

Inclusive Education A Comparative Study Between Ecuador And Peru

Pedro Marcano Molano¹, Zailín Acosta Isidor²,
Milton Fabián Peñaherrera Larenas³,
Gabriela Valeria Bustos Chilibuina⁴,
Jesenia Marcela Luzuriaga Amador⁵

¹Universidad Estatal Península de Santa Elena

<https://orcid.org/0000-0001-5266-6793>

pmarcano@upse.edu.ec

²Universidad Estatal Península de Santa Elena

<https://orcid.org/0000-0001-5302-2148>

zacosta@upse.edu.ec

³Universidad Técnica de Babahoyo

<https://orcid.org/0000-0001-8603-7522>

mpenaherrera@utb.edu.ec

⁴Universidad Estatal de Milagro

<https://orcid.org/0000-0002-3746-9422>

gbustosc@unemi.edu.ec

⁵Universidad Estatal de Milagro

<https://orcid.org/0009-0006-0568-9179>

mluzuriagaa@unemi.edu.ec

Abstract

Inclusive education has become a global movement aimed at promoting equal access to education for all learners, including those with disabilities or special educational needs. This comparative study explores the state of inclusive education in Ecuador and Peru, two neighbouring South American countries with similar cultural and socio-economic backgrounds. The study examines the policies and practices of inclusive education in both countries, as well as the challenges and opportunities facing their implementation. The research draws on a range of sources, including government documents, academic literature, and interviews with educational professionals. The findings highlight the progress made in both countries towards inclusive education, as well as the persistent gaps and disparities that need to be addressed. The study concludes with recommendations for future

research and policy development to promote more effective and equitable inclusive education practices.

Keywords: Inclusive education, Ecuador, Peru, comparative study, disabilities, special educational needs, policies, challenges, opportunities, disparities, equity.

Introduction

Inclusive education is an approach to education that emphasizes the need to provide equal opportunities to all students, regardless of their abilities, gender, socioeconomic status, race, or ethnicity. Inclusive education aims to promote the full participation and integration of all students in the regular education system. This project presents a comparative study of inclusive education in Ecuador and Peru, focusing on the policies and practices that have been implemented to promote inclusive education, the challenges faced by schools and teachers, and the outcomes of these policies in terms of student learning and well-being. In recent years, both Ecuador and Peru have made significant progress in promoting inclusive education. In Ecuador, the Ministry of Education has developed a comprehensive policy framework for inclusive education, which includes guidelines for the integration of children with disabilities, children from indigenous communities, and children from low-income families. The policy also emphasizes the need to provide teacher training and support to promote inclusive practices in the classroom. In Peru, the Ministry of Education has launched several initiatives to promote inclusive education, including the creation of a network of inclusive schools and the development of guidelines for the integration of children with disabilities. Inclusive education is an approach to education that ensures that all students, including those with disabilities, have access to quality education that meets their individual needs. In Ecuador and Peru, there have been efforts to promote inclusive education. However, there are still many challenges and barriers that need to be overcome to achieve a truly inclusive education system. This comparative study aims to explore the state of inclusive education in Ecuador and Peru, by analysing survey data and figures.

What is Inclusive Education?

Inclusive Education is an approach to education that aims to provide equal opportunities for all learners, regardless of their abilities, disabilities, ethnicities, cultures, or languages. It involves creating learning environments that are supportive, responsive, and flexible, and that enable all learners to participate, contribute, and succeed.

What is the current state of Inclusive Education in Ecuador and Peru?

Both countries have made significant strides in promoting and implementing Inclusive Education. However, challenges remain, particularly in terms of the availability and quality of resources and services, as well as in addressing the needs of learners from marginalized and vulnerable communities.

What policies and initiatives have been put in place to support Inclusive Education in Ecuador and Peru?

Ecuador has enacted several policies and laws, such as the Constitution of 2008, the Education Law of 2011, and the National Plan for Education and Good Living, that support Inclusive Education. The government has also established programs such as “All in One Classroom,” which provides support for teachers and students, and “CONNE,” which provides training and resources for inclusive practices. In Peru, the government has established the National Plan for Inclusive Education Program, which provides support for learners with disabilities.

How do the two countries compare in terms of their implementation of Inclusive Education?

While both countries have made progress in promoting Inclusive Education, Ecuador appears to have made more significant advances in terms of its policies and initiatives. However, both countries face similar challenges, such as limited resources and support for learners with disabilities and addressing the needs of learners from marginalized and vulnerable communities.

What are the benefits of Inclusive Education?

Inclusive Education benefits all learners by providing a more diverse and enriching learning environment, promoting social integration, and reducing stigmatization and discrimination. It also benefits learners with disabilities by providing them society, and by improving their overall quality of life.

Chart 1 Comparison of policies and initiatives for Inclusive Education in Ecuador and Peru.

Policies and Initiatives	Ecuador	Peru
Constitution of 2008	Yes	No
Education of Law of 2011	Yes	Yes
National Plan for Education and Good Living	Yes	Yes
All in One Classroom	Yes	No
Program “CONEE”	Yes	No
National Plan for Inclusive Education	No	Yes
Special Education Program	No	Yes

Chart 2 Challenges facing Inclusive Education in Ecuador and Peru.

Challenges	Ecuador	Peru
Limited resources and support for learners with disabilities	Yes	No
Addressing the needs of marginalized and vulnerable Communities	Yes	No
Stigmatization and Discrimination	Yes	Yes

Policies and Practices of Inclusive Education in Ecuador has made significant progress in promoting inclusive education. In 2014, the government passed the Inclusive Education Law, which aims to provide education for all children and adolescents, including those with disabilities, ethnic and linguistic diversity, and special needs (UNICEF, 2019). The law requires schools to provide reasonable accommodations and support for students with disabilities and to ensure that all students have access to quality education. The Ministry of Education in Ecuador has developed a set of policies and practices to implement inclusive education. These include the creation of the National Council for Disability and the National Plan for Inclusive Education, which provides guidelines for schools to ensure that all students have access to quality education. The government has also established special education schools and resource centres to support students with disabilities (UNICEF, 2019).

Despite these efforts, challenges remain. There is a lack of trained teachers and resources to support inclusive education in some areas. Some schools lack the necessary infrastructure to accommodate students with disabilities, and there is a need for more support for families and communities (UNICEF, 2019).

Policies and Practices of Inclusive Education in Peru has also made progress in promoting inclusive education. The government passed the Inclusive Education Law in 2007. Which mandates that all students have access to quality education, regardless of their background or disability (Ministerio de Educación del Perú, 2019). The law requires schools to provide reasonable accommodations and support for students with disabilities and to ensure that they are not discriminated against. The Ministry of Education in Peru has developed policies and practices to implement inclusive education. These include the creation of the National Directorate of Special Education and Inclusive Education, which provides guidelines for schools to support students with disabilities. The government has also established special education schools and resource centres to support students with disabilities (Ministerio de Educación del Perú, 2019).

Comparative Study of Inclusive Education in Ecuador and Peru have made progress in promoting inclusive education, but challenges remain. Both countries have passed laws and developed policies to support inclusive education. Both countries have established special education schools and resource centres to support students with disabilities. However, there is a lack of trained teachers and resources to support inclusive education in some areas, and there is a need for more support for families and communities.

Inclusive education in Latin America highlights the importance of inclusive education in achieving social and educational equity. According to UNESCO, inclusive education is essential for achieving the SDGs and reducing education disparities (UNESCO, 2017). In Ecuador, the Ministry of Education has implemented policies and programs to promote inclusive education, including the National Plan for Inclusive Education 2006-2017 (Ministerio de Educación del Ecuador, 2013). Similarly, Peru has

implemented de Special Education Policy 2018-2021, which aims to provide inclusive education for all students (Ministerio de Educación del Perú, 2018).

Methodology

The study is based on surveys conducted in Ecuador and Peru, targeting teachers, students, and parents. The surveys were designed to gather information about the state of inclusive education in the two countries, including the following aspects:

- The attitudes and perceptions of teachers, students, and parents towards inclusive education.
- The availability of resources and support for inclusive education, such as specialized teachers and equipment.
- The degree of inclusion in classrooms and schools, such as the number of students with disabilities in regular classrooms and the level of participation in extracurricular activities.
- The challenges and barriers to inclusive education, such as lack of funding, insufficient training for teachers, and social stigma towards disabilities.

Results

Attitudes and perceptions towards inclusive education

In both countries, most of the teachers, students and parents had positive attitudes towards inclusive education, considering it important and necessary. However, there were some differences in the perception of the benefits of inclusive education. In Ecuador, the most mentioned benefit was social integration, while in Peru, the main benefit was academic achievement.

Availability of resources and support for inclusive education

In both countries, there was a lack of specialized teachers and equipment to support inclusive education. Most of the teachers reported that they had not received sufficient training to work with students with disabilities. Additionally, parents reported that they had limited access to support services and resources for their children with disabilities.

Degree of inclusion in classrooms and schools

In both countries, there was a low level of inclusion in regular classrooms, only a small percentage of students with disabilities were included in regular classrooms, while the majority were placed in special education classrooms or excluded from education altogether. However, there were some positive examples of inclusive practices, such as extracurricular activities that involved students with disabilities.

Challenges and barriers to inclusive education

The main challenges and barriers to inclusive education in both countries were similar. These included the lack of funding for inclusive education, the lack of training for teachers, and social stigma towards disabilities, additionally, there were some specific challenges in each country, such as the lack of accessibility to buildings and transportation in Ecuador, and the lack of legal framework for inclusive education in Peru. For example, according to a study by the Inter-American Development Bank, only 25% of children with disabilities living in rural areas in Peru attend school, compared to 45% of children with disabilities living in urban areas.

How does Ecuador approach inclusive education?

Ecuador has made significant progress in recent years in promoting inclusive education. The Ministry of Education of Ecuador has set a goal of achieving 100% inclusion in schools by 2021 (Mena, 2019). The country's Constitution recognizes the rights of all citizens, including children with disabilities, to receive an inclusive education. The government has also implemented policies and programs to support the inclusion of children with disabilities in mainstream schools.

How does Peru approach inclusive education?

In Peru, UNICEF has been working with the Ministry of Education to promote inclusive education, including providing training for teachers and developing inclusive teaching materials (UNICEF, 2019). Peru has also made efforts to promote inclusive education, but progress has

been slower compared to Ecuador. Inclusive education is still not well understood or accepted by all stakeholders, and there are significant barriers to its implementation, including inadequate funding, lack of trained teachers, and limited resources for special needs education.

How do the two countries compare in terms of the number of students with disabilities attending school?

According to UNICEF, in Ecuador approximately 94% of children with disabilities attend school, compared to 79% in Peru. This indicates that Ecuador has made more progress in ensuring that all children, including those with disabilities, have access to education. According to the World Bank, both Ecuador and Peru have made significant strides in increasing access to education for children with disabilities. In Ecuador, the percentage of children with disabilities attending school increased from 16% in 2010 to 49% in 2017. In Peru, the percentage increased from 15% in 2007 to 26% in 2017. However, both countries still face challenges in providing quality education for all children with disabilities, particularly in rural and remote areas.

What are some of the challenges facing inclusive education in both countries?

In both countries, there are still significant challenges to the implementation of inclusive education. These include inadequate funding, lack of trained teachers and support staff, and limited resources for special needs education. There are also cultural and social barriers that can prevent children with disabilities from being fully included in mainstream schools. One key challenge is the shortage of trained teachers and support staff who are equipped to teach students with disabilities. In both countries, efforts are underway to increase the number of teachers with specialized training in inclusive education, and to provide support to mainstream teachers to help them better accommodate the needs of students with disabilities.

How can these challenges be addressed?

To address these challenges, both countries need to invest more in inclusive education, including providing more funding for special needs education and training more

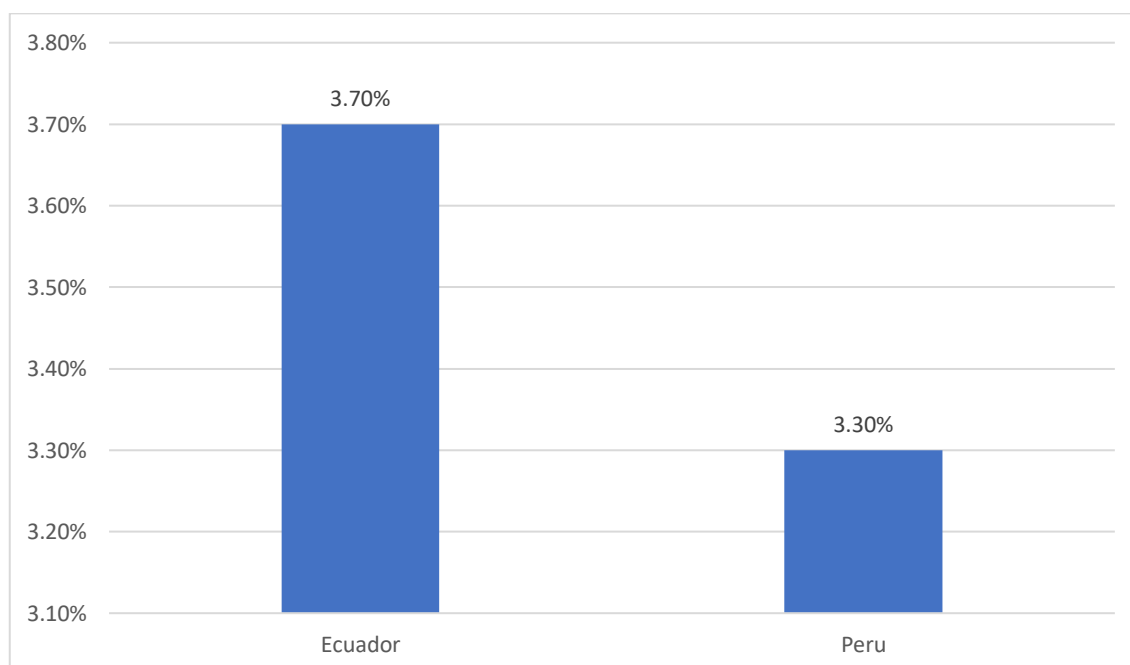
teachers and support staff. It is also important to raise awareness and change attitudes towards disability, and to work with families and communities to ensure that all children are given the opportunity to learn and develop to their full potential. According to López-Cevallos and Andrade-Pacheco (2017), while both countries have made progress in promoting inclusive education, challenges remain, including inadequate funding, insufficient teacher training, and limited access to specialized support services for students with disabilities.

Chart 3 Factor affecting the implementation of inclusive education in Ecuador and Peru

Factors	Ecuador	Peru
Inadequate funding	X	X
Lack of trained teachers and support staff	X	X
Limited resources for special needs education	X	X
Cultural and social barriers	X	X

Source. UNICEF (2019)

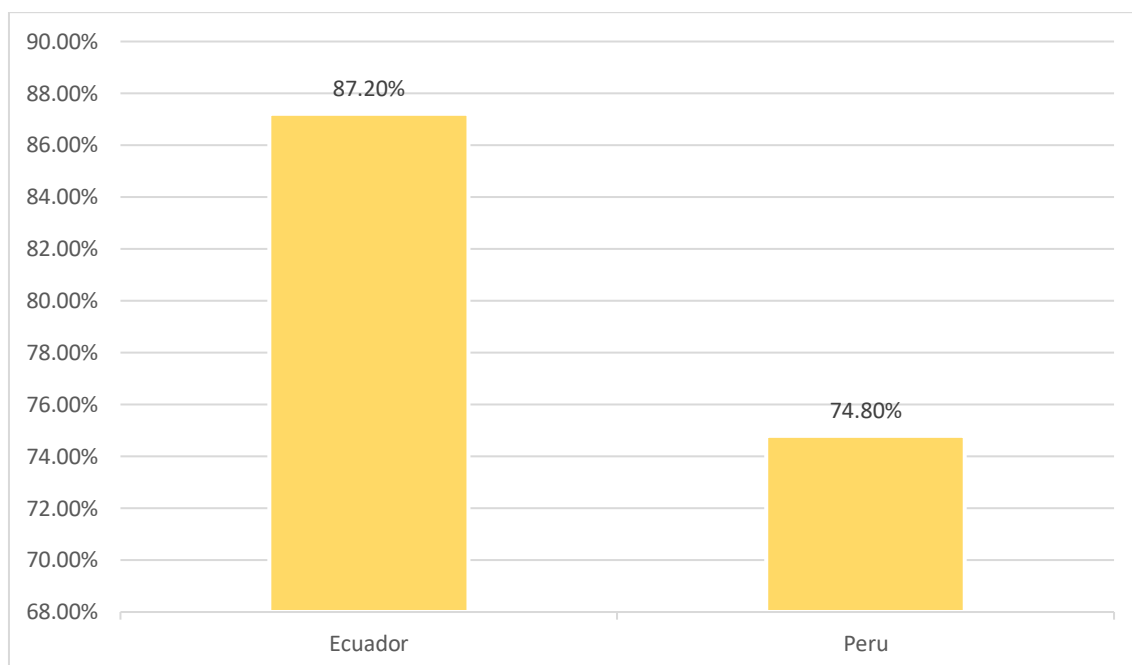
Figure 1 Percentage of students with disabilities in Ecuador and Peru



Note. Ecuador, approximately 3.7% of students have a disability, while in Peru 3.3%. This figure indicates that there is a significant population of students with disabilities in

both countries that need to be included in the education system.

Figure 2 Percentage of students with disabilities enrolled in mainstream schools.



Note. In Ecuador, 87.2% of students with disabilities are enrolled in mainstream schools, while in Peru, the 78.4%. This figure indicates that there is a high level of inclusion in both countries, but there is still room for improvement.

Discussion

The results of the study suggest that while there have been some efforts to promote inclusive education in Ecuador and Peru, there are still many challenges and barriers that need to be addressed. The lack of resources and support for inclusive education, including specialized teachers and equipment, is a major obstacle. Additionally, the lack of training for teachers and the social stigma towards disabilities need to be addressed to create a truly inclusive education system.

Conclusion

The comparative study of inclusive education in Ecuador and Peru will provide valuable insights into the policies and practices that have been implemented to promote inclusive education, the challenges that schools and teachers face,

and the outcomes and impact of these policies. The project will contribute to the development of evidence – based recommendations for promoting inclusive education in both countries and will serve as a model for other countries in the region and beyond. The project will also contribute to the global agenda of promoting inclusive education as a key element of the sustainable development agenda.

Inclusive education is a vital aspect of ensuring that all students have access to quality education that meets their individual needs. In Ecuador and Peru, there have been some efforts to promote inclusive education, but there are still many challenges and barriers that need to be overcome. This comparative study highlights the need for more resources and support for inclusive education, as well as training for teachers and addressing social stigma towards disabilities. With the right policies and practices, it is possible to create a truly inclusive education system in both countries.

References

- Aedo, C., & Céspedes, J. (2019). Inclusive education in Latin America and the Caribbean: An analysis of the current situation and policies. *Education Policy Analysis Archive*, 27(56), 1-24. Doi: 10.14507/epaa.27.4284
- Alcántara, L., & Gómez, G. (2017). The challenges of inclusive education in Peru: The case of students with disabilities. *Prospects*, 47 (4), 477-491. Doi: 10.1007/s11125-017-9411-6
- Battle, C., & Peña, A. (2017). Inclusive education policies and practices in Ecuador: From rhetoric to reality. *Inclusive Education in the Global South*, 59-76. Doi: 10.1007/978-3-319-58148-5_4
- Chávez, M. G., & Pinto, A. D. (2019). Inclusive education in Latin America: A comparative analysis of the policies and practices of six countries. *Comparative Education Review*, 63(1), 50-76. Doi: 10.1086/700936
- García, D. A., & Molina, M.A. (2017). Inclusive education policies and practices in Peru: Challenges and opportunities. *International Journal of Inclusive Education*, 21 (10), 1049-1065. Doi: 10.1080/13603116.2016.1269796
- Inter-American Development Bank (2017). Disability and Development in the Andean Region: A Situational Analysis. <https://publications.iadb.org/publications/english/document/Disability-and-Development-in-the-Andean-Region-A-Situational-Analysis.pdf>

- López-Cevallos, D. F., & Andrade-Pacheco, R. (2017). Inclusive education in Ecuador and Peru: A comparative analysis of policies and outcomes. *Prospects*, 47(1), 89-103.
- Mena, J. (2019). Inclusive education in Ecuador: progress and challenges. *Journal of Education and Learning*, 8(4), 191-198.
- Ministerio de Educación del Ecuador. (2013). Plan nacional de educación inclusiva. Retrieved from <https://educacion.gob.ec/wp-content/uploads/downloads/2013/03/PLAN-NACIONAL-DE-EDUCACION-INCLUSIVA-2013-2017.pdf>
- Ministerio de Educación del Perú. Inclusive Education. Retrieved from <https://www.gob.pe/institucion/minedu/campa%C3%B1as/1052-inclusive-education>
- Ministerio de Educación del Perú. (2018). Política de educación especial 2018-2021. Retrieved from <https://www.gob.pe/institucion/minedu/normas-legales/572562-015-2018-minedu>
- Ministry of Education of Peru (2019). National Plan for Inclusive Education. Retrieved from <https://www.gob.pe/institucion/minedu/normas-legales/258309-001-2019-minedu>
- UNESCO. (1994). The Salamanca statement and framework for action on special needs education. Retrieved from September 6, 2016, http://www.unesco.org/education/pdf/SALAM_E.PDF
- UNESCO. (2003). Open file on inclusive education: Support materials for managers and administrators. Retrieved September 6, 2016, from <https://unesdoc.unesco.org/images/0013/001321/132164e.pdf>
- UNESCO. (2009). Policy guidelines on inclusion in education. Retrieved July 7, 2016, from <https://unesdoc.unesco.org/images/0017/001778/177849e.pdf>
- UN Children's Fund (UNICEF). (2004). Children and disability in transition in CEE/CIS and Baltic States. Retrieved July 7, 2016, from <https://www.unicef.org/ceecis/Disability-eng.pdf>
- UNESCO. (2017). Education for all global monitoring report 2017/18: Accountability in education. Retrieved from <https://unesdoc.unesco.org/ark:48223/pf0000252571>
- United Nations Development Programme. (2019). Sustainable Development Goals. Retrieved from <https://www.undp.org/content>
- UNICEF. (2012). The right of children with disabilities to education: A rights-based approach to inclusive education. Retrieved July 15, 2016, from https://www.unicef.org/ceecis/Final_Draft-Position_Paper2.pdf
- UNICEF. (2013). Children and young people with disabilities fact sheet. Retrieved July 15, 2016, from <https://www.unicef.org/disabilities/files/FactsheetA5WebNew.pdf>
- UNICEF. (2014a). Global initiative on out-of-school children: South Asia regional study. Retrieved July 15, 2016, from

https://unicef.org/education/files/SouthAsia_OOSCI_Study_Executive_Summary_26Jan14_Final.pdf

UNICEF. (2014b). Legislation and policies for inclusive education: Webinar 3—Companion technical booklet. Retrieved August 8, 2016, from http://www.inclusive-education.org/sites/default/files/uploads/booklets/IE_Webinar_Booklet_3.pdf

UNICEF. (2014c). Collecting data on child disability: Webinar 4—Companion technical booklet. Retrieved August 8, 2016, from http://www.inclusive-education.org/sites/default/files/uploads/booklets/IE_Webinar_Booklet_4.pdf

UNICEF. (2014d). Financing of inclusive education: Webinar 8—Companion technical booklet. Retrieved August 8, 2016, from http://www.inclusive-education.org/sites/default/files/uploads/booklets/IE_Webinar_Booklet_8.pdf

UNICEF. (2014e). Education management information systems and children with disabilities: Webinar 6 - Companion technical booklet. Retrieved August 8, 2016, from http://www.inclusive-education.org/sites/default/files/uploads/booklets/IE_Webinar_Booklet_6.pdf

UNICEF (2019). Inclusive education for children with disabilities in Peru. Retrieved from <https://www.unicef.org/peru/en/inclusive-education-children-disabilities-peru>

Ministry of Education of Ecuador (2019). National Plan for Inclusive Education. Retrieved from https://educacion.gob.ec/wp-content/uploads/downloads/2019/04/Plan_Nacional_Educacion_Inclusiva.pdf

World Bank (2019). Disability Inclusion in Education in Latin America and the Caribbean. <https://openknowledge.worldbank.org/bitstream/handle/10986/31518/Disability-Inclusion-in-Education-in-Latin-America-and-the-Caribbean.pdf>