

# The benefits of qualitative research as a complementary strategy of big survey data

**Purpose:** Contribute to the reflection about the validity and contribution of the data obtained through the qualitative research for human development.

**Context:**

At the beginning of this century in Ecuador did not exist reliable information about Catastrophic diseases, and cases of physical and mental disabilities.

The biggest advance in this issue comes after the Constitution of the Republic of 2008 and the execution of the “Manuela Espejo” Program (2009-2010), which raised statistical information on more than 200,000 cases of people in state of vulnerability and social exclusion.

The World Health Organization (WHO) (2011) define “physical disability” as the deficient functioning of the systems: Nervous, muscular, and Osseo-articular.

Blanco (2013) states that the goal is to provide quality education, and respond to differences. It seeks to enable people to develop in different contexts and overcome problems of daily living (Marchesi, 2014).

However, “the enactment of laws is not enough without the commitment of the direct actors” to access health and education services. (Corral, Bravo and Villafuerte, 2014, p.19).

The study of individual cases is necessary to determine people current necessities and draw a route to follow. MAXQDA software support a research project which has helped to identify the persistent barriers to social inclusion.

**Conclusion:**

Government, institutions and communities need to have complete information about the social issues. The statistics data result incomplete to execute government policies. Quality research methods allow to have specific information of every cases and inside of a complex environmental.

The analysis of categories by MAXQDA software allow to filter data to generate reliable information.

The findings have use to determine specific treatment in each case studied.

Finally, the results have impact schools and universities in Ecuador; they have been encourage to apply educative adaptations and ICT supports.

**Method and tools:**

Qualitative analysis of data obtained through

- Semi-structured interview (Alonso,2011).
- Observation of barriers in educative centers (Aguado & Real, 2011).
- Consult to experts in educational inclusion and public health.

**Results:**

Based in interviews and the study of histories of life, MAXQDA helped us to detect the barriers of exclusion that persist in schools and college in the province of Manabí.

Analysis of histories of life in inclusive process

Alternal names	Exclusion evidence	Barrier for inclusive education
Firefighter	“My colleagues don’t choose me to play in their teams in sport class cuase, I run slowly”	The floor of the sports courts is irregular and makes difficult the transit of people with physical disabilities
Architect	“I cannot climb stairs with my wheelchair” in College”.	The location of the computer room. Not enough computers for all students.
Musician	“I do not like to be told: poor girl, she is blind”	Use of inappropriate language. Derogatory mean.

Note: Adaptation of Alonso (2011) instrument

Observation of educative centers in Ecuador

Testimonies	Category
“We all have to do the same writing exams but, I can’t write fast”	Motivation and stimuli to study.
“My school mates do help when I feel sick. They take notes for me”	Teachers do not apply curricular adaptations
Teachers advise me to continue my studies	Use of ICT in for educational integration
I think computers can help us to communicate but, teacher do not like	Active communication
	Information and communication deficient Access

Note: Adaptation of Aguado & Real (2011) instrument

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