





Reducción de desigualdades y la universidad ecuatoriana: Un enfoque de capacidades

Reducing inequalities and the Ecuadorian university: A capabilities approach

- ¹ Santiago Lopez Zurita  <https://orcid.org/0000-0002-0604-9855>
Technical University of Ambato, Faculty of Accounting and Auditing, Ambato-
Ecuador, slopez@uta.edu.ec
- ² Diana Garces Toro  <https://orcid.org/0000-0001-5406-6468>
Technical University of Ambato, Faculty of Accounting and Auditing/ Economics Degree,
Ambato- Ecuador
dgarces8430@uta.edu.ec
- ³ Guido Gavilanes Jurado  <https://orcid.org/0000-0002-8200-6734>
Technical University of Ambato, Faculty of Accounting and Auditing/ Economics Degree,
Ambato-Ecuador
ggavilanes9181@uta.edu.ec
- ⁴ Sara Camacho Estrada  <https://orcid.org/0000-0003-1496-7696>
Technical University of Ambato, Central Administration/ Language Center, Ambato-Ecuador
scamacho@uta.edu.ec

Scientific and Technological Research Article

Sent: 06/15/2024

Revised: 10/07/2024

Accepted: 08/15/2024

Published: 20/09/2024

DOI: <https://doi.org/10.33262/concienciadigital.v7i3.2.3184>

Please
quote:

López Zurita, S., Garcés Toro, D., Gavilanes Jurado, G., & Camacho Estrada, S. (2024).
Reducing inequalities and the Ecuadorian university: A capabilities approach.
ConcienciaDigital, 7(3.2), 34-
52. <https://doi.org/10.33262/concienciadigital.v7i3.2.3184>



DIGITAL CONSCIOUSNESS, and it is a multidisciplinary, quarterly journal, which will be published electronically. Its mission is to contribute to the training of competent professionals with a humanistic and critical vision who are capable of presenting their research and scientific results to the same extent that their intervention promotes positive changes in society. <https://concienciadigital.org>
The journal is published by Editorial Ciencia Digital (a prestigious publisher registered with the Ecuadorian Book Chamber with membership number 663). www.celibro.org.ec

This journal is licensed under a Creative Commons AttributionNonCommercialNoDerivatives 4.0 International License. Copy of the license: <http://creativecommons.org/licenses/by-nc-nd/4.0/>

Palabras claves:

Reducción de desigualdades, Enfoque de capacidades, Desarrollo humano, Universidad, Ecuador.

Keywords:

Inequality reduction, Capabilities approach, Human development, University, Ecuador.

Resumen

Introducción: Las universidades son responsables de producir y difundir el conocimiento, mismo que es clave para para la libertad y la equidad en las economías del conocimiento; sin embargo, su acceso y distribución están influenciados por el poder y los intereses de quienes lo controlan, lo que causa las desigualdades. **Objetivo:** Analizar cómo aporta la universidad ecuatoriana a través de la investigación al cumplimiento del Objetivo de Desarrollo Sostenible [ODS] 10, reducción de desigualdades, sobre la base del enfoque de capacidades y el concepto de desarrollo humano. **Metodología:** El estudio utilizó el análisis de contenido para revisar 178 documentos normativos entre estatutos, Planes Estratégicos de Desarrollo Institucional [PEDI] y lineamientos de investigación correspondientes a 62 universidades, en los que se identificó fragmentos que promueven las capacidades de las personas y generan libertades instrumentales. **Resultados:** El 72.54% de los fragmentos analizados priorizan la calidad educativa y el desarrollo humano, con un énfasis notable en libertades instrumentales como oportunidades sociales (60.27%) y garantías de transparencia (13.85%); no obstante, se observa un bajo interés en aspectos económicos y de protección social, lo que sugiere que, aunque hay esfuerzos por promover la igualdad de oportunidades, aún existen áreas críticas que requieren atención. **Conclusión:** Las universidades ecuatorianas aportan en la promoción de capacidades y libertades que contribuyen al desarrollo humano y a la reducción de desigualdades. **Área de estudio general:** Educación superior **Área de estudio específica:** Enfoque de capacidades. **Tipo de estudio:** Artículo original

Abstract

Introduction: Universities are responsible for producing and disseminating knowledge, which is key to freedom and equity in knowledge economies; However, its access and distribution are influenced by the power and interests of those who control it, which causes inequalities. **Objective:** To analyze how the Ecuadorian university contributes through research to the fulfillment of Sustainable Development Goal [SDG] 10, reduction of inequalities, based on the capabilities approach and the concept of human development. **Methodology:** The study used content analysis to review 178 normative documents including statutes, Strategic

Institutional Development Plans [PEDI] and research guidelines corresponding to 62 universities, in which fragments that promote people's capabilities and generate instrumental freedoms were identified. Results: 72.54% of the analyzed fragments prioritize educational quality and human development, with a notable emphasis on instrumental freedoms such as social opportunities (60.27%) and guarantees of transparency (13.85%); However, there is a low interest in economic and social protection aspects, suggesting that, although there are efforts to promote equal opportunities, there are still critical areas that require attention. Conclusion: Ecuadorian universities contribute to the promotion of capabilities and freedoms that contribute to human development and the reduction of inequalities. General area of study: Higher education Specific area of study: Capabilities approach.

Introduction

Knowledge is characterized by being the basis for the accumulation of wealth (Arocena & Sutz, 2015). It is a key element for freedom and equity in knowledge economies (Sen, 2000a); However, it is not neutral; it is influenced by the power and interests of those who possess it, which affects the way it is used and disseminated in society. (Montecino, 2023). The university is responsible for its generation and dissemination. (Dei & van der Walt, 2020; Fischer et al., 2021; Paoloni et al., 2020; Wang & Lu, 2021); However, since it operates under a mercantilist model, research is carried out based on economic benefit, and funding may be based on tuition fees that limit access to higher education for the most disadvantaged. (Arocena & Sutz, 2015; Azmat & Simion, 2021; Espinoza et al., 2024). Thus, the disparity between high- and low-income populations deepens.

Disparities in education and other dimensions of human development persist around the world (Aghion et al., 1999; Amini & Amouzad Khalili, 2021; Ilie et al., 2021). According to Sen (2000b, 2005) Inequalities arise when certain groups in society do not have the necessary freedoms. The elimination of non-freedoms allows development, which enables people to have the right to lead a life they value, since well-being is related to personal satisfaction; capabilities are the way to expand options to create opportunities that allow life plans to be achieved. (Sen, 2000b, 2005) Thus, it is considered that each individual, through the expansion of their freedoms, can achieve a state of well-being.

The capabilities approach proposed by Sen (2000a) It recognizes the importance of providing individuals with capabilities, and focuses on what people are capable of doing and doing effectively. This argument is a critical counterpoint to the utilitarian principle of the greatest good.(Carvajal Muñoz, 2021; Cedido, 2007; Muñoz, 2021)The objective of the capabilities approach focuses on a regulatory framework that allows the assessment of quality of life on an individual basis, with the participation of the subject himself.(Colmenarejo, 2016).According to Barton et al. (2022)A society in which the provision of capabilities is conducted will allow its inhabitants to achieve instrumental freedoms.

Instrumental freedoms, as described by Sen (2000a), are the way in which different types of rights and opportunities work together to expand people's freedom. These freedoms include: political freedoms, which refer to people's opportunity to decide who governs and how; economic services, which are people's opportunities to engage in consumption, production or exchange transactions; social opportunities that contribute to improving the quality of life; guarantees of transparency, which imply the opportunity to interact with others with the security of disclosure of information and clarity; and protective security, which is the opportunity to prevent the affected population from falling into extreme poverty or death in the face of sudden changes in their lives.

The capabilities-based approach and the concept of human development, in which development is a process of expanding people's options, was adopted by the United Nations in 1990.(Naranjo Otálvaro et al., 2021)In 2000, the UN established the Millennium Development Goals (MDGs) for the year 2015, and in September 2015, the UN announced the new Sustainable Development Goals (SDGs), which succeeded the MDGs and aim to advance the 2030 Agenda for global development.(Kenny, 2015).

The purpose of the study is to analyze how the Ecuadorian university contributes through research to the fulfillment of Sustainable Development Goal 10: reduction of inequalities, specifically with goal 10.3, that is, "Ensure equal opportunities and reduce inequality of results, including eliminating discriminatory laws, policies and practices and promoting legislation, policies and measures."(United Nations, 2015, target 10.3). Which can be achieved by expanding instrumental freedoms, because they contribute to the general capacity of people to be free and decide how to live.(Sen, 2000a). To do this, they are identified in the universities' regulatory documents: statutes, PEDI and research guidelines through a content analysis. The resulting findings serve as important inputs for decision-makers at higher education institutions to promote policies and measures that guarantee equal opportunities through the creation and dissemination of knowledge.

The paper consists of five sections. Section 1 provides an overview of the capabilities approach on which the research is based. Section 2 details the materials, participants, tasks and methods used in the study. Section 3 presents the results related to the coded

fragments that contribute to the fulfillment of objective 10 of the SDGs, reduction of inequalities. Section 4 discusses the findings in comparison with other studies, and includes the limitations presented in this paper. Finally, Section 5 presents the conclusions.

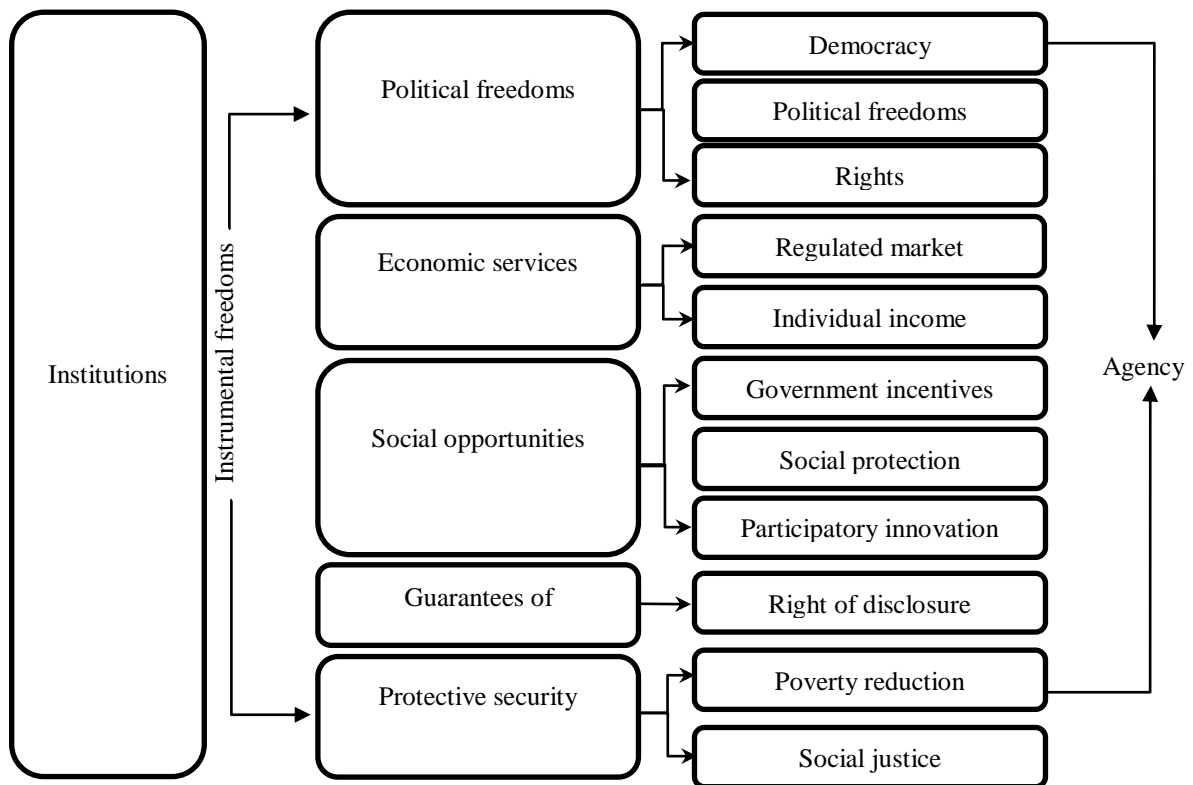
Methods

Materials

A set of criteria was established based on the theory of human development that proposes Sen (2000) to be recognized in the normative body of universities. This process was carried out through a deductive approach, in which the topics were identified and a code book was built with a short description, exclusion and inclusion criteria, typical and atypical examples with the purpose of serving as a methodological support that improves the validity and reliability of the work. (Reyes et al., 2021). 11 codes were created for the analysis of the documents, distributed as shown in Figure 1.

Figure 1

Coding process. Note Adapted from Sen (2000).



The research takes into consideration content analysis, a methodology widely used in social sciences, to analyze the degree to which numerous terms and concepts (Serafini & Reid, 2023), related to human development, are mentioned in the documents of

Ecuadorian universities. The approach allows us to discuss how the presence of these terms can be related to different themes proposed by the theory. According to Bernard et al. (2017) Content analysis is used to explore or confirm explicit and hidden meanings in text through a systematic process of coding and qualitative data analysis; thus, it allows us to understand and study the texts of documents. (Kim et al., 2020). Thus, this research is used to explore and analyze the manifest or latent fragments on instrumental freedoms, characteristics of the capabilities approach, adopted by Ecuadorian universities to avoid inequality.

Participants

This research analyzed the 62 universities that Ecuador had until 2023. 178 regulations were collected, including statutes, PEDI, and research guidelines; however, since there were 62 institutions, it was expected that this number could be collected for each type of document with a total of 186, which was not possible because 2 strategic plans and 6 research regulations were not available. Thus, at least one document from all existing universities was used, reaching 96% of the total documents possible to collect (population); which were obtained from the CES and university websites.

Tasks and Methods

MAXQDA, a powerful software for qualitative research and mixed methods, was used. (Guetterman & James, 2023; Reyes et al., 2021). A case was created and the documents of the universities were grouped according to the classification of the institutions by the (CES, 2023), that is, public, private and co-financed universities. A dictionary was then created based on the theoretical review, information reflected in the codebook, in order to easily identify the fragments of interest through self-coding. For the final coding, the Key Word in Context (KWIC) technique was used, which is used in linguistics to study the use of words in their context. (Thelwall, 2021) If a text met more than one inclusion criterion, it was coded in more than one code, not exceeding three per fragment.

With the results of the coding, a table was exported with each university as a row and each of the nodes (terms and concepts of interest) as a column. The matrix coding queries show the intersections between the documents, with each cell of the matrix marked with the document number of each group of universities that mentioned concepts related to the codes of instrumental freedoms that lead to the provision of capabilities necessary for human development. Through this matrix, it was possible to merge the data with the descriptors of the university population to calculate counts and percentages of universities with their respective groups that mentioned each instrumental freedom explored. In this way, a table could be exported with the results to be analyzed.

To complement the analysis with visual tools, the MaxDictio tool was used, with the keyword in context option. The words were filtered as search elements and the context of 15 words before and after was determined. This information allowed the generation of word clouds that surround the context of the search term. This approach allowed a clear and organized representation of the most relevant terms, in addition to visualizing the word frequencies.

Results

Instrumental freedoms contribute directly or indirectly to improving the quality of life that individuals seek. Therefore, the role of the Ecuadorian University through its research function should allow the expansion of freedoms and the provision of capabilities to guarantee equal opportunities that contribute to the development of the nation, as well as to the reduction of political and socioeconomic inequalities.

In this sense, the analysis and codification of the Statutes, PEDI and lines of research of the Ecuadorian universities reflected the contribution of the Ecuadorian University, from the research, to achieve guarantees in equal opportunities and reduction of inequalities. The results obtained include the frequency of words that surround the terms "opportunities" and "capabilities"; the categories of instrumental freedoms with a focus on capabilities codified in the narrative of the documents; and the analysis of specific fragments that comprise codes on this type of freedoms.

Figure 2

Frequency of words surrounding the term opportunities. Note. The figure represents a cloud of words surrounding the term opportunities in the regulatory documents of Ecuadorian universities.



Source: Own elaboration (2024).

The words commonly linked to the term “opportunities”, ordered in descending order, are: equality (610), quality (291), education (249), higher (210), principles (206), threats (178), research (158), strengths (155), objective (146), weaknesses (141), etc. Therefore, this visual representation increases the level of understanding for the context in which this term is predominantly used and, in addition, works as an indicator to illustrate the relationship between the words “equality” and “opportunity”. This highlights how the perception of equal opportunities is closely linked to the quality of higher education in the country and its research processes with equity and justice approaches.

Figure 3

Frequency of words surrounding the term opportunities. Note. The figure represents a cloud of words surrounding the term capabilities in the regulatory documents of Ecuadorian universities.

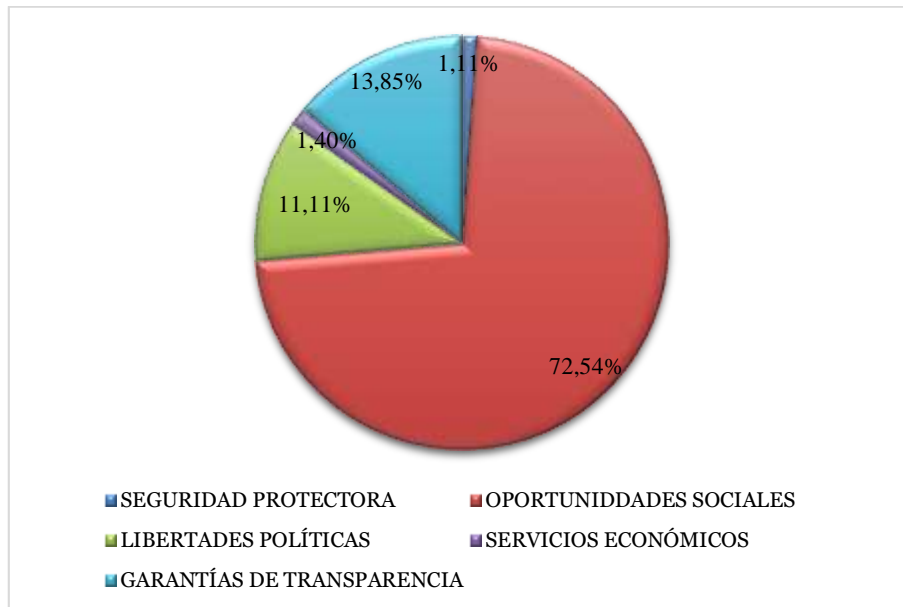


Source: Own elaboration (2024).

The most frequently mentioned words found around the term "capabilities" are: strengthen (201), development (193), objective (192), education (131), quality (127), research (123), promote (118), institutional (111), people (108), empower (108), etc. Thus, this word cloud describes the context in which the term capabilities is used, such as the efforts made by the university institution of Ecuador to improve and expand the skills and opportunities of students; offering quality education and conducting research that contributes to the solution of people's problems.

Figure 4

Frequency of words surrounding the term opportunities. Note. The figure represents a cloud of words surrounding the term capabilities in the regulatory documents of Ecuadorian universities.



Source: Own elaboration (2024).

From this perspective, 72.54% of the total fragments coded and analyzed reveal the priority that the university institution in the country has in providing quality educational systems that improve the quality of life of society. In other words, expanding social and educational opportunities allows individuals to participate in economic activities with greater freedom of access, facilitating the improvement of their standard of living.

Likewise, the intention of the University in Ecuador to generate spaces of trust in personal interrelations; in addition, to disclose information (product of its research), and guarantees that prevent processes tainted by corruption. All of this registers 13.85% of the total fragments analyzed and coded, that is, it reflects its concern to provide guarantees of transparency that allow the reduction of inequalities.

Likewise, 11.11% of the coding recovered and analyzed corresponds to political freedoms, which is considered the third most important instrument in this work for reducing inequalities in Ecuador, through university research. This means that the country's higher education institutions seek to guarantee compliance and respect for human rights, freedom of investigation, democracy and political criticism.

Another of the instrumental freedoms analyzed in the regulatory documents of Ecuadorian universities is economic services, which with 1.40% of coded fragments justify the slight interest of the institution, at least at the normative level, in researching to equalize opportunities in the use of economic resources, access to the market and other factors that allow increasing the income of individuals and national wealth.

Finally, 1.11% of the coded fragments correspond to protective security, which indicates the low level of university attention to carrying out its research processes with a focus on social protection, which stops problems of starvation, misery or others.

Table 1

Fragments analyzed and coded

Categories	Total	Codes	Number of fragments	%
Political Freedoms	191	Rights	136	7.91%
		Democracy	31	1.80%
		Political Freedoms	24	1.40%
Economic Services	24	Regulated Market	24	1.40%
		Individual Income	0	0.00%
Social Opportunities	1247	Participatory Innovation	1036	60.27%
		Social protection	207	12.04%
		Government Incentives	4	0.23%
Transparency Guarantees	238	Disclosure rights	238	13.85%
Protective Security	19	Social justice	9	0.52%
		Poverty Reduction	10	0.58%

Note. A summary of the total coding in the regulatory documentation of the Ecuadorian University is shown. Source: Own elaboration (2024).

In Ecuador's 62 universities, different types of instrumental freedoms were identified that promote the provision of capabilities and contribute to ensuring equitable opportunities in society through research.

In this sense, within the coded fragments that identify the intentions to expand political freedoms, 191 fragments were obtained, of which 136 correspond to the Rights code, which includes terms related to the recognition of cultural diversity, value systems, differences in thought, and guarantees of human rights. In addition, the category is complemented by 31 fractions in context about Democracy, terms that refer to the capacity of society to elect, citizen participation, struggles against oppression, etc. Finally, 24 segments about political freedoms were coded and analyzed, which include those terms that influence political decisions in the environment. These findings

emphasize the importance that the Ecuadorian university gives to rights and freedoms in the configuration of a democratic society.

Likewise, 24 fragments were collected that aim to contribute to the category of economic services, instrumental freedom that addresses the increase in financial opportunities provided to individuals. Of these segments, all address the analysis of the coding about the regulated market, that is, the terms that contain information about the role that the State plays in correcting the inequalities caused by the market. On the other hand, due to the institution's competencies, it was observed that Ecuadorian universities do not use terms related to the level of income or individual income that people receive. These results reflect the emphasis that Ecuadorian universities place, in their normative documents, on state regulation of the market, while omitting considerations about individual income.

In addition to the above, the coding of the fragments that seek to promote the generation of capacities to achieve freedoms such as social opportunities from the University, 1247 fractions were identified in context, of which 1036 correspond to the Participatory Innovation code, 207 to Social Protection and 4 fragments to Government Incentives. Therefore, it is observed that the Ecuadorian university has a greater interest in guaranteeing quality services that improve the standard of living of individuals; especially through participatory innovation, since this would allow the transmission of knowledge and external processes to the communities, respecting their values, knowledge and principles. Likewise, its normative documents reflect that there is interest in adding to its research processes the search for equal opportunities and social protection through the creation of conditions that expand freedoms. Finally, it is recognized that the level of government incentives for the reduction of social inequalities is significantly low.

As regards the fragments aimed at promoting transparency guarantees, 238 fragments were collected, which correspond to a single category, disclosure rights. These fragments represent any narrative that describes the openness intended by individuals to interact, disclosure of information, principles of transparency and prevention of corrupt processes.

Finally, the coding corresponding to the university's intention to promote social security networks indicates that there are 19 fragments, of which 10 correspond to the social justice code and 9 to poverty reduction. In other words, the Ecuadorian university's slight concern to intervene in the search for social protection for vulnerable populations that trigger problems such as unemployment, malnutrition, etc. is observed.

Discussion

This research explored the regulatory intention of the Ecuadorian University in the expansion of instrumental freedoms and the provision of capacities that allow for equal opportunities and the reduction of inequalities. The results revealed that Ecuadorian

universities prioritize quality education, participatory innovation and social protection, which reflects their interest in improving the quality of life of individuals and reducing inequalities.

One of the main contributions of this work is the identification of the impact that the research function of Ecuadorian universities has on the promotion of equal opportunities. For example, the Institute of Advanced National Studies' research lines mention that its research is interdisciplinary and examines the connections between human rights, cultural diversity and society, with the aim of formulating comprehensive policies. Furthermore, by exploring the dynamics of social and historical factors at the national and international level, the research delves into issues such as access to justice and rights violations, taking into account the diverse subjectivities that contribute to the development of diverse relationships within democratic frameworks. (Institute of Advanced National Studies [IAEN], 2019).

Likewise, the University of Otavalo promotes in its lines of research the planning of programs and activities with government organizations that increase efficiency with the use of public resources. (University of Otavalo [UO], 2019) The individual income code is in the same category; however, no related fragments were identified within the regulatory documents of universities in Ecuador, which could indicate an area that requires greater attention in future research.

In addition, the Statute of the University of Israel indicates that its research seeks to create scientific and technological knowledge adapted to the internal context, which serves to address the problems of Ecuadorian society, the sustainable management of natural resources and achieve development in the nation. (Israel University of Technology [IUSTR], 2019). This perspective is shared by the Technical State University of Quevedo, whose research plan emphasizes the dissemination of information to improve skills and promote the creation of knowledge based on principles of solidarity, justice and equality. (State Technical University of Quevedo [UTEQ], 2021).

Another example of the intentions of Ecuadorian universities is the regulations of the State University of Milagro, which mentions that it focuses on research projects that are linked to local and national development and focus on addressing the needs of individuals and key actors that allow generating employment and wealth in the fields: agriculture, industry and crafts and producers of the popular and solidarity economy (Milagro State University [UNEMI], 2017).

The study had limitations due to the lack of similar research with which to compare the results. In this context, lines of research were outlined that could be investigated to complement the work. Some of the topics proposed for study are: the perception of educational quality among different social groups; the impact of university education on

long-term social mobility; and the result of social innovation declared in university regulations. In addition, the perceptions of university authorities on the generation of capabilities in students were evaluated in order to compare it with what is established in the human development perspective of Sen (2000a) These contributions would allow for a better understanding of how Ecuadorian universities influence the reduction of social and economic inequalities.

Conclusions

- Regarding the contribution of the Ecuadorian university to the fulfillment of SDG 10, specifically target 10.3, there is evidence of a commitment to improving the quality of life through the declared intention of providing quality education and supporting participatory innovation, since the normative documents of Ecuadorian universities identify the importance of guaranteeing equal opportunities and reducing inequalities.
- Words like "opportunities" and "capabilities" are associated with terms such as equality, quality, education and development, reflecting the efforts of universities to improve people's quality of life through equitable higher education. In this way, the relationship between the perception of equal opportunities and educational quality is evident, in which the role of university research in promoting equity and social justice is essential.
- The statutes, PEDI and research guidelines identify the intention to contribute to the strengthening of capacities and consequently to the expansion of instrumental freedoms through research. Ecuadorian universities show a commitment to transparency and the disclosure of information to foster an environment of trust and equity. The promotion of human rights and political freedoms is also highlighted by the importance of a just society where all individuals can exercise their rights; however, there was less focus on research related to economic services and protective security, areas that could benefit from receiving greater attention to reduce inequalities. Thus, it is essential that higher education institutions strengthen their efforts in these areas to contribute to the fulfillment of SDG 10.
- Research findings enable higher education institutions to make decisions that guarantee equal opportunities through the generation and dissemination of knowledge. By focusing research efforts on expanding instrumental freedoms and empowering individuals, universities not only contribute to reducing educational and social inequalities, but also promote integral human development and the well-being of communities. In this way, universities can be agents of change and transformation in society. Consequently, research serves as an instrument to reduce economic and social inequalities.

Conflict of interest

There is no conflict of interest in relation to the submitted article.

Bibliographic References

- Aghion, P., Caroli, E., & García-Peñalosa, C. (1999). Inequality and economic growth: the perspective of the new growth theories. *Journal of Economic Literature*, 37(4), 1615–1660. <https://doi.org/10.1257/jel.37.4.1615>
- Amini, A., & Amouzad Khalili, H. (2021). Global income inequality and poverty reduction: trends and remedies. *International Journal of Management*, 12(2), 40–47. <https://doi.org/10.34218/IJM.12.2.2021.004>
- Arocena, R., & Sutz, J. (2015). The university in knowledge policies for inclusive development. *Issues of Sociology*, 12, 1–18. <https://www.cuestionessociologia.fahce.unlp.edu.ar/article/view/CSn12a02>
- Azmat, G., & Simion, S. (2021). Charging for higher education: estimating the impact on inequality and student outcomes. *Journal of Economic Analysis and Policy*, 21(1), 175–239. <https://doi.org/10.1515/bejeap-2020-0099>
- Barton, C.J., Grossman, G.M., & Hafed, Y. (2022). Innovation is the Answer! But is Development the Question? Assessing Innovation Against the Capabilities Approach to Development. *Journal of Development Studies*, 58(11), 2180–2197. <https://doi.org/10.1080/00220388.2022.2075737>
- Bernard, R., Wutich, A., & Ryan, G.W. (2017). *Analyzing qualitative data: systematic approaches* (2nd ed.). SAGE publications.
- Carvajal Muñoz, R. (2021). Rationality as a social commitment in Amartya Sen. Its relationship with solidarity or alternative economies. *DILEMATA*, 13(35), 53–65. <https://www.dilemata.net/revista/index.php/dilemata/article/download/412000430/728/2994>
- Cedujo, R. (2007). Capabilities and freedom: An approach to Amartya Sen's theory. *International Journal of Sociology*, LXV(47), 9–22. <https://doi.org/https://doi.org/10.3989/ris.2007.i47.50>
- CES. (2023). IES Statistics. https://www.ces.gob.ec/?page_id=5248
- Colmenarejo, R. (2016). Capabilities and sustainability approach. Contributions by Amartya Sen and Martha Nussbaum. *Ideas y Valores*, 65(160), 121–149. <https://doi.org/10.15446/ideasyvalores.v65n160.43084>

- Dei, DGJ, & van der Walt, TB (2020). Knowledge management practices in universities: the role of communities of practice. *Social Sciences and Humanities Open*, 2(1). <https://doi.org/10.1016/j.ssaho.2020.100025>
- Espinoza, O., Sandoval, L., González, LE, Corradi, B., McGinn, N., & Vera, T. (2024). Did free tuition change the choices of students applying for university admission? *Higher Education*, 87(5), 1317–1337. <https://doi.org/10.1007/s10734-023-01065-1>
- Fischer, B., Guerrero, M., Guimón, J., & Schaeffer, PR (2021). Knowledge transfer for frugal innovation: where do entrepreneurial universities stand? *Journal of Knowledge Management*, 25(2), 360–379. <https://doi.org/10.1108/JKM-01-2020-0040>
- Guetterman, T.C., & James, T.G. (2023). A software feature for mixed methods analysis: the MAXQDA interactive quote matrix. *Methods in Psychology*, 8. <https://doi.org/10.1016/j.metip.2023.100116>
- Ilie, S., Rose, P., & Vignoles, A. (2021). Understanding higher education access: inequalities and early learning in low and lower-middle-income countries. *British Educational Research Journal*, 47(5), 1237–1258. <https://doi.org/10.1002/berj.3723>
- Institute of Advanced National Studies [IAEN]. (2019). Policies and lines of research. https://www.iaen.edu.ec/wp-content/uploads/2019/09/Politica-y-Lineas-de-Investigacio%CC%81n-IAEN_2019_vd18072019-1.pdf
- Kenny, C. (2015). Have we lost our way? From the MDGs to the SDGs. *Foreign Policy*, 29(163), 80–91. <https://www.jstor.org/stable/43595454>
- Kim, Y., Rahman, I., & Bernard, S. (2020). Comparing online reviews of hyper-local restaurants using deductive content analysis. *International Journal of Hospitality Management*, 86, 1–9. <https://doi.org/10.1016/j.ijhm.2019.102445>
- Montecino, A. (2023). (Re) Production of knowledge within mathematics education. *PROMETEICA-Journal of Philosophy and Sciences*, 27, 595–601. <https://doi.org/10.34024/prometeica.2023.27.15353>
- Muñoz, MRC (2021). Rationality and Democracy in Amartya Sen and Michel Foucault. *Universum*, 36(1), 211–236. <https://doi.org/10.4067/S0718-23762021000100211>
- United Nations. (2015). Transforming our world: The 2030 Agenda for Sustainable Development. <https://www.un.org/sustainabledevelopment/es/>
- Naranjo Otálvaro, MJ, Tobón Pereira, GA, & Cardona Carmona, HE (2021). Human and social development. RED Descartes Publishing House.

- Paoloni, P., Modaffari, G., & Mattei, G. (2020). Knowledge resources in the university context: an overview of the literature. *Journal of Intellectual Capital*, 22(4), 703–724. <https://doi.org/10.1108/JIC-01-2020-0010>
- Reyes, V., Bogumil, E., & Welch, LE (2021). The living codebook: documenting the process of qualitative data analysis. *Sociological Methods and Research*, 1–32. <https://doi.org/10.1177/0049124120986185>
- Sen, A. (2000a). *Development and freedom*. Planeta Group.
- Sen, A. (2000b). Social exclusion: concept, application, and scrutiny. Asian Development Bank. <https://www.adb.org/sites/default/files/publication/29778/social-exclusion.pdf>
- Sen, A. (2005). Human rights and capabilities. *Journal of Human Development*, 6(2), 151–166. <https://doi.org/10.1080/14649880500120491>
- Serafini, F., & Reid, S.F. (2023). Multimodal content analysis: expanding analytical approaches to content analysis. *Visual Communication*, 22(4), 623–649. <https://doi.org/10.1177/1470357219864133>
- Thelwall, M. (2021). *Word Association Contextualization: Term Meaning and Context*. Springer, Cham.
- University of Otavalo [UO]. (2019). Research and innovation policies of the University of Otavalo. <https://www.uotavalo.edu.ec/repositorio/instructivos/Pol%C3%ADticas%20de%20investigaci%C3%B3n%20e%20innovaci%C3%B3n.pdf?t=1592431516>
- Milagro State University [UNEMI]. (2017). Strategic Plan for Institutional Development (PEDI) 2018-2021. <https://www.unemi.edu.ec/wp-content/uploads/2018/09/PEDI-2018-2021.pdf>
- Technical State University of Quevedo [UTEQ]. (2021). Strategic Research Plan 2021-2025. <https://www.uteq.edu.ec/assets/docs/research/docx-uteq-plan-investigacion.pdf>
- Israel University of Technology [IUSRAEL]. (2019). UISRAEL Statute. https://uisrael.edu.ec/wp-content/uploads/2019/10/Estatuto_UISRAEL_2019-V.3-min.pdf
- Wang, W., & Lu, S. (2021). University-industry innovation community dynamics and knowledge transfer: evidence from China. *Technovation*, 106. <https://doi.org/10.1016/j.technovation.2021.102305>

The article published is the sole responsibility of the authors and does not necessarily reflect the thinking of the Revista Conciencia Digital.



The article remains the property of the journal and, therefore, its partial and/or total publication in another medium must be authorized by the director of the Conciencia Digital Journal.



Indexaciones

