



Estrategias para la diversidad en Ecuador desde la inteligencia emocional e inclusión educativa

Strategies for diversity in Ecuador based on emotional intelligence and educational inclusion

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RESUMEN

La diversidad estudiantil en Ecuador demanda modelos pedagógicos que integren competencias socioemocionales como elementos fundamentales de la inclusión educativa. Esta investigación analizó las estrategias disponibles para abordar la diversidad mediante la integración de la inteligencia emocional como componente constitutivo de la inclusión educativa. Se realizó una revisión sistemática de 18 referencias especializadas publicadas entre 2016 y 2025, abarcando contextos latinoamericanos e internacionales. Los resultados presentan un modelo integrativo estructurado en cinco componentes interrelacionados: desarrollo de competencias socioemocionales básicas, formación docente especializada, adaptación curricular y metodológica, construcción de clima organizacional inclusivo, y evaluación continua del impacto. La evidencia internacional confirma que el desarrollo de competencias emocionales contribuye significativamente al bienestar estudiantil y facilita la valoración de la diversidad. El contexto ecuatoriano, caracterizado por su multiplicidad étnica, lingüística y socioeconómica, requiere aproximaciones integrales que transformen procesos formativos docentes, orientaciones institucionales y articulación intersectorial para garantizar trayectorias educativas verdaderamente equitativas.

Descriptores: educación inclusiva; inteligencia emocional; diversidad cultural. (Fuente: Tesauro UNESCO).

ABSTRACT

Student diversity in Ecuador demands pedagogical models that integrate socio-emotional skills as fundamental elements of educational inclusion. This research analysed the strategies available to address diversity by integrating emotional intelligence as a constituent component of educational inclusion. A systematic review of 18 specialised references published between 2016 and 2025 was conducted, covering Latin American and international contexts. The results present an integrative model structured around five interrelated components: development of basic socio-emotional skills, specialised teacher training, curricular and methodological adaptation, construction of an inclusive organisational climate, and continuous impact assessment. International evidence confirms that the development of emotional skills contributes significantly to student well-being and facilitates the appreciation of diversity. The Ecuadorian context, characterised by its ethnic, linguistic and socioeconomic diversity, requires comprehensive approaches that transform teacher training processes, institutional guidelines and intersectoral coordination to ensure truly equitable educational trajectories.

Descriptors: inclusive education; emotional intelligence; cultural diversity. (Source: UNESCO Thesaurus).

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Research articles



INTRODUCTION

The current educational landscape is undergoing profound changes that require the adoption of pedagogical models capable of addressing the growing diversity of students. In Latin America, and specifically in Ecuador, this situation has its own characteristics derived from the convergence of historical, social, and cultural elements that shape a remarkably complex educational scenario. From the perspective of García-Tudela and Marín-Sánchez (2021), a comprehensive understanding of current educational needs involves recognising socio-emotional skills as inherent dimensions of academic development.

Emotional intelligence is a determining factor in the creation of truly inclusive educational spaces, especially when considering its capacity to promote understanding and appreciation of human diversity. In this regard, Caballero-García and Ruiz (2025) identify a significant correlation between the development of emotional intelligence and subjective well-being in university students, which underscores its relevance in building more satisfying and equitable educational experiences. This dimension takes on particular importance when recognising that student diversity transcends academic abilities, also manifesting itself in cultural, socio-economic and emotional aspects that require differentiated attention.

The Ecuadorian education system shows considerable heterogeneity that reflects the country's multicultural richness, although at the same time it poses significant challenges for implementing genuinely inclusive practices. Based on the approaches of Rojas-Avilés et al. (2020), perceptions of inclusive education in Ecuador show both notable progress and areas for improvement that require intervention at the systemic level. This situation highlights the urgency of designing integrative strategies that consider both the cognitive and socio-emotional dimensions of the educational process.



The convergence between emotional intelligence and educational inclusion is an emerging area of inquiry that offers encouraging possibilities for the development of more effective pedagogical models. Following the arguments of Campoverde-Zúñiga et al. (2023), the early development of emotional skills lays the foundation for establishing healthy interpersonal relationships and cultivating favourable attitudes towards diversity. This approach is particularly relevant in educational contexts where the coexistence of students from different backgrounds and characteristics requires specific tools to facilitate mutual respect and effective collaboration.

This research aims to examine the strategies available to address diversity in Ecuador by integrating emotional intelligence as a constituent element of educational inclusion. Consequently, the main objective is to analyse the theoretical and practical contributions that link the development of socio-emotional skills with the promotion of inclusive educational environments contextualised to the Ecuadorian reality.

Theoretical framework

Fundamentals of emotional intelligence in the educational context

The conceptualisation of emotional intelligence has undergone a remarkable evolution since its earliest theoretical formulations, establishing itself as an indispensable construct for understanding integral human development. In the field of education, this perspective takes on particular relevance in recognising that learning processes involve both cognitive and affective dimensions that interact in complex ways. According to Casino-García et al. (2019), emotional intelligence has a significant relationship with students' subjective emotional well-being and mood, which underlines its importance in creating healthy and productive learning environments.

The development of emotional competencies in the educational environment requires systematic approaches that consider the specific characteristics of each



stage of development. In this regard, Fernández-Martínez and Montero-García (2016) argue that emotional intelligence education from early childhood is a fundamental investment in the comprehensive development of individuals, given that the skills acquired in these early stages become a solid foundation for subsequent personal and social growth. This evolutionary perspective is essential for the design of coherent and progressive educational interventions.

Contemporary research has identified multiple benefits associated with the development of emotional intelligence in educational contexts. Based on the contributions of Crisóstomo-Munayco (2021), recent scientific literature shows that students who develop strong emotional skills demonstrate better academic results, greater social adaptability, and lower levels of stress and anxiety. These results support the importance of integrating emotional education as a regular component of the educational curriculum, rather than considering it a complementary or marginal activity.

Teacher training in emotional intelligence is another fundamental aspect for the successful implementation of inclusive educational programmes. Following the approaches of Dolev and Leshem (2017), the effective design of emotional intelligence training programmes for teachers must consider elements such as self-reflection, the development of empathic communication skills, and an understanding of the various forms of emotional expression. These components are particularly relevant in diverse contexts, where educators must develop cultural sensitivity and the ability to adapt to different student needs.

Contextual factors influencing the development of emotional intelligence

Environmental and contextual factors have a decisive influence on the development of emotional skills, particularly in the school environment where students spend a significant proportion of their formative years. According to Erasmus et al. (2022), various classroom factors contribute to the development of emotional intelligence in primary school students, including the emotional



climate of the classroom, the teaching strategies employed by teachers, and opportunities for social interaction among peers. This systemic perspective is fundamental to understanding how educational environments can be optimised to promote emotional growth.

Playful strategies are a particularly effective way of developing emotional skills, especially in young people. As García-Santana and Navarrete-Pita (2022) demonstrate, the implementation of playful strategies for the development of emotional intelligence in secondary school students generates positive results in terms of both student engagement and the acquisition of specific skills. This methodological approach is especially valuable in diverse contexts, where playful activities can serve as universal means of communication and learning that transcend cultural and linguistic barriers.

The sustainability of emotional development programmes requires consideration of the generational characteristics of contemporary students. As Ghita-Pirnută and Cismaru (2022) argue, the development of emotional intelligence in millennial students requires teaching strategies that recognise their technological preferences, communication patterns, and specific values. This generational consideration is crucial to ensuring the relevance and effectiveness of educational interventions in emotional intelligence.

Emotional intelligence as a tool for educational inclusion

The connection between emotional intelligence and educational inclusion is based on the ability of social-emotional skills to facilitate understanding, acceptance, and appreciation of human diversity. Training programmes that integrate the development of emotional intelligence have demonstrated positive effects on variables such as resilience and adaptability, which are essential for functioning in diverse environments. According to Jiménez-Rodríguez et al. (2022), the implementation of soft skills programmes focused on emotional intelligence produces significant improvements in the resilience of university



nursing students, suggesting their potential to strengthen individuals' ability to function successfully in complex and challenging contexts.

Interpersonal dynamics in the classroom are a fundamental aspect where emotional intelligence can contribute significantly to educational inclusion. According to Li and Zhang (2024), there is a close relationship between teacher-student dynamics, enjoyment of learning, and student burnout, where emotional intelligence operates as a moderating factor. This relational perspective is particularly relevant in diverse contexts, where individual differences can generate tensions or misunderstandings that require sophisticated emotional management on the part of all educational actors.

The effectiveness of learning strategies aimed at developing emotional intelligence has been documented in various professional contexts. Following the evidence provided by Napolitano et al. (2023), learning strategies designed specifically for the development of emotional intelligence in university nursing students demonstrate systematic effectiveness, suggesting their potential for transfer to other educational contexts. This evidence supports the feasibility of implementing structured emotional development programmes as regular components of formal education.

Educational inclusion in the Latin American and Ecuadorian context

Educational inclusion in Latin America is characterised by complex historical trajectories that reflect tensions between aspirations for equity and realities of social segmentation. As Valdivieso et al. (2022) argue, inclusive education in Latin America has followed trajectories characterised by segmentation, where different population groups have had access to educational opportunities of varying quality. This historical reality creates specific challenges for the implementation of truly inclusive practices that require explicit recognition of existing structural inequalities.



In the specific context of Ecuador, perceptions of inclusive education reveal both significant advances and limitations. According to Rojas-Avilés et al. (2020), perceptions of inclusive education in Ecuador show generally positive attitudes, but also reveal the persistence of systematic barriers that limit the effective implementation of inclusive practices. This situation calls for comprehensive approaches that address both attitudinal aspects and structural conditions that facilitate or hinder inclusion.

The implications of educating for inclusivity in higher education settings require particular consideration due to the specific characteristics of this level of education. As Robles and Granja (2022) argue, educating for inclusivity in higher education implies profound transformations in pedagogical conceptions, assessment methods, and organisational structures. These transformations are particularly complex in contexts where students with very diverse educational backgrounds coexist and where expectations of academic achievement may conflict with principles of equity and inclusion.

Integrative strategies for addressing diversity

An inclusive culture is a fundamental element for effectively addressing diversity in educational contexts. Following the approaches of Jiménez-Carrillo and Mesa Villavicencio (2020), building an inclusive culture requires profound transformations in conceptions of difference, learning, and assessment. This cultural perspective is particularly relevant in contexts such as Ecuador, where ethnic, linguistic, and socioeconomic diversity demands sensitive and adaptive pedagogical approaches.

Socio-educational inclusion in Ecuadorian higher education institutions has specific characteristics that reflect the complexities of the national education system. As documented by Lemus et al. (2023), socio-educational inclusion and attention to diversity in Ecuadorian higher education institutions face challenges related to teacher preparation, resource availability, and institutional conceptions



of diversity. These findings suggest the need for systemic approaches that address multiple dimensions of the educational process.

The basic skills and values necessary for the creation of inclusive educational environments have been identified as key elements for the success of diversity initiatives. According to Mejía-Caguana et al. (2023), inclusive care strategies require the development of specific competencies and the internalisation of values that promote respect, collaboration, and appreciation of individual differences. This competency-based perspective is fundamental to the design of teacher training programmes and the evaluation of the effectiveness of inclusive interventions.

Attention to diversity in basic and early childhood education

Attention to diversity in basic education is a priority area due to the importance of early experiences in the development of attitudes and skills related to inclusion. According to Palaguaray et al. (2023), educational inclusion and attention to diversity in basic education in Ecuador require methodological approaches that recognise different ways of learning and provide multiple pathways to knowledge. This methodological perspective is particularly relevant when considering the potential of emotional intelligence to facilitate differentiated learning processes.

The training of early childhood teachers is another determining factor for the successful implementation of inclusive practices. According to the evidence provided by Vintimilla et al. (2024), attention to diversity in the training of early childhood teachers requires training programmes that integrate both theoretical knowledge about diversity and practical skills for managing heterogeneous classrooms. This comprehensive training is especially important when considering that experiences of inclusion in the early years of schooling can significantly influence students' future attitudes towards diversity.



METHOD

The research adopted a systematic literature review design to examine the strategies available for addressing diversity in Ecuador by integrating emotional intelligence as a fundamental component of educational inclusion. The systematic review was selected as the method due to its ability to provide a rigorous and reproducible synthesis of the available knowledge on a specific topic, allowing for the identification of patterns, trends, and gaps in the existing literature.

The methodological approach was based on documentary research principles that prioritise the systematisation and critical analysis of primary and secondary sources relevant to the topic under study. This approach is particularly appropriate for research that seeks to integrate knowledge scattered across different disciplinary areas, such as the intersection between emotional intelligence, educational inclusion and diversity in specific contexts.

Population and sample

The study population consisted of the set of specialised bibliographic references provided for this research, which represent relevant scientific contributions in the areas of emotional intelligence, educational inclusion and attention to diversity. The final sample included a total of 18 references that met the inclusion criteria established for the study.

The inclusion criteria applied were as follows: academic publications in indexed scientific journals; studies addressing topics related to emotional intelligence, educational inclusion or attention to diversity; research published between 2016 and 2025; studies including student or teacher populations; and research with clearly defined methodologies and systematically reported results.

Analysis procedure



The analysis process was structured in four consecutive phases that allowed for a progressive and systematic approach to the selected bibliographic material. The first phase consisted of an exploratory reading of all the references included, with the aim of familiarising ourselves with the general content and identifying recurring themes. During this phase, preliminary observations were recorded on methodological approaches, populations studied, and main results reported.

The second phase involved a detailed thematic analysis through which emerging conceptual categories were identified, allowing the available knowledge to be organised in a coherent manner. This thematic analysis was carried out using inductive coding, where the themes emerged from the content of the references themselves rather than from predefined categories. The categories identified included: theoretical foundations of emotional intelligence, emotional development strategies, educational inclusion in specific contexts, teacher training, and contextual factors.

The third phase focused on the critical synthesis of the results identified in each thematic category, seeking to identify convergences, divergences, and complementarities between different studies. During this phase, particular attention was paid to identifying elements that could contribute to the design of integrative strategies for the Ecuadorian context.

The fourth phase consisted of developing an integrative proposal based on the synthesis carried out in the previous phases. This proposal was structured considering both the theoretical foundations identified and the specific characteristics of the Ecuadorian educational context documented in the references analysed.

Quality and rigour criteria

Firstly, an analysis protocol was established that specified the procedures to be followed in each phase of the study, ensuring consistency in the treatment of all references included. Secondly, the thematic coding process was systematically



documented, recording methodological decisions and criteria applied for the categorisation of content.

Ethical considerations

Although this research was based on the analysis of publicly available bibliographic sources, ethical principles related to the appropriate use of intellectual property were applied. All references used were cited appropriately following the APA seventh edition standards, and any form of plagiarism or misuse of others' ideas was avoided. Likewise, an effort was made to remain faithful to the original ideas of the authors analysed, avoiding distortions or interpretations that could misrepresent their contributions.

Methodological limitations

This research has certain limitations that must be considered when interpreting its results. First, although the sample of references analysed is specialised and relevant, it represents a specific selection that may not capture all of the literature available on the subject. Secondly, the systematic review approach, although scientific, depends on the quality and completeness of the information reported in the primary sources analysed.

Thirdly, the synthesis is based on studies with different methodological designs, populations and contexts, which may limit the direct comparability of results. Fourthly, although the proposal developed is based on the available evidence, it requires empirical validation through implementation and evaluation in real contexts to determine its practical effectiveness.

These limitations were taken into account in the development of the proposal, ensuring that the recommendations made are both conceptually and practically viable, recognising the need for contextual adaptation and subsequent empirical validation.

RESULTS



Integrative proposal: model of strategies for diversity in Ecuador based on emotional intelligence and educational inclusion

Based on a systematic analysis of the specialised literature, an integrative model is presented that articulates specific strategies for addressing diversity in the Ecuadorian educational context through the implementation of programmes focused on emotional intelligence as a fundamental tool for educational inclusion. This model is structured around five interrelated components that address different dimensions of the inclusive educational process.

Component for the development of basic socio-emotional skills

The first component of the model focuses on the systematic development of fundamental socio-emotional skills that form the basis for building inclusive educational environments. This component includes the design of curricular programmes that integrate the development of skills such as emotional recognition, self-regulation, empathy and basic social skills.

The implementation of this component requires the structuring of differentiated pedagogical activities according to educational levels, recognising that emotional competencies develop progressively throughout the life cycle. For early childhood and primary education, the use of playful strategies is proposed to facilitate emotional recognition and expression through activities such as dramatisations, role-playing, and artistic practices that allow for the safe exploration of different emotional states.

At the secondary and higher education levels, the component incorporates more sophisticated methodologies that include self-awareness workshops, culturally adapted mindfulness techniques, and collaborative projects that require the application of emotional skills in real-life contexts. The curricular progression ensures that students gradually develop more complex competencies that enable them to function successfully in diverse environments.



Specialised teacher training component

The second component recognises that the effectiveness of any educational inclusion programme depends fundamentally on the preparation and skills of educators. This component proposes the development of comprehensive teacher training programmes that combine theoretical knowledge about emotional intelligence and diversity with practical skills for implementation in heterogeneous classrooms.

The proposed teacher training includes specific modules on identifying and valuing student diversity, empathic communication techniques, intercultural conflict management strategies, and inclusive assessment methods that recognise different ways of demonstrating skills. The programmes incorporate experiential components that allow teachers to directly experience the methodologies they will later implement with their students.

Complementarily, this component includes the creation of teaching communities of practice where educators can share experiences, collaboratively resolve questions, and receive ongoing support in the implementation of inclusive practices. These communities function as spaces for lifelong learning that contribute to the sustainability of educational inclusion initiatives.

Curriculum and methodological adaptation component

The third component addresses the need to adapt both curriculum content and teaching methodologies to respond effectively to student diversity. This component proposes the implementation of universal design approaches to learning that provide multiple pathways to knowledge and multiple ways of demonstrating acquired competencies.

Curricular adaptations include the incorporation of content that reflects the cultural diversity of the Ecuadorian context, the use of case studies that represent different population groups, and the integration of multiple perspectives in the



approach to academic topics. These adaptations seek to ensure that all students can identify with the educational content and recognise the relevance of their learning.

Methodological adaptations include diversifying teaching strategies to accommodate different learning styles, using educational technologies that facilitate the personalisation of learning, and implementing flexible assessment systems that recognise different ways of demonstrating competencies. This multiple methodological approach ensures that individual differences are valued as resources rather than obstacles to learning.

Inclusive organisational climate component

The fourth component recognises that educational inclusion transcends specific pedagogical practices and requires the construction of organisational cultures that actively promote the valuing of diversity. This component proposes strategies for the development of institutional climates that facilitate the equitable participation of all members of the educational community.

Organisational strategies include the development of explicit institutional policies on diversity and inclusion, the creation of physical spaces that accommodate different needs and preferences, and the implementation of communication systems that facilitate the participation of families and communities with different sociocultural characteristics. These structural elements provide the institutional framework necessary for the development of sustainable inclusive practices.

The component also includes the implementation of awareness-raising programmes for the entire educational community, including administrative and service staff and families. These programmes seek to develop understanding and appreciation of diversity at all institutional levels, creating support networks that strengthen inclusion initiatives developed in specific educational spaces.

Evaluation and continuous improvement component



The fifth component establishes systematic mechanisms for the monitoring, evaluation and continuous improvement of the strategies implemented. This component recognises that educational inclusion is a dynamic process that requires constant adaptation in response to the changing needs of the educational community and the lessons learned from practical experience.

Evaluation mechanisms include systems for collecting quantitative and qualitative information on the effectiveness of the strategies implemented, involving the perspectives of students, teachers, families, and other members of the educational community. This information is used to identify strengths, areas of opportunity, and needs for adjustment in the implementation of the model.

The continuous improvement component includes structured processes of collective reflection on the results obtained, collaborative identification of improvement strategies, and systematic implementation of adjustments based on the evidence collected. This approach to continuous improvement ensures that the model remains relevant and effective over time, adapting to changing conditions in the educational context.

Specific implementation strategies

Strategies for early childhood and primary education

For the early levels of the education system, specific strategies are proposed that recognise the developmental characteristics of this population and its particular receptivity to the development of social-emotional competencies. The strategies include the implementation of daily emotional routines that allow students to identify and express their emotional states, facilitating the gradual development of emotional vocabulary and self-regulation skills.

Emotional education activities are integrated across all curricular areas, using stories, songs, games, and artistic activities that allow for the natural exploration of emotions and social relationships. The creation of safe spaces where children



can express their individual differences without fear of judgement is proposed, promoting positive attitudes towards diversity from an early age.

Implementation includes the formation of dialogue circles where students share personal experiences related to their cultural origins, family traditions, and individual characteristics. These spaces for exchange facilitate mutual recognition and the building of relationships based on respect and positive curiosity about differences.

Strategies for secondary education

In secondary education, strategies are adapted to the psychosocial characteristics of adolescence, a period characterised by the search for identity and the importance of group acceptance. The implementation of peer mentoring programmes is proposed, where students from different backgrounds collaborate on academic and social projects, developing collaborative leadership skills and an appreciation of diversity.

The programmes include specialised workshops on emotional intelligence that address specific topics such as managing academic stress, resolving interpersonal conflicts, and developing assertive communication skills. These workshops are designed with the cultural diversity of the participants in mind, incorporating methodologies that reflect different traditions and perspectives.

The implementation of community service projects that connect students with diverse social realities is also proposed, promoting the development of empathy and social commitment. These projects function as experiential laboratories where students apply emotional skills in real contexts, strengthening their ability to respond to social diversity.

Strategies for higher education

For higher education, the strategies recognise students' greater autonomy and their ability to engage in more complex critical reflection processes. The



implementation of professional development programmes that integrate technical competencies with social-emotional skills is proposed, preparing future professionals to perform effectively in diverse work environments.

The strategies include the creation of spaces for intercultural dialogue where students from different majors and backgrounds share perspectives on relevant academic and social issues. These spaces facilitate the development of intercultural communication and critical thinking skills, which are essential for professional practice in diverse societies.

The implementation of collaborative research programmes is also proposed, where multidisciplinary teams address complex social issues, applying methodologies that value different forms of knowledge and methodological approaches. These programmes contribute to both the academic development and social commitment of students.

Mechanisms for intersectoral coordination

Coordination with public policies

The successful implementation of the proposed model requires strategic coordination with public education policies at the national and local levels. The development of partnerships with government institutions responsible for education is proposed to ensure that inclusion strategies are aligned with existing regulatory frameworks and contribute to the fulfilment of public policy objectives.

This coordination includes participation in forums for dialogue on educational policy, where evidence can be provided on the effectiveness of approaches based on emotional intelligence for promoting inclusion. This participation contributes both to the legitimisation of the proposed strategies and to influencing the development of policies that are more sensitive to diversity.

Linking with social organisations



The model recognises the importance of establishing links with civil society organisations working on issues related to diversity, human rights and social development. These alliances provide additional resources for the implementation of strategies and facilitate the connection between educational processes and broader social realities.

These links include the participation of representatives from social organisations in educational activities, the development of joint projects that benefit both educational institutions and communities, and the exchange of experiences and lessons learned between different social sectors.

Collaboration with families and communities

Effective educational inclusion requires the active participation of families and communities in educational processes. The development of training programmes for families is proposed to enable them to support their children's socio-emotional development and understand the importance of diversity in the educational process.

The programmes include workshops on effective family communication, strategies to support children's emotional development, and spaces for exchange between families from different backgrounds to facilitate the construction of mutual support networks. This family participation strengthens the consistency between the values promoted at home and at school, enhancing the impact of the strategies implemented.

Resources needed for implementation

Human resources

The implementation of the model requires the availability of specialised human resources, including educational psychologists trained in emotional intelligence, social workers with experience in cultural diversity, and teachers specialised in



inclusive education. These professionals act as facilitators of change processes and as support resources for regular teachers.

The formation of interdisciplinary teams that include representatives from different areas of knowledge is also proposed, allowing for comprehensive approaches to issues related to diversity and inclusion. These teams provide multiple perspectives that enrich the strategies implemented and facilitate adaptation to different institutional contexts.

Material and technological resources

Implementation requires material resources, including specialised teaching materials for emotional education, physical spaces adapted for group and individual activities, and educational technologies that facilitate the personalisation of learning. These resources must be culturally appropriate and accessible to students with different needs and characteristics.

The use of technological platforms is proposed to facilitate communication between different members of the educational community, access to digital educational resources, and the documentation of processes and results. These technologies should be selected considering institutional capacities and the characteristics of the populations served.

Financial resources

The sustainability of the model requires the identification of funding sources that include public, private, and international cooperation resources. The development of funding proposals that demonstrate both the viability and potential impact of the proposed strategies is proposed, facilitating the obtaining of the necessary resources for implementation.

Financial resources should cover both initial implementation costs and long-term operating and maintenance expenses. Financial planning should consider the



possibility of gradual implementation, allowing for adjustments based on experience and resource availability.

DISCUSSION

The results obtained in this research show significant convergence with trends identified in the international literature on emotional intelligence and educational inclusion. The relationship identified between the development of socio-emotional skills and the creation of inclusive educational environments coincides with evidence reported in diverse educational contexts, suggesting the universality of certain fundamental principles in this field.

Particularly relevant is the convergence with the evidence provided by Caballero-García and Ruiz (2025) regarding the relationship between emotional intelligence and subjective well-being in university students. This convergence supports the hypothesis that the development of emotional skills contributes not only to academic performance but also to students' overall satisfaction and adaptation, which are particularly important in diverse contexts where students may face additional challenges of social and academic integration.

The importance identified for specialised teacher training is echoed in the approaches of Dolev and Leshem (2017) on the elements necessary for the effective design of emotional intelligence training programmes for educators. This convergence suggests that, regardless of the specific context, teacher training is a determining factor in the success of educational inclusion initiatives based on emotional intelligence.

Despite the convergences identified, the analysis revealed specific features of the Ecuadorian context that require special consideration in the design of educational inclusion strategies. The ethnic and linguistic diversity characteristic of the country, documented in the references analysed, demands approaches that explicitly recognise the different cultural traditions and knowledge systems present in the student population.



The evidence provided by Rojas-Avilés et al. (2020) on perceptions of inclusive education in Ecuador reveals both positive attitudes and systematic barriers that reflect tensions between aspirations for equity and institutional realities. This situation suggests that the proposed strategies should address not only technical aspects related to pedagogical methodologies, but also cultural and structural dimensions that can facilitate or hinder the implementation of inclusive practices.

The educational segmentation documented by Valdivieso et al. (2022) in the Latin American context has specific implications for Ecuador, where socioeconomic differences can interact with ethnic and cultural diversity, creating complex patterns of exclusion and inclusion. This reality demands strategies that simultaneously address multiple dimensions of diversity rather than one-dimensional approaches that may inadvertently reproduce forms of exclusion.

The analysis identified promising methodological innovations emerging from the intersection between emotional intelligence and educational inclusion. Particularly relevant are the playful strategies documented by García-Santana and Navarrete-Pita (2022), which demonstrate effectiveness in the development of emotional competencies in adolescent populations. These strategies offer methodological alternatives that may be particularly appropriate for contexts characterised by cultural diversity, where playful activities can function as universal languages that facilitate intercultural communication.

The collaborative learning methodologies identified in several studies analysed show particular potential for diverse contexts, where interaction between students with different characteristics can become a source of mutual learning rather than a source of tension. The evidence reviewed suggests that when these methodologies are implemented appropriately, they can contribute to both the academic development and socio-emotional growth of participants.

The integration of educational technologies also emerges as a promising methodological innovation, particularly when considering the generational



characteristics of contemporary students. Evidence provided by Ghita-Pirnutu and Cismaru (2022) on the development of emotional intelligence in millennial students suggests that technologically mediated strategies can increase student engagement and facilitate the personalisation of emotional learning processes.

The results obtained have significant implications for the design of both initial and continuing teacher training programmes. The evidence analysed suggests that traditional teacher training may be insufficient to respond effectively to the demands of inclusion in diverse contexts, which requires substantial transformations in training approaches.

The research by Erasmus et al. (2022) on classroom factors that contribute to the development of emotional intelligence provides specific elements that should be incorporated into teacher training programmes. These elements include skills for creating positive emotional climates, competencies for facilitating constructive social interactions among diverse students, and abilities to adapt pedagogical strategies to different emotional and cultural needs.

Teacher training should also address personal dimensions related to educators' own emotional competencies. Evidence suggests that teachers with developed emotional competencies are better prepared to facilitate the development of these competencies in their students, which implies that training programmes should include components of self-awareness and personal development.

The systemic implementation of the proposed strategies faces significant challenges that arise from both the characteristics of the education system and broader social conditions. Evidence provided by Mejía-Caguana et al. (2023) on the competencies and values necessary for inclusive educational environments suggests that successful implementation requires transformations that transcend specific pedagogical practices and encompass entire institutional cultures.



CONCLUSION

The research achieved its purpose by examining and systematising the theoretical and applied contributions that establish links between the development of emotional intelligence and the promotion of inclusive educational spaces within the Ecuadorian reality, demonstrating that training in socio-emotional skills is a substantial element in building learning environments that authentically recognise and value student diversity.

Through the analysis of specialised sources, it was possible to verify that, although certain fundamentals remain valid in various international scenarios, Ecuador exhibits unique characteristics originating in its ethnic, linguistic and social stratum diversity, circumstances that require the construction of strategies tailored to these local realities.

The proposed integrative model, structured around five interrelated dimensions, seeks to consolidate fundamental socio-emotional skills, provide specialised training for teaching staff, make curricula and methodologies more flexible, build welcoming institutional environments, and implement ongoing assessment systems. It addresses these specific territorial characteristics while being based on accurate and proven scientific principles.

It is important to note that appropriate attention to the heterogeneity of Ecuadorian students requires comprehensive approaches that go beyond fragmented pedagogical interventions, demanding profound transformations in teacher training processes, institutional guidelines, and coordination between different social sectors, where emotional capacities function as instruments that enable mutual recognition, genuine appreciation of individual differences, and the construction of equitable educational trajectories that effectively contribute to the academic and personal well-being of all learners.



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CONFLICT OF INTEREST

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