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FEMALE EDUCATORS IN THE CONSTRUCTION OF INCLUSIVE AND EQUITABLE EDUCATION: TRENDS AND CONTRIBUTIONS FROM A BIBLIOMETRIC PERSPECTIVE

Jessica Yépez Verduga[1], Carolina Daysi Villacis Macias[2]

[1]Universidad Estatal de Milagro, Milagro, Provincia del Guayas, 091050, Ecuador,
Email: jyepezv@unemi.edu.ec
[2]Universidad Estatal de Milagro, Guayas (Ecuador). Ciudadela Universitaria Km. 1.5 via al Km. 26,
cvillacism@unemi.edu.ec

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***ABSTRACT*:**

This article aims to identify the trends and contributions of female educators in the construction of inclusive and equitable education in higher education. The central research question guiding this study is: Can thematic mapping analysis reveal the trends in the contributions of female educators toward building inclusive and equitable education? To address this question, a bibliometric analysis was conducted based on a corpus of 165 documents retrieved from the SCOPUS and Web of Science databases, all indexed in Q1-ranked journals. The results of the conceptual map analysis provided insights into the evolving trends in the participation of female educators in fostering inclusive and equitable education. Within the Motor Themes quadrant, findings indicate a sustained research focus on how female educators lead educational transformation processes in socially, culturally, and functionally diverse contexts. In the Niche Themes quadrant, the analysis highlights emerging research gaps, notably the need to train female educators with intercultural and gender-sensitive perspectives, positioning them as agents of change in exclusionary educational settings. The bibliometric study of the role of female educators in constructing inclusive and equitable education reveals a growing line of inquiry, supported by a solid documentary foundation and predominantly published in Q1 journals. This positioning not only underscores the scientific quality of the contributions in this field but also reflects its increasing prominence in contemporary debates on educational equity.

***Keywords**: Female educators, inclusive education, equity, bibliometrics, Bibliometrix, Python*

INTRODUCTION

In recent decades, higher education has undergone a profound transformation driven by increasing cultural, gender, socioeconomic, and functional diversity among its student populations. This growing heterogeneity has prompted a rethinking of pedagogical approaches, challenging institutions to create learning environments that are more inclusive, equitable, and responsive to individual differences [1,2]. However, the implementation of effective inclusion policies has not always translated into positive experiences for all students [3,4]. Particularly in fields such as medicine, nursing, and physiotherapy, specific challenges have been documented related to curricular practices, cultural barriers, lack of representation, and inflexible teaching methodologies [5,6]. In response to this scenario, various studies have sought to identify how the characteristics of the educational environment impact student motivation, well-being, academic performance, and retention—particularly among those from historically marginalized groups [3,7]. The present review explores these experiences from a comparative and intersectional perspective, aiming to understand how institutional structures, pedagogical practices, and interpersonal relationships influence students' professional training and personal development [8,9].

Diversity in Higher Education: Context and Current Challenges

Globalization, migration, and the advancement of equitable access policies have transformed the composition of student communities in higher education [10,11]. Today, university classrooms bring together students from diverse cultural backgrounds, religions, gender identities, socioeconomic conditions, and functional abilities [1,12]. Although this phenomenon is enriching, it poses significant challenges for institutions, which must adapt their structures and educational methods to this evolving reality [13]. At many universities—particularly those

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with more traditional approaches—curricula and teaching dynamics have not been designed to address this diversity, leading to gaps in access, participation, and academic success [14,15]. First-generation students, those with disabilities, and individuals from racialized groups or Indigenous communities often face implicit barriers that impact their well-being and academic performance [16,17]. Moreover, the lack of representation among faculty or within curricular content can reinforce feelings of exclusion. [18,19]. Therefore, a thorough review of educational policies, institutional support mechanisms, and teaching practices is essential to ensure that diversity is not only acknowledged but also transformed into a genuine and cross-cutting educational asset within university life [20,21].

Inclusive Pedagogical Models: Principles and Applied Approaches

The need to adequately respond to student diversity has led to the emergence of inclusive pedagogical models that prioritize equity, active participation, and adaptability within the educational environment [22,23]. One of the most prominent approaches is Universal Design for Learning (UDL), which advocates providing multiple means of representation, expression, and engagement to address students' cognitive, linguistic, and sensory differences [24,25]. In addition, strategies such as problem-based learning, intercultural teaching, cooperative learning, and the use of accessible technologies have been increasingly strengthened [26,27]. These approaches not only enhance academic performance but also foster a sense of belonging and engagement among traditionally marginalized students [28,29]. In practice, this translates into the flexibilization of assignments, the diversification of assessment methods, and the inclusion of content that reflects diverse realities [30,31]. It also involves training educators to recognize their own biases and to create emotionally safe and culturally responsive learning environments [32,33]. Inclusive models are not limited to students with disabilities; they also encompass ethnic, gender, sexual orientation, and socioeconomic differences [34,35]. Their implementation requires institutional commitment, continuous faculty development, and effective mechanisms for monitoring and feedback [36,37]. Taken together, these elements constitute a fundamental pathway toward building universities that are more just, empathetic, and representative [38,39].

Structural and Symbolic Barriers in the University Environment

Although many institutions have embraced inclusive discourse, structural and symbolic barriers persist, negatively impacting the experiences of students from vulnerable groups [40,6]. Structural barriers are reflected in rigid regulations, standardized methodologies, and inflexible evaluation systems that fail to account for the diverse circumstances of the student body [41]. One example is clinical practice in health-related programs, where students are required to participate in peer physical examinations without adequately considering religious beliefs, past traumas, or non-binary gender identities [42,43]. These demands create situations of discomfort, discrimination, or withdrawal, and often place the burden of change on the students themselves, who must request exceptions that further expose their vulnerability [4,44].

On the other hand, symbolic barriers are associated with implicit messages that reinforce stereotypes, such as the invisibility of certain groups in course materials, the lack of diverse role models among faculty, and the normalization of exclusionary discourse [8]. These nuanced forms of exclusion exert a direct influence on students' sense of belonging, academic self-concept, and overall performance [9,45]. Moreover, they affect students' mental and emotional health, leading many to suppress their identities or, in some cases, abandon their studies altogether [46,47]. Overcoming these barriers requires institutional changes that actively acknowledge historical inequalities and foster a genuinely inclusive university culture [48,49].

Coping Strategies and Student Resilience

In university contexts marked by barriers and inequalities, many students develop coping strategies and resilience to adapt, persevere, and even transform their academic experience [46,7]. These strategies vary according to individual circumstances and access to support networks, but they share the common feature of emerging as active responses to adversity [50,14]. Among the most common strategies are seeking affinity groups, where students find emotional support and mutual recognition; utilizing extracurricular resources such as tutoring, mentorship programs, or virtual networks; and redefining their academic identity to positively integrate their cultural, linguistic, or gender characteristics [30,51].

Resilience should not be understood as an isolated individual trait, but rather as a process that is strengthened through institutional and community support [52,53]. For example, first-generation university students often construct a narrative of perseverance and family pride as a driving force to persist, while simultaneously navigating unfamiliar academic environments [18,23]. Similarly, individuals with disabilities highlight systemic

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shortcomings while simultaneously generating proposals for improvement [16,54]. In some cases, this resilience transcends the individual level and evolves into activism, influencing the development of more equitable university policies [32,54]. Fostering environments that recognize and strengthen these capacities is not only an ethical imperative but also profoundly enriches university life as a whole [55].

Use of the PRISMA Methodology in Studies on Inclusive and Equitable Education

The PRISMA methodology (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) has become a rigorous and transparent approach for conducting systematic reviews in the field of social and educational sciences. In the context of inclusive and equitable education, its application has enabled the identification, analysis, and synthesis of evidence from studies addressing diversity, accessibility, and equity within learning environments [10,33]. The PRISMA protocol ensures a structured search process, critical source selection, and clear presentation of results, thereby supporting informed decision-making in both the design of educational policies and the implementation of inclusive pedagogical practices [56,8,57]. This tool is particularly valuable when addressing studies involving marginalized or at-risk populations, as it allows for the systematization of multiple methodological and contextual approaches while respecting the complexity of the educational phenomenon [11,35]. By adopting PRISMA, researchers in inclusive education enhance the validity and reproducibility of their findings, contributing to a robust knowledge base that supports genuine, evidence-based pedagogical transformations [13,24].

High-Impact Publications

The bibliometric analysis of scientific production related to educational inclusion and equity has revealed a notable concentration of publications in high-ranking journals, particularly those indexed in Q1 and Q2. This trend reflects the growing legitimization of research aimed at highlighting the role of female educators and their impact on the construction of more inclusive and equitable education. Recent studies indicate that being indexed in Q1 or Q2 has become a key indicator of editorial quality and global recognition [58–60], This has prompted several journals to strengthen their editorial policies by incorporating a gender perspective [61,62].

The reviewed abstracts indicate that the highest-ranking articles address educational inclusion not only from a structural perspective but also by incorporating advanced bibliometric methodologies to quantify the presence and impact of women in the academic field [63,64]. Some studies highlight the role of female authors in the scientific production of sensitive topics such as gender-based violence, intercultural education, and reproductive rights, demonstrating how their leadership is directly linked to the growth of emerging and socially committed research lines [65,66].

Furthermore, the positioning in high-quartile journals has been accompanied by analyses of co-authorship networks, international collaboration, and citation patterns—elements that enable the precise mapping of women's impact in educational science [67,68]. This type of analysis evidences a reconfiguration of the scientific field, where female educators not only participate but also lead transformative research agendas [69]. Some studies even link the rise in journal quartiles to the explicit focus on diversity, social justice, and sustainability within educational contexts [70].

On the other hand, publications indexed in lower quartiles, such as Q3 and Q4, tend to adopt a more contextual approach, favoring case studies, narrative reviews, or localized pedagogical experiences [71]. Although these studies provide valuable insights from a territorial perspective, they face limitations in visibility and global reach, often due to indexing criteria that inadequately consider epistemic diversity. This situation reflects a gap between academic production and equitable access to widely circulated outlets, raising questions about equity in scientific dissemination [72].

Some studies reveal a tension between traditional editorial practices and the inclusive objectives advocated by female authors [73]. Despite this, efforts to mainstream equity have enabled topics such as female leadership, non-sexist education, and rights-based teacher training to gain prominence in indexed journals [74]. This suggests a progressive transformation of quality criteria, incorporating more diverse and contextually sensitive indicators relevant to educational realities [75].

Collectively, the evolution of publication quartiles reveals a paradigmatic shift: from a reactive to a proactive approach, and from isolated quantitative analyses to interpretative models with a gender perspective [76]. This transformation is not only methodological but also political and epistemic. By highlighting the scientific

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production of female educators and their impact on inclusive education, the bibliometric approach contributes to democratizing knowledge and promoting more equitable academic systems [77].

Hypothesis Development

In recent decades, inclusion and equity in higher education have taken on a central role in the international academic agenda. Various studies reflect a growing interest in understanding how inclusive educational practices are configured and developed within contexts characterized by cultural, social, linguistic, and functional diversity among students [78,79]. For [80] within this framework, female educators have emerged as key agents in fostering more equitable and participatory educational environments.

[81] The literature review indicates that recent research addresses a wide range of initiatives aimed at inclusion. In this same vein [82] it proposes the use of concept maps with students with intellectual disabilities, differentiated instructional strategies, bilingual education in multicultural contexts, and proposals to enhance student well-being through adaptive educational technologies. While many of these studies focus on students, several also highlight the role of female teachers and educators as responsible for designing and implementing these strategies [83,84]. Furthermore, articles such as those from the Erasmus+ Coalition document the commitment of female university educators in developing inclusive pedagogical practices and in the initial training of teachers with a participatory focus [85]. Similarly, the study on teaching in Indigenous communities in Australia emphasizes the importance of respectful relationships and culturally sensitive curriculum design, often led by women within these communities [86]. These findings suggest the existence of an emerging body of literature that directly links female leadership, innovation, and pedagogy with educational transformation toward more inclusive models.

Additionally, [87], through the use of bibliometric tools such as keyword co-occurrence analysis, co-authorship, and thematic mapping, it is possible to identify patterns, key actors, active geographic regions, and knowledge gaps related to this phenomenon. Previous bibliometric studies in education (focusing on flipped classrooms, collaborative learning, and differentiated education) have demonstrated the utility of these methods for mapping publication trends, collaboration networks, and thematic evolution [83,88]. Therefore, applying this methodology to the field of inclusive education from a female educator's gender perspective will allow not only the quantitative exploration of the volume and growth of academic production but also the qualitative examination of female educators' contributions through thematic analysis.

Therefore, based on the foundations presented, we address the contributions of female educators in the construction of inclusive and equitable education, justifying the use of bibliometric analysis as an appropriate methodological approach to answer the following questions and hypotheses:

Research Question 1: Does bibliometric analysis allow for the exploration of female educators' contributions to the construction of inclusive and equitable education?

H1: Bibliometric analysis reveals a growing trend in publications documenting female educators' contributions to building inclusive and equitable education.

Research Question 2: Does thematic mapping analysis allow for the examination of trends in female educators' contributions to the construction of inclusive and equitable education?

H2: Thematic mapping analysis enables the identification of academic contribution trends of female educators on topics related to educational inclusion and equity.

METHODOLOGY

This study adopts a quantitative, descriptive bibliometric approach to analyze trends, publication patterns, and scientific contributions related to the role of female educators in inclusive and equitable education.

Database Selection

For the selection of indexing sources, known as databases, Scopus and Web of Science were chosen due to their high prestige in the rigor of the peer-review and acceptance process. Furthermore, journals indexed in these databases are classified by quartiles from Q1 to Q4, with Q1 representing the highest tier.

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Based on the defined database sources, search equations were designed according to the technical specifications of the repositories (see Table 1), retrieving a total of 333 articles stored in two different files (.bib).

Table 1. Search Equations

Search Equations	
Scopus	Web Of Science
TITLE-ABS-KEY (("higher education" OR university OR college) AND ("Learning Experiences" OR "Student Learning") AND ("diversity" OR "inclusion" OR "inclusive") AND education AND (female OR woman)) AND (LIMIT-TO (DOCTYPE , "ar"))	"higher education" OR university OR college (All Fields) AND "Learning Experiences" OR "Student Learning" (All Fields) AND "diversity" OR "inclusion" OR "inclusive" (All Fields) AND education (All Fields) AND female OR woman (All Fields)
Total documents retrieved	
208	125

Note: A total of 333 articles recovered

Sample Selection

For the selection of the article sample, a Python script was first developed to unify the files containing records extracted from both databases and to remove duplicate entries. Additionally, another Python script was created to classify the articles according to the quartiles assigned by each database, enabling the selection of articles from Q1 journals. The total number of records selected for this analysis corresponds to 165 articles.

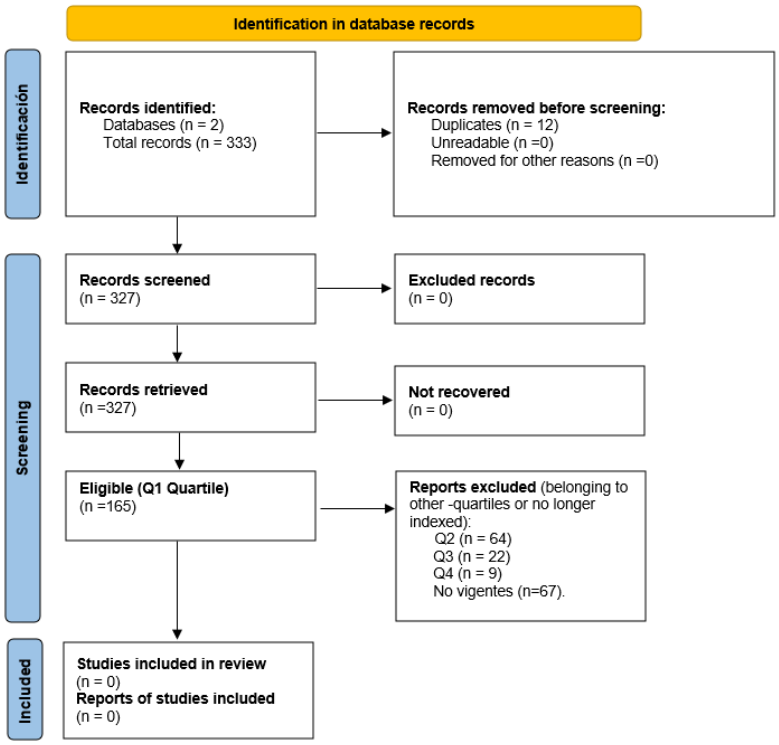

Figure 1. PRISMA Methodology Flowchart

Bibliometric Analysis

To address the two research questions posed, the following workflow was developed:

1. To answer the first research question *Does bibliometric analysis allow for the exploration of female educators' contributions to the construction of inclusive and equitable education?* an analysis of key bibliometric indicators was conducted.
2. To answer the second research question *Does thematic mapping analysis enable the examination of trends in female educators' contributions to the construction of inclusive and equitable education?* a

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thematic map was generated using the bibliometrix package's Biblioshiny tool, analyzing author-defined terms to determine trends related to the main topic of our study.

RESULTS

Analysis of Key Bibliometric Indicators

The bibliometric analysis allowed for the examination of scientific production related to the role of female educators in constructing inclusive and equitable education, covering the period from 1993 to 2025 (see Figure 1). A total of 165 documents were identified, originating from 87 sources indexed in the Q1 quartile, reflecting a consolidating literature base. The annual growth rate of publications is 6.71%, indicating a sustained and increasing interest in this thematic area over the past three decades.

In terms of academic impact, an average of 11.07 citations per document was recorded, with a mean publication age of 6.54 years, indicating a combination of recent works and well-established articles in the field. The scientific output is supported by a total of 3,390 references, reflecting the depth of theoretical and empirical frameworks employed by the authors in this domain.

Regarding content analysis, 1,217 author-assigned keywords and 875 Keywords Plus terms were identified, evidencing notable thematic diversity within the corpus as well as high variability in conceptualizing and addressing educational inclusion from a female educator's gender perspective. This semantic breadth suggests the coexistence of pedagogical, political, and social approaches that enrich the academic debate on educational equity. Concerning authorship, 594 authors participated, of whom 20 were responsible for single-author documents. Despite this, collaboration among researchers is predominant: an average of 4.2 co-authors per document was observed, although no publication involved international co-authorship. This suggests that while production is collaborative, it tends to develop within national or institutional boundaries, potentially indicating an opportunity to strengthen internationalization in future research.

Regarding document types, 91.15% correspond to scientific articles (134), followed by a small number of reviews (8) and less frequent formats such as early access documents (2), conference proceedings (1), notes (1), and one erratum. The predominance of articles as the primary dissemination format confirms the academic and formal orientation of the field.

Collectively, these results demonstrate that the study of female educators' role in inclusion and educational equity processes is expanding, with a documentary corpus that can still be strengthened in terms of internationalization and conceptual standardization, but which already shows a robust foundation of academic collaboration and scientific impact.

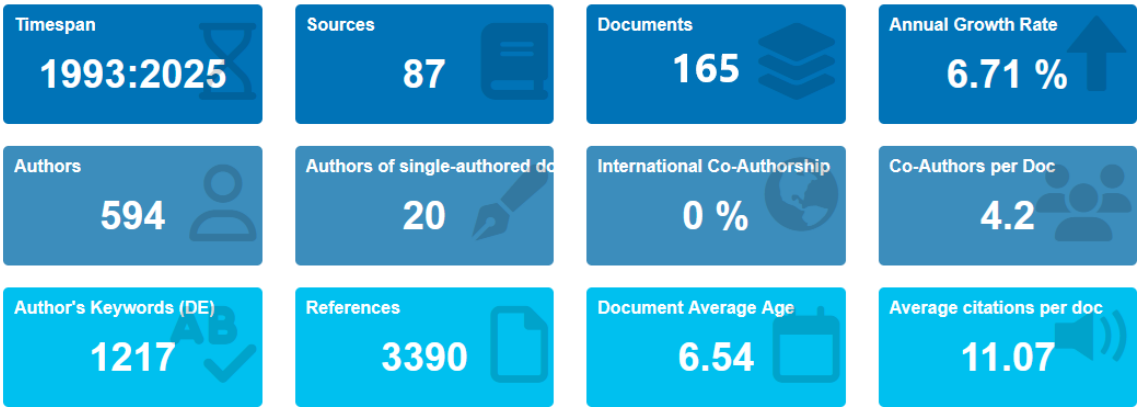

Figure 2. Results of Bibliometric Measurements

Note: 165 documents processed corresponding to journals in the first quartile

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Trend Analysis – Thematic Map

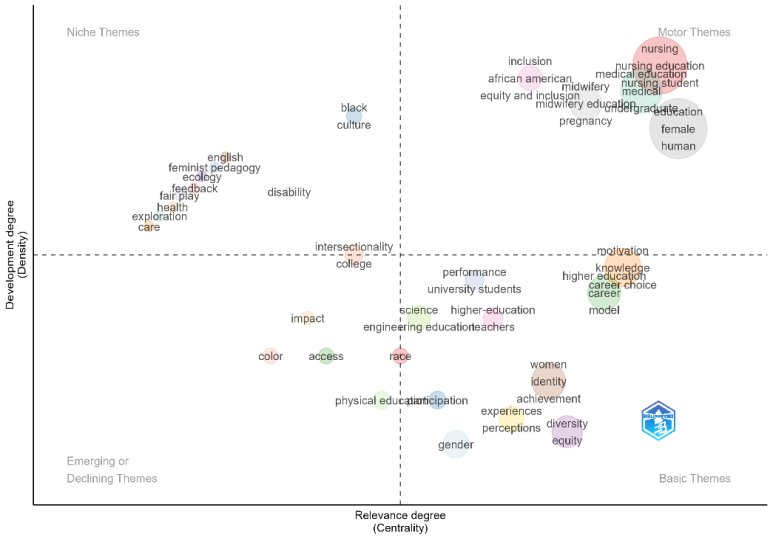

Figure 3. Thematic Map

Note: Corresponding to 1217 conceptual terms defined by the 875 authors

Quadrant – Basic Themes

For the theme "Female educators in the construction of inclusive and equitable education" to be positioned within the Basic Themes quadrant in a thematic analysis, it must meet two fundamental conditions: high centrality and medium or low density. This implies that the theme is connected to many other relevant concepts in the field (high centrality) while exhibiting a well-defined internal structure, albeit not necessarily complex.

In this case, the literature analyzed in the dataset supports this classification. Female educators emerge as central figures in promoting inclusive pedagogical practices, actively contributing to the transformation of institutional culture [18], Opening spaces for critical dialogue in multicultural contexts [16] and leading mentorship processes in environments marked by inequalities [43]. Additionally, the relationship between gender, leadership, and educational equity is a transversal axis in several studies, which reinforces its structural relevance. Although the diversity of practices or specific contexts is not always thoroughly explored, the theme demonstrates sufficient internal cohesion to be identified as a cornerstone of research on educational inclusion.

Quadrant – Motor Themes

Within the Motor Themes quadrant are topics that exhibit not only high centrality but also high density, indicating that they lie at the core of the discipline and demonstrate advanced conceptual development. In this context, the role of female educators in constructing inclusive and equitable education remains an active and growing area of interest in current scientific production.

The review of analyzed abstracts reveals a sustained trend to study how female educators lead educational transformation processes in contexts characterized by social, cultural, and functional diversity [89,41]. These studies not only highlight the strategic role of educators in implementing inclusive policies but also explore their pedagogical practices, influence on collective professional development, and commitment to structural change [90].

Furthermore, an intersectional approach is observed, linking gender, leadership, educational innovation, and social justice—topics increasingly prevalent in recent publications. This thematic and methodological dynamism demonstrates that female educators are not merely subjects of study but active protagonists in inclusive transformations in contemporary education, thereby consolidating their position as a motor theme in the current research agenda.

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Quadrant – niche Themes
Niche Themes are characterized by high density and low centrality. Although they are not yet part of the core of the field, they exhibit a significant level of conceptual development that anticipates future growth and consolidation. Regarding "Female educators in the construction of inclusive and equitable education," certain emerging approaches show promise as specialized research lines.

One such approach is the training of educators with intercultural and gender perspectives, evident in studies documenting the experiences of Indigenous women as agents of educational change in exclusionary contexts, where their role is key to re-signifying educational inclusion [91–93]. Additionally, there is growing interest in analyzing the role of women in integrating digital technologies into inclusive practices, particularly in rural regions, with implications for equity in educational access [94,95].

Moreover, collaborative leadership among female educators is projected as an emerging line of development with potential impact on inclusive governance and the transformation of exclusionary school cultures, fostering environments of horizontal participation and shared responsibility [96,97]. Although currently peripheral, these thematic lines tend to consolidate as strategic niches within studies on inclusive education and equity.

Quadrant – Emerging or decline themes
Emerging or declining themes are characterized by low density and low centrality, indicating that they are underdeveloped and weakly connected to the core of the field. In the context of "Female educators in the construction of inclusive and equitable education," some previously relevant approaches appear to have lost prominence, projecting as declining thematic lines.

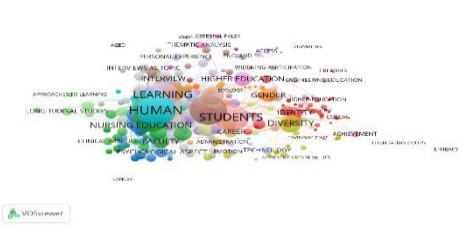
One such approach is the welfare-oriented view of educational inclusion, which traditionally portrayed female educators as support figures focused on caring for vulnerable populations without questioning the institutional structures that generate exclusion [91,96,98]. his perspective has been progressively replaced by more critical and transformative proposals that recognize women’s roles as leaders of educational change [99,100].

Similarly, the representation of female educators as mere implementers of policies designed at higher levels, without active participation in decision-making processes, has begun to be displaced by approaches emphasizing their professional and political agency [91,101].

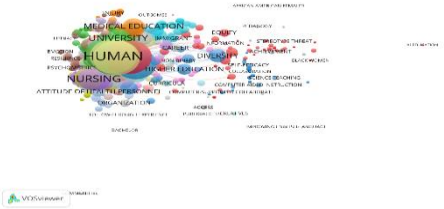
These themes, by failing to align with contemporary frameworks of social justice, gender equity, and teacher participation, tend to lose relevance and investigative significance in current studies on educational inclusion.

Figure 1. Co-occurrence conceptual term network

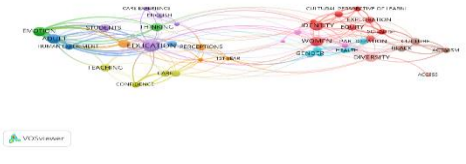
a) Basic Themes



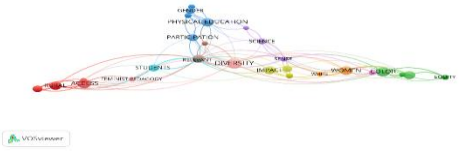
b) Motor Themes



c) Niche themes



d) Emerging or declining themes



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Note: Corresponding to 1217 conceptual terms defined by the 875 authors

CONCLUSIONS AND RECOMMENDATIONS

The bibliometric study conducted on the role of female educators in the construction of inclusive and equitable education reveals a growing line of research, supported by a solid documentary base and predominantly published in Q1 quartile journals. This positioning not only evidences the scientific quality of contributions on the topic but also their increasing centrality in contemporary debates on educational equity.

The analyzed corpus shows sustained interest over three decades, with a significant average citation count and high national collaboration, albeit limited internationalization. Female educators emerge as active protagonists in educational transformation processes, especially within contexts of cultural, functional, and territorial diversity. Moreover, the intersectional approach integrating gender, leadership, inclusion, and social justice strengthens the conceptual and methodological dynamism of the field.

The thematic analysis positions this topic both in the Basic Themes quadrant—due to its structural relevance and broad connections with other educational concepts—and in the Motor Themes quadrant, owing to its research density and conceptual evolution. Concurrently, promising emerging lines such as teacher training with an intercultural focus and collaborative leadership are identified, while declining approaches like the welfare-oriented view of inclusion are recognized. This thematic evolution reflects a shift toward more critical, participatory, and transformative frameworks that acknowledge the strategic role of women in twenty-first-century inclusive education.

RECOMMENDATIONS

1. Consolidate Intersectional Approaches: The integration of gender, class, ethnicity, rurality, and technology in educational analyses should be deepened to address the complexity of inclusion in diverse contexts.
2. Overcome Welfare-Oriented and Prescriptive Approaches: Research should continue to displace models that portray female educators as passive or secondary figures, focusing instead on their critical, political, and professional agency in educational change processes.
3. Establish More Standardized Conceptual Frameworks: While the diversity of terms and approaches evidences semantic richness, it also causes dispersion. Advancing toward greater conceptual clarity is recommended to enable comparative efforts and strengthen the cohesion of the field.

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