INTRODUCTION

Barriers to Student Learning and Participation in an Inclusive School as Perceived by Future Education Professionals


METHOD

Lack of positive attitudes toward students with a Specific Need of Educational Support
Lack of positive expectations about students' abilities
Absence of a suitable organizational structure
Lack of activities related to training in attention to diversity
Non-existence of methodological diversity
Lack of motivation for students
There is no individualized response
Lack of adaptations in activities
Understanding of diversity is not encouraged
Without didactic and organizational strategies for inclusion such as
Care of ACNEAE in the hands of specialists
Students help ACNEAE
Teachers respect all students
Absence of adaptations in activities
The teaching staff is not prepared to meet students' needs
Scarcity of projects linked to improvement in the center
- absence of resources and bad organization thereof
- use of ICTs

RESULTS

The results show the existence of barriers to learning and participation.

Variable 'context and predominant attitudes'
Non-existence of methodological diversity

Variable 'educational response'
- limitations in methodologies and adaptations of activities
- specialized teachers assume the responsibility for ACNEAE

Variable 'resource availability'
- absence of resources and bad organization thereof

DISCUSSION

Developing curricular activities for teachers to identify barriers in their teaching centers.

Conclusions

education is an inalienable right of everyone. Hence the need to materialize the right to a high-quality, inclusive and equitable education for everyone and with everyone.

Universal Declaration of Human Rights

DATA ANALYSIS

SPSS (19.0)

Participants and predictor variables
Demographics
86 students
66 women
20 men
Age range:
21-30 (76), 31-40 (8), 41 and 50 (2)

Instrument and criterion variables
a) School context and predominant attitudes
b) Resource availability
c) Educational response

Existing barriers in educational response
Non-existence of methodological diversity
Lack of motivation for students
There is no individualized response
Lack of adaptations in activities
Understanding of diversity is not encouraged
Without didactic and organizational strategies for inclusion such as
Care of ACNEAE in the hands of specialists

Existing barriers in resource availability
Non-existence of accessible facilities for students with functional diversity
Centers will not respond to the needs of ACNEAE
Centers will not respond to the needs of ACNEAE
Lack of inclusive support measures

Barriers according to variables associated with:
- gender, age, master's degree entry requirements
- master's degree course.