INTRODUCTION

Universal Declaration of Human Rights: 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.

General aim: Analyzing the existing barriers to learning and participation in educational centers.

DESIGN

Method: Quantitative, non-experimental study of a descriptive nature.

Participants and predictor variables:

86 Students
66 Women
20 Men
Ages: 21-30 (76), 31-40 (8), and 41-50 (2).

Instruments and criterion variables:

- School context and predominant attitudes
- Resource availability
- Educational response

RESULTS

Barriers present in the school context and attitudes:

- Hardly accessible facilities for students with functional diversity: 2.86
- Centers without resources and support to respond to the needs of ACNEAE: 2.67
- ICTs are not used as they should: 2.80
- Non-existence of methodological diversity: 2.64
- Lack of motivation for students: 3.60
- There is no individualized response: 2.87
- Lack of adaptations in activities: 2.85
- Not understanding of diversity is not encouraged: 2.93
- Without didactic and organizational strategies for inclusion, such as: 2.92
- Care of ACNEAE in the hands of specialists: 3.91
- Students help ACNEAE: 2.43
- Teachers respect all students: 3.60
- Absence of a suitable organizational structure: 2.85
- Lack of positive expectations about students' abilities: 2.9
- Lack of positive attitudes toward ACNEAE: 2.93

Existing barriers in educational response:

- Non-existence of methodological diversity: 2.78
- Lack of motivation for students: 2.92
- There is no individualized response: 2.99
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Existing barriers in resource availability:

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

DISCUSSION

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

- Variable 'context and predominant attitudes' - The teaching staff is not prepared to meet students' needs.
- Scarcity of projects linked to improvement in the center.
- 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.

Barriers in educational centers.

- Absence of resources and bad organization thereof.
- Use of ICTs.
- Developing comprehensive activities with different levels of difficulty.
- Providing adequate educational support measures.
- Applying measures linked with attention to diversity within the framework of ordinary education.
- Using varied and student-adapted methodologies.
- Assuming that inclusion is everyone's responsibility.
- Rethinking teacher training and promoting awareness activities.

CONCLUSIONS

Conclusions:

- Inclusion is everyone's responsibility.
- Developing comprehensive activities with different levels of difficulty.
- Providing adequate educational support measures.
- Applying measures linked with attention to diversity within the framework of ordinary education.
- Using varied and student-adapted methodologies.
- Rethinking teacher training and promoting awareness activities.

Data analysis

SPSS (19.0)

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