of the group, although almost always the material used is accessible to the understanding of all.

The criteria presented by the surveyed teachers indicate that the main weaknesses identified are related to the material that is shared with students to support learning, which is not always understood by the affected students. It is pointed out that it is a little difficult for teachers to move some materials to the rural school, since they have to travel a considerable distance to reach their facilities, however, other options that may be easier for the students to understand are not taken into account, such as the use of materials used at home to prepare flowcharts, that allow them to understand a sequence or process and that, in this way, they can have better results in the apprehension of knowledge.

In general, aspects 1, 3, 4 and 5 were evaluated with the highest score (15 points), while aspect 2 was rated with 12 points. Therefore, the dimension related to infrastructure and material resources scores with an average of 14.4 points.

Evaluation of dimension 5. Peers and the educational community

Table 5 shows the statistical results of the aspects evaluated in dimension 5.

Table 5.
Results of the survey in aspects related to dimension 5

No	Questions	Criteria according to participation				
		Always (5 points)	Almost always (4 points)	To Times (3 points)	Almost never (2 points)	Never (1 point)
Dimension 5. Peers and the educational community						
1	There is acceptance by the educational community of the processes of educational inclusion.	3	0	0	0	0
2	Families of students with educational needs are involved in the educational field.	3	0	0	0	0
3	Families of students with disabilities are involved in the educational field.	3	0	0	0	0
4	Families of students without disabilities are involved in the educational field in the issues of inclusion in a positive way.	3	0	0	0	0
5	Collaborative work is achieved between the student with disabilities and their classmates.	3	0	0	0	0
6	The peer and peer group accepts and includes students with disabilities.	3	0	0	0	0

Source: own elaboration

Figure 5 shows the general rating according to the results of the survey of the aspects evaluated in dimension 5.

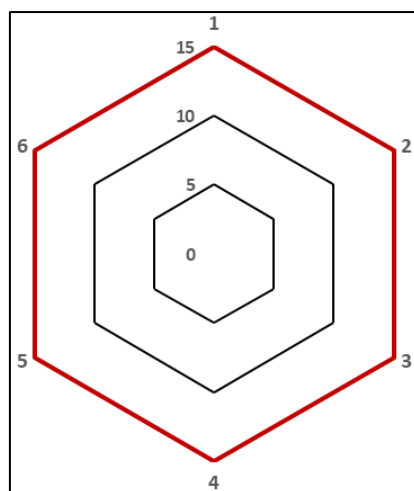


Figure 5.

Overall rating according to survey results of aspects of dimension 5

Source: own elaboration

Regarding the dimension of peers and educational community, the teachers surveyed agree that there is always acceptance by the educational community of inclusive processes, since the families of students with special educational needs are involved in the school environment and do so in a positive way to achieve collaborative work between students with disabilities and their peers. who manage to arrange a climate of inclusivity based on collaborative work and help to those who need it most.

In the fieldwork, it was possible to verify that the results show the proactive participation of the entire educational community, as no barriers were identified that have a negative impact on school inclusion. The participation of families is identified as a key structural element of education, capable of exerting a direct influence on students to favor the practice of respect and cooperation among all students, without discriminating against the physical or cognitive differences of some students.

In general, the 6 aspects evaluated in the dimension qualify with the maximum of 15 points.

General evaluation of educational inclusion.

Figure 6 shows the graphic behavior related to the general evaluation of educational inclusion.

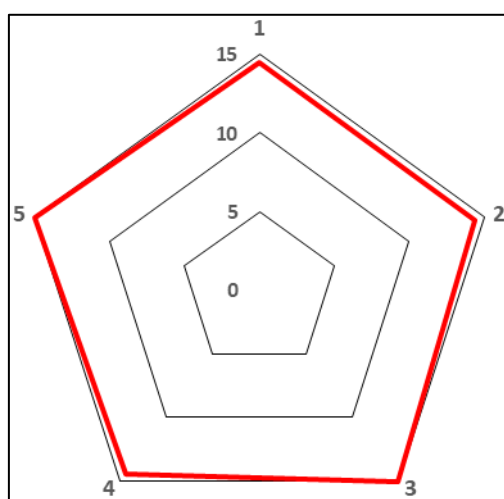


Figure 6.

Overall Rating of Educational Inclusion

Source: own elaboration

The dimensions corresponding to teacher training and support, as well as peers and the educational community, have the highest evaluation (15 points). The rest of the dimensions evaluated qualify with scores above 14 points, very close to the maximum calculated. This shows that educational inclusion presents a favorable situation. However, the main weaknesses are

confronted in the aspects related to: the grouping of students to facilitate teaching intervention, corresponding to dimension 1; the assurance with the necessary materials and resources to make reasonable adjustments in the teaching-learning process, which corresponds to dimension 2 and; the accessibility of the material provided to students to facilitate understanding, corresponding to dimension 3.

Discussion

Although the result of the evaluation related to educational inclusion in the teaching-learning process showed a favorable balance, it is interesting to discuss the criteria expressed by some experts in the field under analysis.

By virtue of the results presented and their contrast with the position of experts in the field of educational inclusion, it can be observed that, in the opinion of some specialists, there are problems that hinder the proper implementation of educational inclusion. Lack of resources, negative attitudes, lack of training, limited physical accessibility, and lack of emotional support are some of the barriers that are most strongly present. The lack of resources in schools and education centers, especially in marginal urban and rural areas, which prevent the assistance and support required by students with special educational needs to assimilate the learning taught in the classroom (Pérez, 2018), aspects consistent with some of the weaknesses identified in the educational inclusion work by the surveyed teachers.

For (González-Rojas & Triana-Fierro, 2018), the negative attitudes that some teachers, directors, administrators, and students have towards students with special educational needs and disabilities can cause fear and demotivation to attend classes, which is an element that leads to school failure.

Another aspect is related to the lack of training of many teachers in the training of students with disabilities and special educational needs, which limits the possibilities of teachers to train them according to their requirements. Physical barriers such as stairs prevent the mobility of students with physical disabilities and the lack of conditioned ramps makes it difficult to access classrooms and other teaching spaces. The lack of emotional support for students with special educational needs limits their ability to learn and their relationship with peers (Corral, 2019).

The obstacles analyzed above are added to others that are no less important, such as limited or unobserved educational policies. Despite being legislated, the educational inclusion policy is not considered in the internal regulations and in other cases its non-observance is conducive to the fact that education actors do not take into consideration the educational needs of students with special needs (Haegele et al., 2021; Juvonen et al., 2019).

The repercussions of discrimination in education can significantly affect students with special abilities, with significant emphasis on those who reside in rural areas, and can lead to the educational and social exclusion of the student (Cobeñas, 2020; Wenz & Hoenig, 2020).

Bullying is another of the difficulties that affects inclusion in the classroom, when students with educational needs and disabilities are mocked, intimidated or excluded by their peers, especially when they work in groups due to the physical or cognitive restriction they have and become the laughing stock of some and in other cases are subjected to strong pressures to perform one activity or another. even going so far as to exclude them completely from the group and from the cooperative work they do in the classroom (Bjärehed et al., 2020; Chavarría et al., 2021).

Caparrós et al. (2021) defend four main ideas: inclusive education is not a technical model that can be implemented without taking into account the rethinking of school scenarios and education and educational practices that respect diversity; inclusion must be kept in mind as a universal right that cannot be negotiated; the quality of the educational environments that schools offer must be reflected; in which everyone has the right to be, to learn and to participate; and the consideration of participation that specifies that all children and young people must be heard and taken into account, as well as be recognized within the classrooms.

The author himself points out that it nevertheless reflects a common reality that classrooms have today and that makes it clear that educational inclusion is contradictory in the sense of a right for all, since different resources are created , parallel educational itineraries, specific classrooms in ordinary schools, a whole catalogue of tools for an inclusion that excludes and is selective and that has really meant putting limits on that idea of inclusion (Caparrós et al., 2021).

The professional consulted stresses that there is a teaching culture in which the traditional teacher has been trained and refers to a very individual professional model, who has control of things because he knows how to do them. However, inclusion

requires actions that are different from the usual, a change of perspective that involves collaborative and reflective work, permanent communication and assertive dialogue aimed at achieving true teamwork, which allows individual efforts to be combined to turn it into collaborative work of shared responsibility and involvement (Caparrós et al., 2021).

Ruiz et al. (2019) argue that the current challenge for the educational community is to think about classrooms in a different way than they are traditionally thought of. When the way of teaching is modified according to how students are learning, the organization of the classroom to create a nurtured school environment in which everyone learns in various ways, as opposed to an environment in which everyone is learning equally, this is what it means to think of educational inclusion as a project of the society-community, which is the way to make the school inclusive as an element of a central education system and an educational social network.

On the other hand, the International University of La Rioja (UNIR, 2020) states that functional diversity, respect among peers, politics, sociocultural and economic aspects, religion, racism, gender, migration and language are some barriers that make educational inclusion impossible, which must be addressed taking into account the intercultural factor that brings them together. The need to adapt the physical barriers that prevent the mobility of students with physical dysfunctions or to incorporate sign language interpreters in the face of cognitive dysfunction is not enough if it is not accompanied by teacher training in this area. Respect between classmates is necessary to promote the acceptance of diverse abilities within the classroom.

The policy is a conditioning factor of educational regulations, which may be rejected by students with special educational needs and disabilities. The economic level of families affects access to education, especially for those who help their family at work (Alcántara, 2022). Religion, racism, and migration are concomitant for exclusion when there is multiculturalism, diversity of creed, and different origins in the classrooms, which generate racism and intolerance due to beliefs, customs, and cultures foreign to each student's own, which affect school coexistence (Alcaraz, 2020).

Gender and language are a determining obstacle in student learning, due to the lack of understanding of what teachers teach, the inability to express oneself and to be understood by peers (Hashemi et al., 2022).

Socialization and collaboration with students who have limitations in the various activities and to achieve active participation in classes is key. Despite the fact that equal opportunities are legislated in Ecuador, both for men and women, there is still little application in the academic field of inclusive language, which promotes equality in the classroom, discarding sexism and disrespect for those who are not equal in the daily activities that are carried out inside and outside the classroom (Partida & Cárdenas, 2023).

There are various needs in educational institutions in the rural sector, which are due to several factors. One of the main ones is the lack of training for teachers in terms of how to handle their work, since many times the teacher has to pay out of pocket for training, since there are many personnel who are disoriented in matters such as autism that presents a very high percentage and teachers are desperate because they do not know how to act in the face of this need (Flannery & Wisner-Carlson, 2020).

Another barrier is the physical infrastructure that allows children to move around correctly, because institutions do not have the economic resources for their maintenance and the infrastructure is often not adequate (Rosero-Calderón et al., 2021), which is consistent with the material limitations appreciated by the surveyed teachers.

(Vélez-Latorre & Manjarrés-Carrizalez, 2020) believe that another cause is related to the weak differentiation work of teachers, with poor individualized work for the affected students, despite the fact that the curriculum offers sufficient flexibility for the planning of differentiated work, in the interest of students with special needs. On some occasions, the lack of pedagogical time does not help to solve the needs of each student according to their characteristics and conditions, whether they are behavioral, physical problems or disabilities of any kind. Teaching resources that are attractive in correspondence with the characteristics and demands of each case must be respected and guaranteed.

It is necessary to know how to differentiate those that require working in workshops, stimulating the perceptual-sensory part and that require the support of institutional resources, as well as adequate training for teachers who do not have the knowledge that allows them to act appropriately in each case (Beecher & Sweeny, 2008).

According to the authors' criteria (Pedro et al., 2012; Rosero-Calderón et al., 2021) teachers and institutions should consider the preparation of families to help in the work that teachers and educational institutions carry out through the execution

of projects that generate general participation and above all gender equity under the criterion of interculturality, which promotes the performance of students with resources and space so that they can interact, both those of the male and female sex, in an egalitarian way.

The government must place greater emphasis on the work of schools in rural sectors and for this it must update and adapt pedagogical tools, stimulate and support the holding of meetings with teachers, not only from the same educational institution, but from other centers, so that joint work is achieved. that generates new tools and works based on educational inclusion (Rosero-Calderón et al., 2021).

Campuzano (2023) concludes that the supervision work must be systematic, so that it allows to know the status and conditions in which the preparation and activities are carried out by educational entities in rural sectors, through a diagnosis and analysis each time supervision is carried out, which will allow planning, guidance and training of teachers according to the needs of each of the sectors. The supervisor is a manager who can guide the facilities to support at the level of the education area, he is the spokesperson to help throughout the process of educational inclusion.

By way of synthesis, it can be pointed out that the research made it possible to highlight the various trends that characterize educational inclusion and the best experiences of experts in the subject under study.

It was possible to know the weaknesses related to the work of educational inclusion in the rural context, which vary depending on the socio-educational environment, however, the common denominator of all lies in the actors and one of the fundamental aspects to address the problem is education from home, caregivers or dependents. These require training and constant attention from educational institutions to achieve the support that teachers require in their training activity, instilling respect, a climate of equality and solidarity collaboration with those who need it most.

Another of the limitations found in the study is related to the accessibility of the expert to carry out an in-depth interview, since their time is limited and is limited to a specificity of questions and answers related to certain cases.

The contribution that the study makes to the educational community lies in providing current information on the reality of the difficulties faced by educational inclusion in rural schools. The problems they face in carrying out the teaching-learning process, in accordance with what is conceived in the teaching planning.

Conclusions

The fulfillment of the objective set for the research made it possible to conclude that no barriers were detected that significantly hinder the work of educational inclusion in rural areas, but difficulties were detected that affect the achievement of an optimal inclusive climate for the benefit of the teaching-learning process in rural education.

The main difficulties are related to institutional support and understanding, which is characterized by the limitation of economic resources to meet the material needs required in the fulfillment of the educational policy of inclusion. The number of teachers is limited and the burden of responsibility and execution of inclusive work falls excessively on a few teachers, who are forced to work overload and pressure that affects the correct performance of their functions and the differentiated attention to students who present the greatest difficulties. given their limitations and disabilities.

One of the weaknesses that are confronted in educational inclusion is related to the support material that the teacher shares with the student, it is required by the educational ministerial to strengthen the teaching capacities along with the human motivation in the art of education, especially in rural areas, to promote the permanent training of teachers in the interest of providing the necessary methodological knowledge for the work with students with special needs.

The systematic work of training, accompaniment and advice that was carried out two decades ago, when education supervisors traveled to all corners of the rural sector to evaluate the teaching-learning process in each educational center, with the purpose of improving it through the strengthening of the teacher's competencies, must be rescued.

The results of the research made it possible to recognize the meaning of the exercise of values, rooted in the heart of peasant families capable of contributing positively to the promotion of educational inclusion. With a special meaning if it is a rural school that goes through material needs, but that bases its work on the strengths of the spirit of the educators and the families of the students, as a permanent practice of life in community, in family and in society, so that inclusive education ascends to a

higher level, which is based on the individual awareness of each actor in the education system towards inclusive research, which feeds back into the practice of inclusion at all levels of education.

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