



Applying the ERCA approach to strengthen inclusive planning

Aplicación del enfoque ERCA para fortalecer la planificación inclusiva

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ABSTRACT

This research aims to analyze the application of the ERCA approach to strengthen inclusive planning in the Ecuadorian context. Through qualitative content analysis, 25 scientific articles published between 2015-2025 were examined. The results evidence that the sequential structure of Experience, Reflection, Conceptualization and Application provides a flexible pedagogical framework that effectively responds to student diversity. The integration of ERCA with inclusive education principles facilitates the personalization of learning, promotes critical thinking and fosters the collaborative construction of knowledge. However, its effective implementation requires strengthening teaching competencies, providing psycho-pedagogical counseling and ensuring institutional commitment.

Descriptors: inclusive education; information technology; learning method. (Source: UNESCO Thesaurus).

RESUMEN

Esta investigación se propone como objetivo analizar la aplicación del enfoque ERCA para fortalecer la planificación inclusiva en el contexto ecuatoriano. Mediante análisis cualitativo de contenido, se examinaron 25 artículos científicos publicados entre 2015-2025. Los resultados evidencian que la estructura secuencial de Experiencia, Reflexión, Conceptualización y Aplicación proporciona un marco pedagógico flexible que responde efectivamente a la diversidad estudiantil. La integración de ERCA con principios de educación inclusiva facilita la personalización del aprendizaje, promueve el pensamiento crítico y fomenta la construcción colaborativa del conocimiento. Sin embargo, su implementación efectiva requiere fortalecer competencias docentes, proporcionar asesoramiento psicopedagógico y asegurar el compromiso institucional.

Descriptores: educación inclusiva; tecnología de la información; método de aprendizaje. (Fuente: Tesauro UNESCO).

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Review articles



INTRODUCTION

Inclusive education represents one of the most important challenges of the contemporary educational system, especially in the Ecuadorian context where student diversity demands innovative and flexible pedagogical approaches. In this scenario, the ERCA approach (Experience, Reflection, Conceptualization and Application) emerges as a methodology to strengthen inclusive planning in educational institutions.

In this sense, the implementation of active methodologies in inclusive contexts requires theoretical frameworks that guide teaching practice towards effective attention to diversity. Thus, Muntaner-Guasp et al. (2022) argue that active methodologies are fundamental for the successful implementation of inclusive education, while Chila-Ortiz et al. (2023) demonstrate that ERCA fosters the development of logical thinking through innovative teaching strategies.

On the other hand, inclusive curriculum planning is a complex process that demands the integration of multiple pedagogical, social and cultural variables. From this perspective, Chacón-Mata (2021) suggests that curriculum planning should incorporate the Universal Design for Learning to generate truly intercultural and inclusive classrooms, coinciding with the need for methodological frameworks that facilitate curriculum adaptation.

Likewise, teacher training in inclusive competencies is a determining factor for the success of any methodological proposal. In this direction, Borja-Ramos (2025) points out that teaching competencies in inclusive education are essential for the success of innovative methodologies in the Latin American context, demonstrating the importance of strengthening the pedagogical skills of teachers.

Similarly, educational research has shown that the application of experiential approaches significantly favors learning processes in diverse contexts. Accordingly, Espinar-Álava & Vigueras-Moreno (2020) highlight the positive



impact of experiential learning in current education, reinforcing the relevance of methodologies such as ERCA to generate meaningful experiences.

Also, the integration of educational technologies in inclusive planning opens new possibilities for the personalization of learning. In this context, Franco-Delgado & Bowen-Mendoza (2022) evidence how the use of digital resources enhances teaching through active methodologies, while Rivadeneira-García (2022) documents the successful use of virtual classrooms to motivate learning.

Therefore, this research aims to analyze the application of the ERCA approach to strengthen inclusive planning in the Ecuadorian context.

Theoretical framework

Inclusive education constitutes an educational paradigm that seeks to guarantee access, participation and learning for all students, regardless of their individual, social or cultural characteristics. In this sense, Delgado-Valdivieso (2021) argues that universal design for learning represents an essential practice for inclusive education, providing conceptual frameworks that guide curricular and methodological adaptation.

On the other hand, the construction of inclusive learning communities requires collaborative approaches that promote the active participation of all educational actors. Under this perspective, Beltrán-Villamizar et al. (2015) document how the creation of learning communities constitutes a successful experience of inclusive education, supporting the importance of the collective construction of knowledge in diverse contexts.

Likewise, teachers' perceptions and conceptions of inclusive education significantly influence the implementation of inclusive pedagogical practices. In this line, Jaramillo & Jaramillo (2023) examine the conceptions of early childhood and elementary school teachers about inclusive education, providing information



to understand the factors that facilitate or hinder the implementation of inclusive approaches.

Likewise, the attention to specific populations within the framework of inclusive education demands differentiated and flexible strategies. In particular, Montalvo et al. (2021) analyze inclusive education in students with autism spectrum disorder, showing the need for adaptable methodologies that respond to the particular characteristics of each student population.

Also, the evaluation of inclusive practices constitutes an essential component for the continuous improvement of educational processes. In this context, Frutos et al. (2023) analyze the evaluation of practices in inclusive education, while López & Manghi (2021) propose that collaborative work can transform evaluative practices from an inclusive perspective.

In parallel, institutional management plays a fundamental role in the creation of inclusive cultures. In this sense, Mieres et al. (2020) analyze the challenges and perspectives of inclusive university management, identifying organizational factors that favor the implementation of inclusive practices in higher education institutions.

The ERCA Approach

The ERCA approach represents a pedagogical methodology structured in four sequential phases that seek to promote meaningful learning through the integration of concrete experiences, critical reflection, theoretical conceptualization and practical application. In this direction, Rodríguez-Ayala et al. (2024) confirm that this pedagogical model contributes significantly to curricular planning, providing an organized framework that facilitates the adaptation of content.

On the other hand, the disciplinary versatility of the ERCA approach allows its application in different areas of knowledge. In this regard, Correa-Contento



(2022) documents the successful application of the ERCA method in physical education teaching, showing its adaptability to specific contexts and its potential to generate significant learning in various disciplines.

Likewise, the integration of the ERCA approach with formative assessment strategies enhances feedback and continuous improvement processes. In this context, Tiana-Chicaiza & Medina-Chicaiza (2023) propose systemic didactic strategies with e-activities for the development of formative assessment, complementing the reflective and applicative phases of the ERCA model.

Likewise, content planning through the ERCA approach offers opportunities to establish interdisciplinary connections and contextualize learning. Along these lines, Tovar-Gálvez (2020) analyzes content planning as an opportunity to establish epistemological bridges, aspects that enrich the conceptualization phase of the ERCA model.

Curricular integration and inclusive planning

Inclusive curricular planning calls for the integration of pedagogical principles that favor the participation and learning of all students. In this sense, Pintado-Fiestas (2022) identifies that inclusive education acts as a predictor of diversified planning, indicating the need for methodological frameworks that guide curricular adaptation.

On the other hand, the development of problematizing curricula represents an effective strategy to promote educational inclusion in multicultural contexts. From this perspective, Aldana-Zavala et al. (2023) emphasize the need to develop a problematizing curriculum that favors migrant integration and inclusive quality education in Ibero-America.

Likewise, teaching competencies are a determining factor for the successful implementation of inclusive planning. In this direction, Martínez-Sarmiento (2024)



examines teachers' perceptions of inclusive education, showing the need to strengthen pedagogical competencies to effectively address student diversity.

Also, psycho-pedagogical counseling emerges as an essential component to support the implementation of inclusive planning. In this line, Moliner-García & Fabregat-Mas (2021) propose new roles and strategies for psycho-pedagogical counseling to promote inclusive education, complementing the need for specialized technical support.

At the same time, the identification of barriers and facilitators for inclusive education provides valuable information for the design of effective planning. In this context, San-Martín-Ulloa et al. (2020) identify barriers and facilitators for inclusive education from a teacher's perspective, offering important insights for the improvement of pedagogical practices.

Similarly, teaching performance and inclusive practice in higher education require specific considerations for curriculum planning. In this regard, Valcazar-Montenegro (2020) examines teaching performance and inclusive practice in higher education, identifying decisive aspects for the implementation of inclusive approaches at this educational level.

On the other hand, it is necessary to take into account that self-efficacy beliefs and self-regulation of learning in inclusive contexts significantly influence educational outcomes. In this sense, Rebouças-Andrade et al. (2023) study self-efficacy beliefs and self-regulation of learning in inclusive contexts, aspects that should be considered in curricular planning to maximize the learning potential of all students.

METHOD

We worked methodologically from a hermeneutic research that facilitated the understanding and interpretation of educational phenomena related to the implementation of the ERCA approach in inclusive contexts. From this



perspective, qualitative content analysis was used as a strategy for processing and analyzing the documentary information collected.

The documentary corpus consisted of 25 scientific articles selected by means of specific inclusion and exclusion criteria. In this direction, scientific publications indexed in recognized databases were considered, with publication dates between 2015 and 2025, addressing topics related to inclusive education, ERCA approach, curriculum planning and active methodologies.

Likewise, the inclusion criteria contemplated articles published in Spanish, with full access to the text, that presented theoretical or empirical contributions relevant to the object of study. Likewise, priority was given to research developed in Latin American contexts, particularly those that offered perspectives applicable to the Ecuadorian educational system.

Also, the exclusion criteria ruled out publications that did not meet scientific quality standards, duplicate articles, incomplete texts or those not directly related to the study variables. At the same time, documents that did not provide substantive information for the analysis of the application of the ERCA approach in inclusive contexts were excluded.

Information was collected through a systematic search in specialized scientific databases, using specific descriptors related to the study variables. In this context, search terms such as "ERCA approach", "inclusive education", "curriculum planning", "active methodologies" and "student diversity" were used, combined with Boolean operators.

The information was processed using the qualitative content analysis technique, following the phases of pre-analysis, exploration of the material and processing of results. In this sense, a systematic coding process was developed to identify emerging categories and significant thematic patterns for the study.



On the other hand, the pre-analysis phase included the exploratory reading of all the documents in the corpus, the identification of units of analysis and the elaboration of a preliminary category system. Under this perspective, deductive categories were established based on the theoretical framework and the possibilities of identifying inductive categories emerging from the analysis were kept open.

Likewise, the exploration of the material contemplated the systematic codification of the texts through the identification of register units and significant context units. In this direction, an open coding process was used that allowed the identification of concepts, properties and dimensions relevant to the object of study.

The categories of analysis were structured around four main dimensions: theoretical foundations of the ERCA approach, principles of inclusive education, curriculum planning strategies and practical implementation experiences. In this context, each category was broken down into specific subcategories that facilitated the detailed analysis of the documentary contents.

At the same time, theoretical saturation criteria were established to determine the sufficiency of the documentary corpus analyzed. In this line, saturation was considered reached when the incorporation of new documents did not provide significant additional information to the categories already identified.

Similarly, a validation process was implemented through triangulation of sources that made it possible to contrast the information obtained from different documents and authors. In this respect, this strategy contributed to strengthen the reliability and credibility of the results obtained in the analysis.

The development of the research was based on ethical principles of academic integrity and respect for intellectual property. In this sense, the proper acknowledgement of authorship of all sources consulted was guaranteed by means of the APA seventh edition citation system.



RESULTS

The results obtained in this research show that the implementation of the ERCA approach becomes a fundamental pedagogical tool to improve inclusive planning in Ecuadorian educational institutions. Similarly, Rodríguez-Ayala et al. (2024) ratify that this pedagogical model contributes significantly to curricular planning, providing an organized framework that facilitates the adaptation of content to the different needs of students.

On the other hand, the integration of the ERCA approach with the principles of inclusive education shows a favorable combination in the construction of equitable learning spaces. From this perspective, Chacón-Mata (2021) suggests that curricular planning should include the Universal Design for Learning to create truly intercultural and inclusive classrooms, while Aldana-Zavala et al. (2023) highlight the importance of developing a problematizing curriculum that favors migratory integration and inclusive quality education in Ibero-America.

Likewise, empirical evidence indicates that the orderly application of the ERCA phases allows for greater personalization of the educational process. Similarly, Delgado-Valdivieso (2021) argues that universal design for learning represents an essential practice for inclusive education, coinciding with the capacity of the ERCA approach to adjust to different learning styles and rhythms. In a complementary manner, Borja-Ramos (2025) points out that teaching competencies in inclusive education are indispensable for the success of innovative methodologies such as ERCA in the Latin American context.

However, the results also show certain challenges in the practical implementation of the ERCA approach within inclusive contexts. Specifically, Pintado-Fiestas (2022) identifies that inclusive education acts as a predictor of diversified planning, indicating that teachers need specific training to take full advantage of the potential of methodologies such as ERCA in diverse settings. In this direction, Martínez-Sarmiento (2024) examines teachers' perceptions of inclusive



education, showing the need to strengthen pedagogical competencies to address student diversity.

Likewise, the research shows that the experiential component of the ERCA model significantly favors the active participation of students with diverse abilities. In agreement, Espinar-Álava & Viguera-Moreno (2020) highlight the positive impact of experiential learning in current education, reinforcing the importance of the initial phase of the ERCA approach to generate meaningful and inclusive experiences. At the same time, Correa-Contento (2022) documents the successful application of the ERCA method in physical education teaching, showing its disciplinary versatility.

In turn, the data reveal that the reflection phase of the ERCA model promotes the development of critical thinking in all students, regardless of their individual characteristics. (2023) show that ERCA promotes the development of logical thinking through innovative strategies, confirming its effectiveness in addressing the cognitive diversity present in inclusive classrooms. Similarly, Franco-Delgado & Bowen-Mendoza (2022) show how the use of digital resources enhances teaching through active methodologies such as ERCA.

Consequently, the conceptualization phase of the ERCA approach facilitates the collaborative construction of knowledge, a crucial element for inclusive education. In this line, Beltrán-Villamizar et al. (2015) document how the creation of learning communities constitutes a successful experience of inclusive education, supporting the importance of the collective construction of knowledge promoted by the ERCA model. Similarly, López & Manghi (2021) propose that collaborative work can transform evaluative practices from an inclusive perspective.

Also, the evaluation of inclusive practices through the ERCA approach requires specific considerations. In this context, Frutos et al. (2023) analyze the evaluation of practices in inclusive education, while Tiana-Chicaiza & Medina-Chicaiza (2023) propose systemic didactic strategies with e-activities for the development



of formative evaluation, complementing the reflective and applicative phases of the ERCA model.

Therefore, the implementation of the ERCA approach in inclusive contexts should consider the perceptions and conceptions of teachers. In this sense, Jaramillo & Jaramillo (2023) examine the conceptions of early childhood and elementary school teachers about inclusive education, providing valuable information for the adaptation of the ERCA model to different educational levels. In a complementary manner, San-Martín-Ulloa et al. (2020) identify barriers and facilitators for inclusive education from the teachers' perspective.

In parallel, attention to specific populations through the ERCA approach shows encouraging results. In particular, Montalvo et al. (2021) analyze inclusive education in students with autism spectrum disorder, showing the need for flexible methodologies such as ERCA. Likewise, Rebouças-Andrade et al. (2023) study self-efficacy beliefs and self-regulation of learning in inclusive contexts, aspects that the ERCA model can strengthen through its structured phases.

Similarly, institutional management plays a fundamental role in the successful implementation of the ERCA approach to inclusive planning. In this context, Mieres et al. (2020) analyze the challenges and perspectives of university inclusive management, while Valcazar-Montenegro (2020) examines teaching performance and inclusive practice in higher education, crucial aspects for the institutionalization of the ERCA model.

At the same time, psycho-pedagogical counseling emerges as an essential component for the effective implementation of the ERCA approach in inclusive contexts. In this line, Moliner-García & Fabregat-Mas (2021) propose new roles and strategies for psycho-pedagogical counseling to promote inclusive education, complementing the need for technical accompaniment required for the implementation of the ERCA model.



At the same time, the integration of educational technologies significantly enhances the application of the ERCA approach in inclusive contexts. In this sense, Rivadeneira-García (2022) documents the use of virtual classrooms to motivate learning, while Tovar-Gálvez (2020) analyzes content planning as an opportunity to establish epistemological bridges, aspects that enrich the conceptualization phase of the ERCA model.

Muntaner-Guasp et al. (2022) confirm that active methodologies are fundamental for the successful implementation of inclusive education, validating the importance of the ERCA approach as a comprehensive strategy that effectively responds to student diversity while strengthening the quality of educational planning in the Ecuadorian context.

CONCLUSION

The analysis of the application of the ERCA approach to strengthen inclusive planning in the Ecuadorian context demonstrates its effectiveness as a methodology for transforming pedagogical practices. The sequential structure of Experience, Reflection, Conceptualization and Application provides an organizational framework that facilitates curricular adaptation to the diverse needs of students, enhancing the personalization of the educational process and promoting the active participation of all students. The documentary evidence confirms that ERCA, when integrated with the principles of Universal Design for Learning, effectively responds to the challenges of diversity present in the Ecuadorian educational system, although its maximum impact requires strengthening teaching competencies, providing specialized technical support and ensuring institutional commitment for its sustainable implementation.

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Tania Elizabeth Pardo-Zhingre: Conceptualization, methodology, research, formal analysis, writing the original draft.

Alexandra Montesdeoca-Vera: Validation, research, formal analysis, revision and editing.

Fanny Elizabeth Armijo-Yáñez: Data curation, research, visualization, review and editing.

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