Scientific articles

Inclusión de estudiantes con discapacidad al entorno universitario

Inclusion of students with disabilities in the university environment

Inclusão de alunos com deficiência no ambiente universitário

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Resumen

La Universidad Veracruzana (UV) es una institución pública que oferta 365 programas educativos de licenciatura y posgrado y desde 2015, la inclusión educativa y el respeto a los derechos humanos de las personas con discapacidad son una prioridad, por ello, es un referente a nivel nacional en los procesos incluyentes, se trabaja en favor de los 9 grupos de alumnos en condición de vulnerabilidad que clasifica la UV; los migrantes en retorno, madres solteras, trabajadores y trabajadoras, estudiantes en condiciones socioeconómicas precarias, de zonas marginadas, afrodescendientes, de pueblos originarios, mujeres en áreas de ciencia, tecnología, ingeniería, artes, matemática y en condiciones de discapacidad.

El objetivo de esta indagación se centró en identificar el grado de inclusión que promueve la Facultad de Ciencias y Técnicas de la Comunicación de la UV en favor de alumnos con discapacidad al entorno educativo universitario. Se abordó desde lo cualitativo con una encuesta como técnica de investigación, no se buscó analizar la frecuencia de los valores, sino la diversidad empírica de las características de los participantes, se aplicó a 64 alumnos inscritos en el periodo agosto 2023-enero 2024, lo que permitió identificar a 18 estudiantes que señalaron tener alguna discapacidad física o psicosocial y las barreras que enfrentan para ser incluidos a este programa educativo, se reconoció la falta de capacitación de los profesores para brindar una atención adecuada. Este análisis pone de manifiesto la necesidad

de implementar estrategias integrales para garantizar la inclusión de los estudiantes con discapacidad, fomentando una educación equitativa y accesible.

Palabras clave: Discapacidad; entorno universitario; estudiantes en situación de vulnerabilidad; inclusión; grado de inclusión.

Abstract

The Universidad Veracruzana (UV) is a public institution that offers 365 educatives programs of bachelors and postgraduates degrees and since 2015, educative inclusion and respect for human rights of the people with disabilities are a priority, thats the reason, they are reference in national levels with the inclusive processes , working in favor of the 9 groups of students in vulnerable conditions that UV classifies; returning migrants, single mothers, male and female workers, students from precarious socioeconomic conditions, from marginalized areas, afro-descendants, of native peoples, women in science areas, techbology, engineering, mathematics and with disabilities conditions.

The objective of this research was to identify the degree of inclusion promoted by the Faculty of Sciences and Techniques of Communication of the UV in favor of students with disabilities in the university educational environment   The objective of this investigation focused in identify the level of inclusion that the faculty of Science and Techniques of Communication of the UV promoves in favor of the students with disabilities in the university educational environment. The topic was addressed from the qualitative to the quantitative with a survey as a technique investigation, the aim wasn´t to analyze the frequency of the values, but rather the empirical diversity of the characteristics of the participants, it was applied to 64 students enrolled in the August 2023- January 2024 period, thath allowed identify 18 students who indicated having a physical or psychosocial disability and the problems they face to be included in this educational program, the lack of capacity of the teachers to provide adequate attention was recognized. This analysis reveals the need to implement comprehensive strategies in order to guarantee the inclusion to the students with disabilities, promoting equitable and accesible education.

Keywords: Disability; university environment; students in vulnerable situations; inclusion; degree of inclusion.

Resumo

A Universidade Veracruzana (UV) é uma instituição pública que oferece 365 programas educacionais de graduação e pós-graduação e, desde 2015, a inclusão educacional e o respeito aos direitos humanos das pessoas com deficiência são uma prioridade, por isso, é referência nacional em processos inclusivos, trabalhando em favor dos 9 grupos de estudantes em condições vulneráveis classificados pela UV; migrantes retornados, mães solteiras, trabalhadores e trabalhadoras, estudantes em condições socioeconômicas precárias, de áreas marginalizadas, afrodescendentes, povos indígenas, mulheres nas áreas de ciência, tecnologia, engenharia, artes, matemática e pessoas com deficiência.

O objetivo desta pesquisa centrou-se em identificar o grau de inclusão que a Faculdade de Ciências e Técnicas da Comunicação da UV promove em prol dos alunos com deficiência no ambiente educacional universitário. Foi abordado a partir de uma perspectiva qualitativa com um survey como técnica de pesquisa. O objetivo não foi analisar a frequência dos valores, mas sim a diversidade empírica das características dos participantes. Foi aplicado a 64 alunos matriculados no período de agosto de 2023 a janeiro de 2024, o que permitiu identificar 18 alunos que relataram ter alguma deficiência física ou psicossocial e as barreiras que enfrentam para serem incluídos neste programa educacional. Foi reconhecida a falta de treinamento dos professores para fornecer atendimento adequado. Esta análise destaca a necessidade de implementar estratégias abrangentes para garantir a inclusão de alunos com deficiência, promovendo uma educação equitativa e acessível.

Palavras-chave: Deficiência; ambiente universitário; estudantes em situação de vulnerabilidade; inclusão; grau de inclusão.

Introduction

Educational inclusion has become a fundamental pillar for public universities in Mexico, and the Universidad Veracruzana (UV) is no exception. With a total enrollment of 87,034 students, this institution has implemented policies aimed at guaranteeing access and permanence for vulnerable groups, highlighting those with disabilities.

In 2023, UV launched the Support Plan for the Student Population in Vulnerable Conditions. This plan includes programs to guarantee their entry, permanence and graduation, however, little or nothing is known about these benefits both within UV and outside it among the general population.

In this scenario, the proposed research aims to identify the degree of inclusion promoted by the Faculty of Communication Sciences and Techniques (FACICO) of the UV. In particular, it focuses on students with disabilities. It is spatially delimited in the FACICO, which is located in the Veracruz-Boca del Río region, and like any higher education institution, it is constantly changing to keep up with the dynamics of universities in the country and abroad. In the last 10 years, FACICO has received students with physical disabilities, visually impaired, diagnosed with autism, Attention Deficit Hyperactivity Disorder (ADHD), and psychosocial disabilities, derived from confinement due to COVID-19, understood as the psychological limitations that make social interaction more complex and that have been recognized as a disability (Arenas & Melo, 2021).

The increase in students with disabilities in FACICO classrooms has shown the lack of preparation of teachers; teachers declare themselves incompetent to provide quality educational attention to these students, UV has implemented institutional policies for their integration, but there is no follow-up of the inclusion process, which from the perspective of Blanco (2006), "is conceived as 'a step beyond' integration", therefore, UV does not include a follow-up towards graduation or insertion in the labor field , however, it continues to work constantly to become an inclusive university in every sense of the word, but it lacks awareness and training of teachers. In these circumstances, the question we ask ourselves is: What is the degree of integration and inclusion that the Faculty of Communication Sciences and Techniques of UV promotes for students with disabilities in the university educational environment?

Research development

At a global level, educational institutions work towards educational inclusion and integration, understanding inclusion as a "process, a path that schools undertake in order to progressively ensure that all their members feel an integral part of the center, accepted and valued" (Ainscow, 2005; Echeita & Ainscow, 2011).

> The theoretical and methodological basis on inclusion has emerged from the struggles of relatives of the socially called people with disabilities, and they are analyzed from two perspectives: one ethical and another based on the social model of disability, especially from the ethics of social rights, the struggle for the benefit of educational inclusion has crystallized (Valarezo, et al., 2022, p. 31)

Inclusion seeks to guarantee access to an adequate and quality level of education for all people without any distinction, based on their abilities, possibilities and individualities (Clavijo & Bautista, 2020). Its correct application seeks to "avoid segregation by placing the student with a disability within a regular educational stream" (Armijos et al, 2022). Meanwhile, Gina and Jama (2022) refer that integration is "a process that supports students, but this process does not include changes in the teaching strategies of teachers or educational institutions, integration only works from the difficulties and deficiencies of students." Contrary to "'inclusion', which does not focus on deficiencies, but on the potential of each student so that from them everyone can participate" (Leiva, 2013), it adapts teaching systems to respond to the needs of populations and individuals" (Blanco 2006).

According to the above, inclusion is a concept that has been implemented by higher education institutions (HEIs) as a fashion. It exists in their admission regulations and statutes, but these are only words that have not been translated into real actions. In other words, HEIs have integrated students with physical or psychological disabilities, but there is no inclusion process as such. "Therefore, there is no such thing as a fully inclusive school (Ainscow, 2005; Echeita and Ainscow, 2011).

Author Juan José Leiva explains that:

The origin of the inclusive movement is in Anglo-Saxon countries, within the framework of special education. This is why inclusive education has traditionally been associated with education only for students with specific educational needs, when in reality the inclusive school is conceived as a school for everyone (2013, p. 7).

Navarro and Espino (2012) point out that the origin of inclusive education arose with Mary Warnock in 1978, and was established as the educational reference point, considering expanding a perspective of approach that was based solely on addressing the special educational needs of students, to propose complete inclusion, by generating a change in institutions with respect to actions aimed not only at the content, but at all the services and activities of the institution.

In the literature on inclusion, there are different perspectives focused on the work of institutions and the role of attention to inclusion but as a factor that increases educational quality from a development of infrastructure and curricular adaptation , Plancarte (2010) highlights the beginning more than three decades ago from two educational research

movements focused on the quality of education, school effectiveness and school improvement; the first with a comparative sense and the second movement with a more practical sense from the experiences of change in an educational center.

From this it is possible to identify that inclusion is seen as a set of processes aimed at increasing the participation of students in the culture, curricula and communities of schools (Booth & Ainscow, 2002). From this perspective, these authors developed the Inclusion Index in order to guide schools in the task of including children in the regular education system.

> This index provides an accurate map of different dimensions and indicators that can guide and help in the process towards inclusion, considering the educational institution as the center of change in the sense that, in order to have an impact, improvement objectives must be oriented to all levels of the school and addressed to all staff" (Plancarte, 2010, p. 149).

Although this index is more of a kind of manual with a totally practical sense for educational institutions at the basic and secondary level, in the case of HEIs, talking about inclusion has other implications. It is necessary to raise awareness in the educational community, made up of students, teachers, tutors, directors, administrative staff, therapists/doctors, parents; joint work must be done. Family members must report the student's physical and/or psychosocial disability conditions; what their skills are, what irritates them; it is necessary to put it into context to foresee the different scenarios in favor of a correct integration and an effective inclusion; this information must be transmitted to the entire community so that there is a true inclusion.

The term disability has had a development and evolution according to the approach or orientation; Palacios (2008) proposes three models in which disability has been treated, which obey a defined environment and context.

- Disindependence Model, from a religious perspective, a disabled person is considered to have no capabilities and absolute dependency and destined for confinement.
- Model, focused on the individual limitations of people and rehabilitation as a mechanism of self-worth or normalization with the consequent concealment of the disability.
- Social Model, which considers the origin of disability in omissions or lack of consideration in society. (Palacios, 2008, pp. 26).

According to data from the World Health Organization (WHO), there are more than one billion people with some type of disability in the world, which represents 15% of the population. Meanwhile, in Mexico, "according to the 2020 Population and Housing Census, there are 6 million 179 thousand 890 people with some type of disability in the national territory. This is 4.9% of the country's total population" (INEGI, n/d).

Measuring disability is a complex task. In the last 20 years, various instrumentation efforts have been made to measure disability. However, the meaning of a quantitative measurement has projections outwards, that is, to take numerical references as a basis for the development of public policies (Belisario Domínguez Institute, 2023).

In this context, the WHO established in 2001 the International Classification of Functioning, Disability and Health (ICF) [(2001)], which aims to standardize and establish a common language on these 3 concepts mentioned above. However, disability does not refer to the health conditions, diseases and disorders that a person suffers, but rather focuses on deficiencies, limitations to carry out activities and participation restrictions associated with attitudinal issues in society that constitute barriers that prevent their full and equal social inclusion and participation.

For the purposes of this research, the measurement of disability is not a direct objective, the focus of this work lies in inclusion but from perception as a starting point, that is, what is sought is to know the degree of inclusion of people with disabilities in a HEI, and for this, the concept of degree is used in order to identify the perception of students in general, both those students who perceive themselves to have a disability, as well as those with whom they live in the usual school environment.

The concept of degree implies the consideration of levels or states in relation from least to greatest that something can have, that is, it is a value or measure of something that can vary in its intensity (Royal Spanish Academy, 2024). In this sense, the claim to know the degree of inclusion is limited to knowing the levels or states of inclusion within a specific school community , based on indicator criteria such as self-perception of disability, and the perception of others about disability, as well as the actions and functions that the HEI has developed around inclusion in practice and not only as part of an *institutional discourse* , such as effective and permanent communication about people's disabilities and the implementation mechanisms of support plans that exist or, failing that, can be generated and must be applied.

It is becoming more and more common for students in vulnerable situations to enter universities. This situation has been "defined in very different ways and based on different

elements, including external risks, stress, susceptibility, adaptation, resilience, sensitivity or coping strategies" (Ruíz, 2011). Given this situation, teachers demand training to be able to attend to this group of students who require specialized attention; it is necessary to adapt teaching strategies to the needs of these students, to make accessible designs for the content taught in the classroom through didactic strategies that address the adapted learning of students, in order for them to receive a quality education.

In short, educational inclusion requires not only well-intentioned policies, but also real and effective implementation that involves the entire educational community, guaranteeing an accessible and equitable environment for all students.

Methodology

The type of research is basic because it aims to increase knowledge about an aspect of social reality, it was approached from a qualitative perspective, Since the aim is to understand this reality from the perspective of the protagonists themselves, Camprubí and Castellanos (2019) explain that "qualitative methodology brings together several research perspectives covered under different theoretical umbrellas in order to recognize particular characteristics", likewise, studies from this perspective " are responsible for providing descriptive data on the intangible aspects of human behavior" (Escudero & Cortés, 2018) . It is necessary to differentiate this methodological perspective since its applicability aims to "specifically detail the facts and people, from the perspective of their behaviors and interactions; thus knowing their experiences, attitudes, thoughts and the beliefs that the subjects of study experience or manifest" (Escudero & Cortés, 2018).

An *online survey* applied through the *Google form* was used as a technique to obtain the primary data . It was a qualitative survey, which according to Hansen (2012) defines it as:

> "The study of diversity (not distribution) in a population, a
>
> A survey is qualitative when it does not take into account the frequency of
>
> the categories (or values), but rather seeks the empirical diversity of the
>
> properties of the members, even if these properties are expressed in numbers
>
> (p.5).

The instrument was a questionnaire with 48 questions, which included both closed and open questions. The units of analysis were the students of the Bachelor of Communication Sciences at the Universidad Veracruzana, enrolled in the period August

2023-January 2024, therefore, the study has a transversal scope, since the temporality of the data construction comprised a single period. The universe was made up of 694 students, the sample was 64 students, it was probabilistic and simple random, since all students had the same probability of being part of the sample.

The survey was administered to students virtually and in person by providing them with a QR code via *WhatsApp.*

The questionnaire was designed with identification data, 8 questions on socioeconomic aspects and 40 questions related to some disability condition and its inclusion in the university environment. The research was observational because the primary data collected were in natural conditions, without intervention or manipulation, only the data was collected and analyzed with a descriptive scope. The qualitative perspective offers the researcher viable and reliable methods and tools to make research a source of information for decision making (Pelekais, 2000).

The information was collected through the *Google Forms platform.* At the end of the survey, the database was downloaded into an Excel spreadsheet to work on the information and generate graphs based on the variables that were disability, university environment, vulnerable groups, inclusion, and integration.

For this research, informed consent was obtained from the students whose names were not recorded. They were notified of the confidentiality of the information and that the results would be published taking care of their personal data. Likewise, authorization was obtained from the Faculty of Communication for the application of the questionnaires to the students.

The design and implementation of this methodology allowed us to gather valuable information to evaluate the degree of inclusion in the Faculty of Communication Sciences and Techniques of the Universidad Veracruzana.

Results

As a result, according to the survey applied to communication students enrolled in the period August 2023-January 2024, to identify the degree of inclusion that the faculty promotes in favor of students with disabilities in the university environment, it turned out that of the 64 respondents, 61% said they were between 18 and 22 years old, 30% between 23 and 27 years old and 9% were over 28 years old. 92% declared themselves to be single,

5% to be married and 3% in a free union. 56% of those interviewed stated that in addition to studying, they also work and 44% responded that they only study in this degree.

When asked if they have any type of physical or psychosocial disability, 42 students representing 72% responded that they do not have any type of disability, although 28% reported having some type of disability. See Figure 1.

Figure 1. Percentage of students with some type of disability
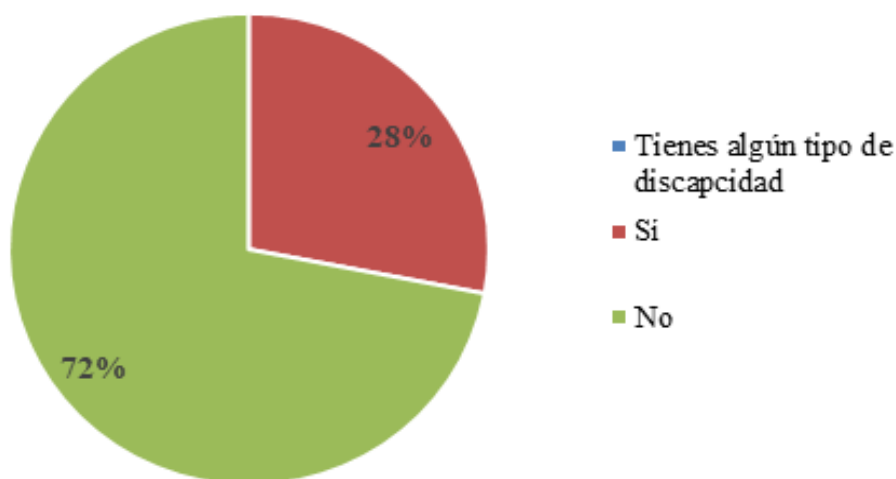
Source: Own elaboration

Of the 18 students who identified themselves with a disability, 14 reported having some type of psychosocial disability, 3 have a visual disability and one has a motor disability. See figure 2. Among the psychosocial disabilities, they reported being diagnosed with various disorders such as borderline personality disorder (BPD), substance abuse, personality disorder, anxiety, depression, attention deficit, obsessive compulsive disorder, bipolar disorder, post-traumatic stress disorder and autism.

Figure 2. Types of disabilities presented by university students
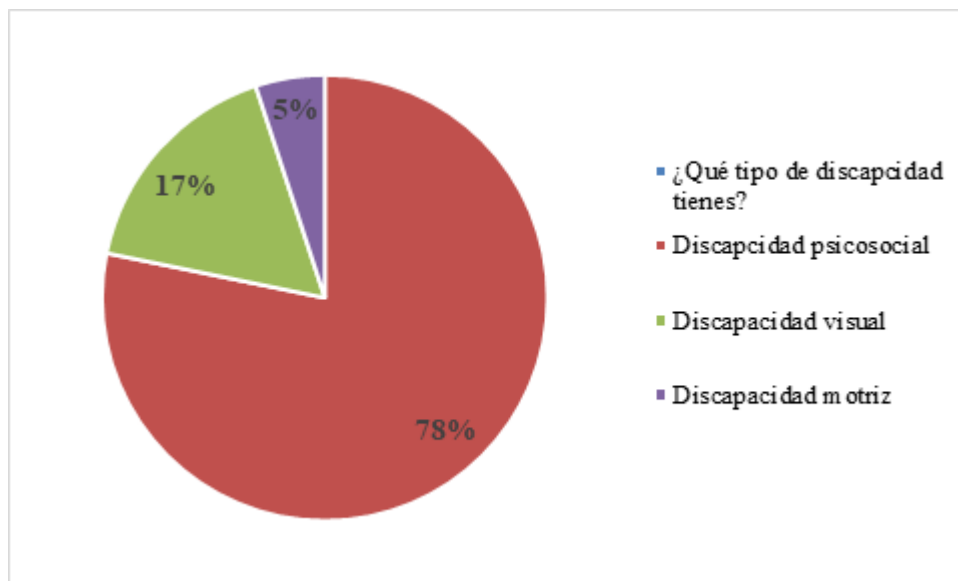
Source: Own elaboration

When asked if they know that they have classmates with disabilities, 41 (64%) answered that they do know and know some, although there are 23 students (36%) who do not know that they have classmates with disabilities, since the disability is not physical or visible, therefore they do not identify them and when they show attitudes considered unusual, they are perceived as problematic students. See figure 3.

Figure 3. Do you know that you have classmates with disabilities?
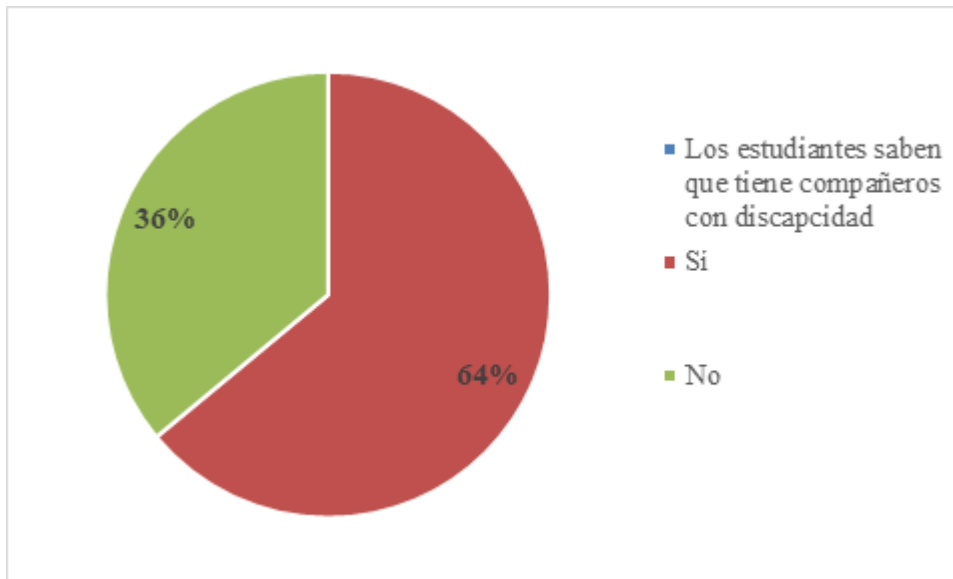
Source: Own elaboration

Of the 64 students surveyed, 75% revealed that classmates with physical or psychosocial disabilities are integrated and included in the work teams that are organized to carry out school tasks without any problem, although there is 25% who responded that they do not include classmates with disabilities in team tasks, since due to their condition they miss a lot of classes and do not fulfill their responsibilities one hundred percent. See figure 4.

Figure 4. Are students with disabilities included in work teams?
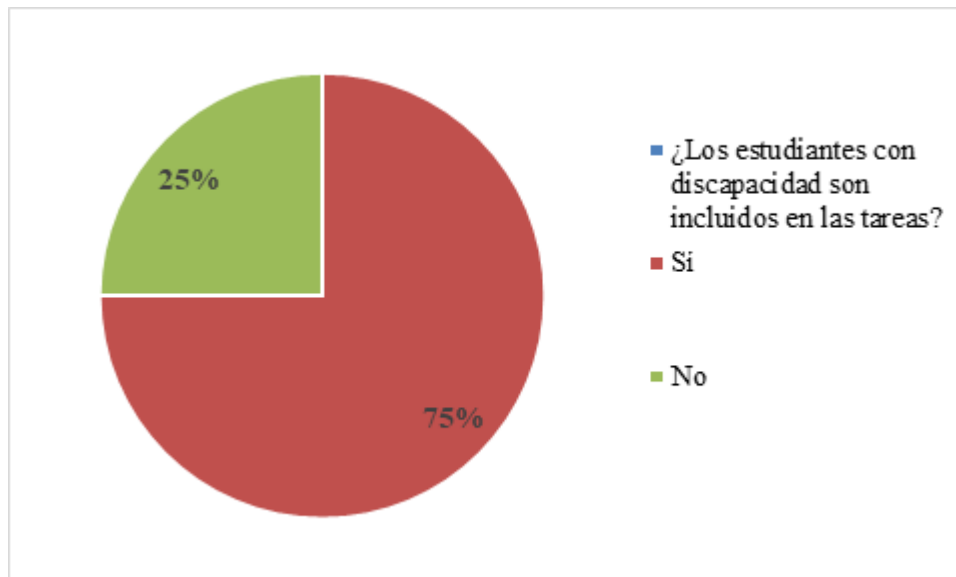
Source: Own elaboration

Students stated that the principals do not inform them about the conditions of their classmates. For this reason, 44 students said that they know their classmates have a disability as they progress through the semester or because a classmate or teacher tells them about it. Only 20 students responded that the principal does notify them that there are students with disabilities in their group, however, they do not inform them of the type of disability or how they can be supported. See figure 5.

Figure 5. Authorities do not report on students with disabilities
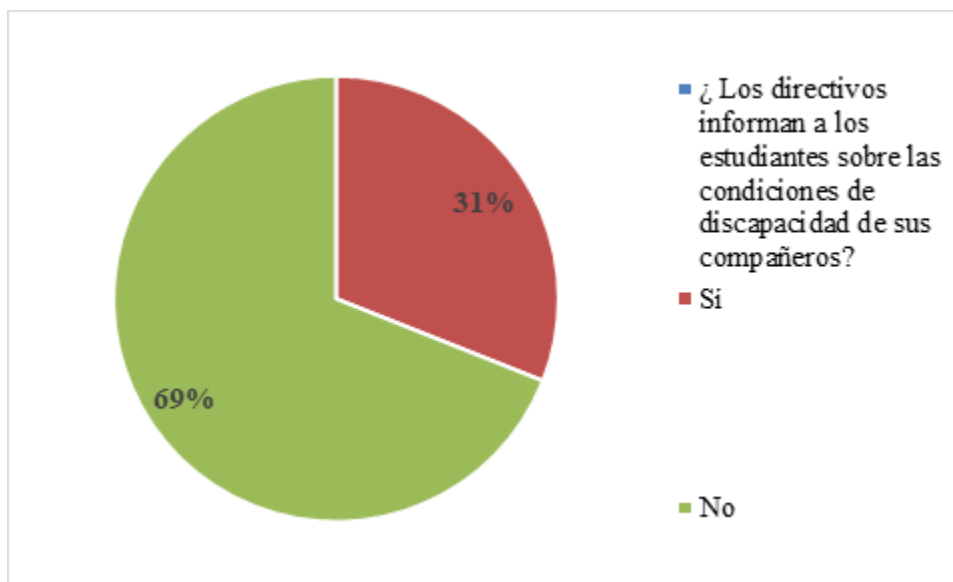
Source: Own elaboration

49 respondents (77%) reported that classmates with some type of disability are not valued or recognized for the effort they make in the classroom to be able to complete their tasks; some are indifferent to them and only a minority of 15 students (23%) indicated that they do recognize the effort made by students with some disability because despite not being 100% fit, they try to comply and be in the classroom despite the difficulties that it represents for them, see figure 6.

Figure 6. Is the effort they make recognized?
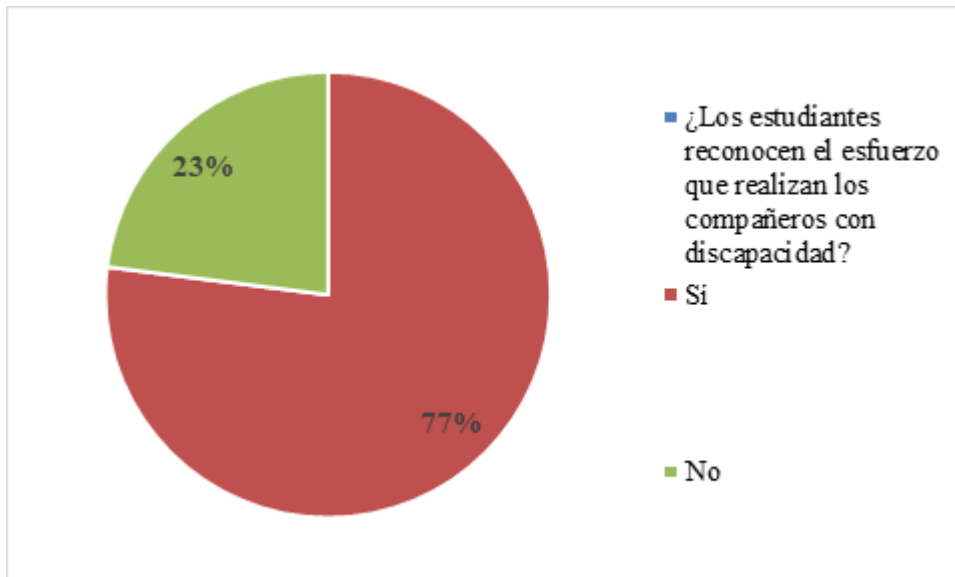
Source: Own elaboration

The work of the directors is of vital importance for there to be true inclusion, even though, as expressed by 35 students who consider that the Universidad Veracruzana does follow up on the inclusion of students with some disability, whether physical or psychosocial, through the management of the Faculty, even though 29 consider that the management does not follow up on the trajectory of these students to monitor their integration and inclusion in university classrooms, which makes the transition of these students more difficult, as they increasingly demand to be attended to with a quality education by the institution and the professors. See figure 7.

**Figure 7.** Do managers follow up on student inclusion?
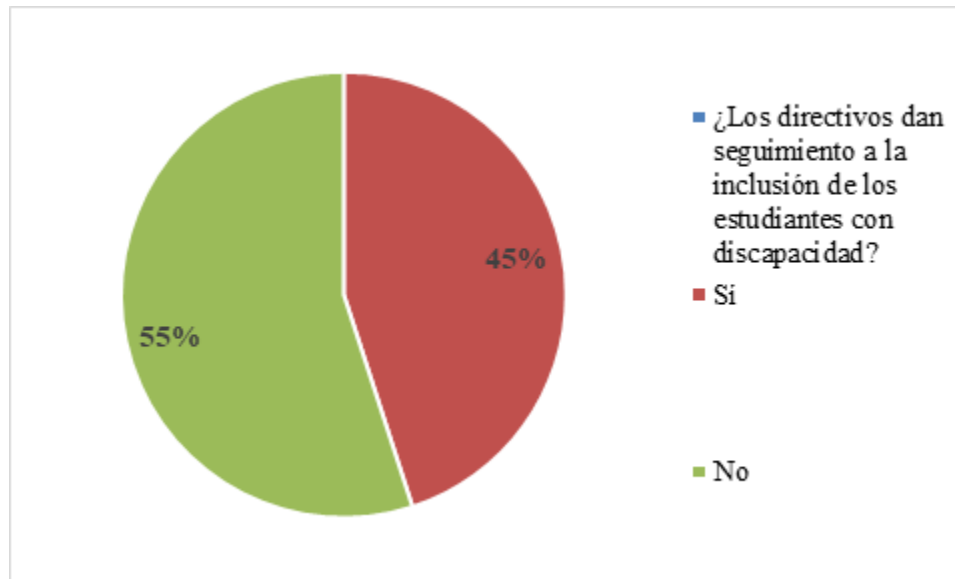
Source: Own elaboration

Regarding the main barriers faced by students with disabilities, 31% responded that it is due to the poor preparation of teachers, the lack of teaching strategies to serve them with quality, and they do not know how to adapt the content of their classes to facilitate the teaching-learning process.

23% said that the infrastructure is not adequate for the movement of students with physical disabilities, mainly; there are no ramps to go up to the upper floor where the workshops and some classrooms are located, and the bathrooms are not adequate. Another 22% acknowledged that it is the teaching methods, since they are the same for the entire group and there is no concern to attend to students with disabilities in a more individualized way.

16% indicated that another barrier is the adaptation of the curriculum and only 8% referred to the discrimination that these students are subjected to, which, far from integrating them, segregates them. See figure 8.

Figure 8. What barriers do students face?
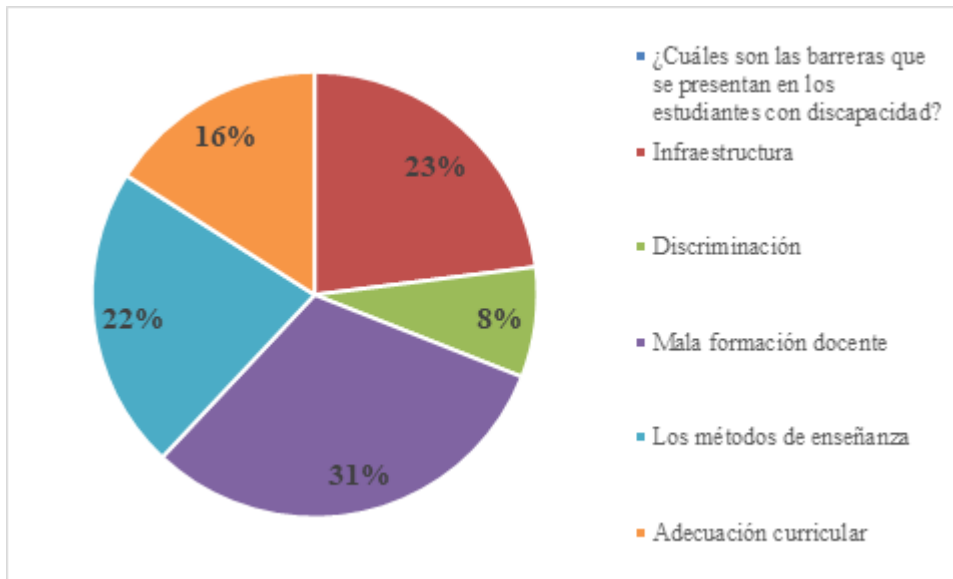
Source: Own elaboration

Regarding the support programs offered by the Universidad Veracruzana to students in vulnerable conditions, which are part of the Work Plan of the Rector of this House of Studies, and which have been disseminated on the official UV website and on the faculties' own websites, of the 64 students surveyed, only 16% said they were aware of this support plan, while a high percentage of 75% are unaware of what these support programs consist of for students with disabilities or in vulnerable conditions. See figure 9.

Figure 9. Do you know the Support Plan that UV offers to vulnerable students?
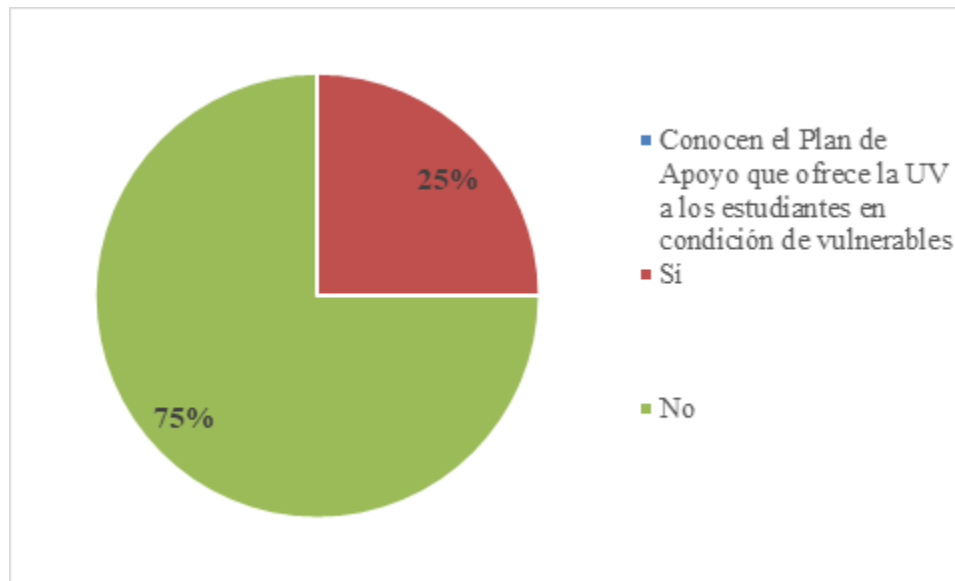
Source: Own elaboration

The results reflect a mixed perception regarding the inclusion of students with disabilities in the Faculty of Communication Sciences and Techniques of the UV. Although there is some integration in school activities, significant barriers persist related to infrastructure, lack of teacher preparation and institutional communication.

Discussion

The Faculty of Communication Sciences and Techniques (FACICO), following the proposals of the Work Plan of the Rector of the Universidad Veracruzana (UV), implemented an inclusion and integration program for students from vulnerable groups, taking into account the demand that has been had in recent years, however, for the purposes of this research, only students with physical and psychosocial disabilities were considered. Thanks to the survey that was applied to 64 students enrolled in the period August 2023-January 2024, 18 students with some visual disability, motor disability and psychosocial disability were identified. It should be noted that the latter diagnoses include anxiety, depression, obsessive-compulsive disorder (OCD), bipolarity, post-traumatic stress, autism and borderline personality disorder (BPD), among others, which has generated absences in their classes and, consequently, difficulty in their integration into academic activities.

This consequence derives from the characteristics of the students' treatments, since they are medicated and in constant psychiatric sessions, " it is important to recognize that

psychosocial disability is a derivation of mental illness, which is related to the process of stigma and social exclusion" (Arenas & Melo, 2021), " they have been made invisible and excluded over the years as a result of beliefs, imaginings, lack of support, lack of information and isolation" (Castellanos *et al* ., 2018).

Regarding the degree of inclusion, it is important to highlight that this concept arises from the need to know the perception of the levels of inclusion that the Faculty promotes, both at the institutional normative level and in the discourse and practices among all members of the university community, in teaching activities, in communication by management, and in raising awareness among students in general about the conditions of their classmates with physical or psychosocial disabilities.

Of the 64 students surveyed, 36% do not know if they have classmates with any disability, since at the beginning of the course there is no program or authority that informs students and teachers of the conditions of new or re-enrolled students. The university community itself identifies them as the semester progresses by their actions, but there is always a predisposition to such conditions, which indirectly affects the relationship with their classmates, because they are unaware of the conditions and particularities of each student's disability.

Serving students with disabilities, according to Molina (2009), implies "assuming attention to diversity as a conception and the practice of knowing, respecting and valuing the individual and cultural differences of students and avoiding any type of discrimination", however, citing the research carried out by Arenas and Melo (2021) and which is unfortunately not unrelated to this context:

> Students perceive their peers with social disabilities and socially label them as: "they are crazy", "they are dangerous people", "misplaced" and "sick", thus generating negative emotional reactions such as "fear", "dread", "distrust" and "signals of rejection", which trigger different forms of discrimination (p.79)

All this occurs due to a lack of information, which complicates social relations and the inclusion of this group of students. The work of the directors is of vital importance for there to be true inclusion, however, according to the survey, 55% of the students consider that the UV, through the direction of the faculty, does follow up on the inclusion of students

with some disability, whether physical or psychosocial, while 29 of the participants (45%) consider that the direction does not follow up on the trajectory of these students to accompany their inclusion during their entry, stay and exit from university classrooms, which makes the transition of these students more difficult. The above has to do with what Molina *et al* ., 2011 , point out , that the challenge consists of "considering the needs, motivations and goals of people with disabilities in the training plans, programs and projects of each university and integrating the policies to their real conditions of personal, social, academic, vocational and professional development," a situation that is far from being carried out in the faculty.

23% indicated that the infrastructure available at the faculty is not adequate for the transit of students with physical disabilities mainly, there are no ramps to go up to the upper floor where the workshops and some classrooms are located, nor are the bathrooms adequate. 22% reiterated that the teaching methods are not adapted to the individual needs of students with disabilities. 16% indicated that there is no accessible curriculum design, and only 8% referred to the discrimination to which these students are subjected, which far from including them, segregates them. In this sense, Arena and Melo (2021) refer

> The obstacles faced by people with any type of disability are the social environment, since there are practices such as discrimination, stereotypes, prejudices and erroneous beliefs resulting from society's lack of knowledge of the subject. Another obstacle is the lack of public policies, which does not allow for offering well-being in all dimensions to this population (p. 10).

Regarding the support programs offered by the Universidad Veracruzana to students in vulnerable conditions, contemplated in the Work Plan of the Rector of said institution, there is wide dissemination and various reinforcement actions, such as workshops and conferences that are held in the faculties, despite this, there is a lack of knowledge on the part of the student community, since, of the 64 students surveyed, only 16 indicated that they knew about this support plan, while 75% of those surveyed are unaware of what these support programs consist of; There is a lack of more information both within the University and outside of it, especially for the population that aspires to enter, "defining strategies for attention to diversity has led us to reconceptualize the term disability as a restriction or absence related to a deficiency in the capacity to carry out any activity that is known as normal for any person " (Cáceres, 2004).

In summary, we can say that, although the faculty has made progress in implementing inclusion programs, the results of this research reflect that structural, methodological and social barriers persist that hinder the effective integration of students with disabilities. This highlights the need to strengthen awareness-raising policies, adapt infrastructure and design more inclusive teaching strategies.

Conclusion

In conclusion, we can point out that, in order to promote the educational inclusion of students with disabilities, it is necessary, first, to raise awareness in the university community and, second, to disseminate more information about the institutional programs that the Universidad Veracruzana (UV) has for these students. Likewise, a database with information on students with disabilities who enter the educational programs offered by the UV should be developed, which should be shared (with the reservations that sensitive data deserve) with the directors of the faculties, and in this case, with the Faculty of Communication Sciences and Technology, to have background information on the conditions in which the students enter and to hold an initial meeting with the family members or guardians, to define the follow-up strategies such as meetings with students with disabilities and meetings with their classmates, all of which would contribute significantly to promoting inclusion.

It is important to design ongoing training programs for teachers. Likewise, communication strategies must be implemented so that the entire university community knows and uses inclusive language that contributes to overcoming prejudices and attitudinal barriers. It is necessary to generate informative material that is permanently disseminated on the various cases of disability, so that the characteristics of each case can be identified.

Awareness programmes should be implemented for students without disabilities, using ICT as complementary tools and self-esteem programmes for students with disabilities so that they can integrate into university classrooms.

In addition, organize recreational, educational and cultural activities that allow student development, promote scholarships and/or incentives and establish linkage agreements with companies or organizations that ensure the labor inclusion of graduates with a disability.

In conclusion, educational inclusion at the Universidad Veracruzana must be strengthened through comprehensive strategies that promote respect, equity and the active

participation of the entire university community. Only in this way will it be possible to build a truly inclusive and accessible environment for all students.

Future lines of research

According to the findings revealed by this research on the degree of inclusion promoted by the Faculty of Communication Sciences and Techniques of the UV in favor of students with physical or psychological disabilities in the university educational environment, it is concluded that the UV is advancing on the path to favor this group of students, however, greater integration between the related people is lacking, a comprehensive work is necessary in which family members, educational authorities, faculty directors, professors, the psychopedagogical department, students and administrative staff participate in order to raise awareness with informed knowledge about the various conditions in which students find themselves, which leads to establishing adequate strategies for an effective inclusion in the university, social and, in the future, the work environments.

The proposed lines of research include studies that allow the development of communication and teaching strategies for teachers that facilitate the inclusion and integration of students with physical disabilities and the sensitivity to identify students with psychosocial disabilities, provide teachers with the necessary tools to offer quality and inclusive teaching, and prepare students for their insertion into the labor market.

In summary, these lines of research seek to consolidate an inclusive educational environment at the Universidad Veracruzana, promoting equal opportunities and the comprehensive development of students with disabilities.

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