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Developing inclusive schools in deprived contexts in Esmeraldas

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Developing inclusive schools in deprived contexts in Esmeraldas
Desarrollando escuelas inclusivas en contextos desfavorables en Esmeraldas

Abstract: Developing inclusive schools is a current challenge in Ecuador. Many students drop out in secondary education without the necessary competences to be included adequately within their community. It is necessary to answer this problem developing projects within schools in order to change the culture, politics and practices of students, teachers and families. In this paper is presented the first part of a broader project which seeks to improve inclusive processes in a deprived context in Esmeraldas, Ecuador. In this paper is presented the descriptive and interpretative part of a broader collaborative research. It was developed a questionnaire with the help of "Index for Inclusion" to know teacher´s and student´s perspective and a focus group with teachers, based on the questionnaire data, and the use of recorded field notes. The results show the necessity of developing an action program within the school in order to improve inclusive relationships to avoid disruptive behaviors, to strengthen ties among families and school and to reach a quality learning process with the active participation of all students, in this order, overcoming the lack of resources.

Keywords: Secondary Education; School Organization; Inclusive Education; School Community.

Resumen: Desarrollar escuelas inclusivas es un reto actual en Ecuador. Muchos estudiantes abandonan en la educación secundaria sin las competencias necesarias para incluirse de manera adecuada en su comunidad. Es necesario responder a este problema desarrollando proyectos dentro de las escuelas para cambiar la cultura, políticas y prácticas de los estudiantes, docentes y familiares. En este artículo se presenta la primera parte de un proyecto más amplio que busca mejorar los procesos de inclusión en un contexto desfavorecido en Esmeraldas, Ecuador. En este artículo se presenta la parte descriptiva e interpretativa de una investigación colaborativa más amplia. Se desarrolló un cuestionario con la ayuda del "Index for Inclusion" para conocer las perspectivas de docentes y estudiantes y un grupo focal con docentes, basado en los resultados de los datos del cuestionario, y el uso de las notas de campo registradas. Los resultados muestran la necesidad de desarrollar un programa de acción dentro de la escuela para mejorar las relaciones inclusivas para evitar comportamientos disruptivos, reforzar los lazos entre las familias y la escuela y para alcanzar un proceso de enseñanza de calidad con la participación activa de los estudiantes, en este orden, sobreponiéndose a la falta de recursos.

Palabras clave: Educación secundaria; Organización Escolar; Educación Inclusiva; Comunidad Escolar.

Introduction

Since Salamanca Statement in 1994, the core values of educational inclusion have been included gradually in the agenda of organizations, associations, educational centres and governments by introducing its principles as part of social and educational projects, plans and curriculums (Fast Track Initiative, 2010; Fundación ONCE, 2012; Peters, 2004; Education Sector, 2017). In the meantime, researches and experiences about inclusive education has been increased generating a considerable amount of information from different parts of the world (Agencia de Calidad de Educación, 2016; Chao, Forlin & Ho, 2016; Curcic, 2009; De Vroey, Struyf & Petry, 2015; Durán et al., 2005; Duro, 2014; Engelbrecht, Nel, Smit & Van Deventer, 2015; Jelas & Ali, 2014; Kim, 2014; Majoko, 2017; Secretaría de Educación Pública, 2016; Susinos, 2002; Vorapanya & Dunlap, 2014) improving the ability to face the demands that arise from the increasing diversity of cultures, capabilities and interests the classrooms. Despite of the considerable volume of documents has been generated around this topic, inclusive education continues being a challenge for worldwide educational community.

Ecuador currently faces educational issues which has been bound to the social, political and economic development of the country in the last sixty years. Since 1950, educational policy development has been focused on the eradication of illiteracy and innumeracy, equal participation in public education for every student in all levels, student´s engagement till adulthood and integration of indigenous population (Poveda et. al, 1997; Walsh, 2009). The efforts to build a quality educational system have been found several social, political and educational problems which were related and fed back to each other: lack of satisfaction of population basic needs, a considerable student disengagement before finishing compulsory education, lack of capacity from social and educational initiatives to respond to society demands, lack of integration of indigenous communities and poor levels of qualification in all professional areas (Poveda et. al, 1997), which were exacerbated with the financial and political crisis in the 90's (Rojas, 2006). The approval of the Constitution of 2008 and the election of Rafael Correa, brought social, politic and educational stability to the country which could be reflected in the growth of social welfare data and the fall of poverty rates, just like increase the educational initiatives carried out from inside, like the National Plan of Well Living (Larrea y Camacho, 2013), the National Plan "Education for All" (Ministerio de Educación, Cultura, Deporte y Recreación, 2003) and Organic Law of Intercultural Education (2011), which ensured

the quality of education for all, and outside, from institutions like the World Bank (Rojas, 2006) or UNICEF (2018), which have got to improve the educational results since then. Nevertheless, the application of this initiatives has been developing among lights and shadows (Isch, 2011) which is reflected in the current data about the state of education.

It is observed an improvement in educational results in the last years especially from the most deprived areas. From 2003 to 2014 the number of students between 5 and 14 years old who attend Elementary levels in urban areas increased 7.5 percentage points, from 88.6% to 96.2%. In rural areas, the increased was 10.9 percentage points, from 84.1% to 95%, greater than in urban areas, 5.5 points, from 81.4% to 96.9% (Antamba, 2015). The students who attend Baccalaureate, among 15 and 17 years old, increased 23 percentage points, from 42.1% to 65.1%. In rural areas, the increase was of 32.8 percentage points, from 24% to 56.8% while in urban areas was of 17.5, from 52.2% to 69.7% (Antamba, 2015). Differences related to sex are barely perceptible though females are slightly over the male. In Elementary Education, girls show 96.4% and boys 96% and in Baccalaureate girls show 65.9% and boys 64.3% (Antamba, 2015). It is observed an increase in access to education among ethnic groups. Among 2001 and 2010, Elementary Education attendance of native population increases 19.4 points, from 71.2% to 90.6%, afro descendant population increases 14.05 point, from 75.1% to 89.05% and other ethnic groups increase 11.85 points, from 79.2% to 91.05%; Baccalaureate attendance of native population increases 27.2 points, from 16.9% to 44%, afro descendants increase 21.1 points, from 28.3% to 49.4% and other ethnic groups increase 22.1 points, from 41% to 63.1% (Larrea y Camacho, 2013).

About educational performance, focusing from 12 to 17 years, when school risk situations usually emerge, at a first look, it is realised a progressive disengagement in students who leave before completing the Elementary and Baccalaureate but in those who repeat the course. It can be observed an appreciable gap in repetition among 13 and 14 years in Elementary Education and 14 and 15 years in Baccalaureate level (Table 1).

Level	Age	Attend	Repeat	Not attend
Upper Elementary	12	98.24%	0%	1.76%
	13	95.83%	0.87%	3.30%
	14	80.49%	12.80%	6.71%
Secondary	15	58.53%	31.41%	10.06%
	16	73.14%	12.95%	13.91%

3

	17	64.90%	9.46%	25.63%

Table 1. Educational performance in 2014 in Ecuador. Source: Antamba (2015, p. 10).

Apart from the repetition, that has been shown as a predictor of school failure (Hughes, Cao, West, Smith & Cerda, 2017; Roca, 2010), data shows that schools are not tailored to student's needs, demands and interests. For these students, to obtain the Upper Elementary or Secondady degree will not mean an improvement in their living or working conditions (Antamba, 2015).

Between 2003 and 2014, illiteracy rates have gone down 9.9 percentage points, from 20.2% to 10.3% in rural areas, and 1.4 points in urban areas, from 5.2% to 3.8%. By sex, illiteracy has gone down 3.8 points in males, from 8.5% to 4.7% and 4.7 points in females, from 11.4% to 6.7% (Antamba, 2015). A considerable number of students are falling behind. In 2010, 2.4% of students among 9 and 11 years, 14.5% among 12 and 14 and 26% among 15 and 17 (Larrea y Camacho, 2013).

Despite the growth in access to Elementary Education and the general improvement in educational performance, there still exist a considerable number of students deprived of receiving a education based on their needs and capacities as they move forward, since formal regular education is not seen as a factor which can improve their living conditions.

There are indications to think that a pedagogical practice based on students' participation in their own learning and development with others, (Meijer, 2005; Solla, 2013; Wehmeyer, 2009) and teacher and community participation (Bryk, Sebring, Allensworth, Luppescu & Easton, 2010; García, Leena & Petreñas, 2013; Lee, Zhang & Yin, 2011; Molina & Ríos, 2010) leads to achieve a quality pedagogical practice in terms of moral values and principles related to democracy and social integration (Escudero, 2006; Martínez, 2011), equity and social justice (Bolívar, 2012), active learning of students (Martínez, Nieto & Vallejo, 2016), higher order thinking content (Hayes, Mills, Christie & Lingard, 2006) and critical thinking (Paul & Elder, 2005).

As Amstrong, Amstrong & Spandagou (2011) point out, the term "inclusion", related to education, has been historically constructed from different perspectives. As a last resort, when it is thought to develop inclusive educational programs, they have to respond to the needs and demands of a particular national andlocal context. The term of "inclusion" trespasses the walls of the classroom to involve the whole community (Arnaiz, 1996; Booth & Ainscow, 2011;

Stainback & Stainback, 1999).

The development of initiatives to build inclusive educational schools respond to different priorities. It is not only taken into account social and economic problems of the region or the country (Montanchez, 2016), but local problems are related to the needs and motivations of families, teachers and students. As it has shown above, quality education development in Ecuador depends of the capacity to make aware to the community the personal and social benefits of education.

Methodology

The present research is the first part of a broader collaborative research understood as a participatory action-based research to introduce changes in the school community (Messiou, 2018; Tragoulia & Strogilos, 2013). The research was designed from a quantitative and qualitative paradigm to describe and interpret the teachers and students needs in order to develop an improvement plan. It is also a case study with one school chosen by the chance of the willingness of a significant part of teachers and community to develop strategies to improve the educational, cultural and social life of the community (Ary, Cheser & Sorensen, 2010). In addition, the project could be useful to understand how the school is working from an inclusive perspective considering that the case is representative of other school centres in the city of Esmeraldas (Ary, Cheser & Sorensen, 2010). The main objective of the project was to build an inclusive and collaborative school among students, teachers and families through significant changes in educational practices, culture and politics. This paper is focused in the first specific objective: to describe the perceptions about inclusive practices, cultures and politics from students and teachers. It was not possible to count on families' collaboration because of schedule and availability issues. For this, it was developed a questionnaire *ad hoc* for teachers and students. Once the results were obtained, it was observed the most urgent issues to develop a question guide to carry out a focus group with teachers. During the research, it is collected field notes and photographs to get a better picture of the school through data triangulation.

The questionnaire is based on the latest version of the *Index for Inclusion* –Index, from now - (Booth & Ainscow, 2011). It has 30 items for teachers and 21 for students distribute in the areas and sub areas (table 2). It was answered using a Likert Scale from 1 (Strongly disagree) to 5 (Strongly agree).

Students	Teachers
Creating Inclusive Cultures	
Building Communities	
Climate of welcome in classroom	Climate of welcome in classroom
Students collaborate each other	Teachers collaborate each other
Good relationships with teachers	Good relationships with students
Learn to take care our school	School is a reference site for families
Good relationships among students	
Establishing inclusive values	
Respect for all students	Code of inclusive values accepted for all
Any students are excluded	High expectations about students
All students are accepted	Teachers value all students equally
	Encouragement nature and human care
Producing Inclusive Policies	
Developing the school for all	
New students are integrated	Teachers participate school improvement
Adaptation to students' capacities	Students participate school improvement
Teachers encourage students to learn	Families participate school improvement
There are not mobility barriers	Principal participate school improvement
Students opinion are recognized	Principal encourage teacher participation
	There are not mobility barriers
	New students and teachers are integrated
	Principal encourages community participation
Organising support for diversity	
Code of conduct is respected	Supporting is coordinated
Bullying is resolved efficiently	Teacher training improve student support
	Personal attention to students at risk
	Bullying is resolved efficiently
Evolving Inclusive Practices	
Orchestrating learning	
Contents are related to daily life	All students are included in activities
Teachers encourage to reflection	Activities allow students collaboration
Teachers encourage to work by groups	Teachers support students efficiently
	Neighbourhood have learning resources
	Teachers share learning resources
	Evaluation depends on students' needs
Mobilising resources	
Learning of human rights	Contents are related to students' life
Subject are interrelated	Contents encourage reflective thinking
Contents are inspirational	Subject are interrelated
	Contents are related with student needs

Table 2. Questionnaire items for students and teachers. Source: Personal data.

It was validated for the main researcher of the project and validate for two specialists of the School of Education of the Pontificia Universidad Católica del Ecuador Sede Esmeraldas - PUCESE -, two teachers and two students of the school. The internal consistency, measured with Cronbach's alpha (Teachers, α=.936; Students, α=.080), is given valid considering the exploratory purpose of the questionnaires (Quero, 2010).

With the data collected by questionnaires, it is developed an open interview with an interview guide to delve into the study of the most urgent issues observed (Xerri, 2018). The focus group is the method chosen to get the information in order to participants can utter their opinions and discuss about the proposed topics in from an individual and social perspective (Ryan, Gandha, Culbreston & Carlson, 2014).

In order to complete the data obtained from questionnaires and focus group, the main researcher of the project took notes and photographs from the institution. This kind of data could be useful to get a better and broaden picture about the school process, relationships and culture. The objective is to describe the situation objectively to use it for reflection with the rest of the data (Ary, Cheser, & Sorensen, 2010).

The research is focused on an Educational Unit situated in a deprived neighbourhood in Esmeraldas, Ecuador, which serves a population around 1400 students. The will of the principal and other teachers allowed to the research group of School of Education of PUCESE to start the action research project. Through questionnaires, it was collected data from all Secondary students and 9 and 10 Elementary level students (N=158), which 58 are in 9 and 10 Elementary level and 100 in Secondary, and a suitable part of staff (N=29) of 44 teachers, which 5 are men and 24 women from Elementary and Secondary level. Then, it was organized three focus group with volunteer teachers from Elementary and Secondary level. One focus group with 3 females and one male and the other two with 6 and 7 females respectively.

Quantitative data collected was analysed with SPSS 23v. It was used measures of central tendency to know the average response to each item. ANOVA command was used to analyse the statistical significance of differences. To analyse the statistical significance of differences with Eta Squared ($\eta2$) to estimate the quantity of the differences. To analyse the dimensionality of items was used Principal Component Analysis (PCA) with varimax orthogonal rotation (Kaiser, 1958) as there is not a dominant factor (Lloret-Segura et al., 2014) and it is supposed

factors are statistically independent among them (Watson, 2017). Qualitative data from focus groups was analysed with Atlas.ti 6v.

Results

In table 3 it can be observed the items related to teacher's perceptions from the most to the less urgent issue. Taking into account the number of items and mean distribution, the first eight items, with less than 4 points of average, are considered as the most important issues on which to focus the analysis.

Items	M	SD
Neighborhood have learning resources	2.50	1.262
There are not mobility barriers	3.19	1.594
Families participate school improvement	3.40	1.041
New students and teachers are integrated	3.41	1.152
School is a reference site for families	3.46	.999
Students participate school improvement	3.65	1.056
Bullying is resolved efficiently	3.66	1.045
Personal attention to students at risk	3.93	.858
Code of inclusive values accepted for all	4.04	.808
Teachers support students efficiently	4.04	.744
Climate of welcome in classroom	4.11	.629
Teachers value all students equally	4.11	.832
Encouragement nature and human care	4.14	.743
Teachers share learning resources	4.14	.756
Subject are interrelated	4.15	.718
Evaluation depends on students' needs	4.17	.658
Teachers participate school improvement	4.18	.670
Contents are related to students' life	4.19	.634
Contents are related with student needs	4.24	.689
Teachers collaborate each other	4.25	.645
Good relationships with students	4.29	.659
Principal encourages community participation	4.29	.600
High expectations about students	4.30	.669
Supporting is coordinated	4.30	.465
Contents encourage reflective thinking	4.31	.679
Teacher training improve student support	4.36	.731
Principal participates school improvement	4.39	.567
Activities allow students collaboration	4.39	.737
Principal encourage teacher participation	4.43	.634
All students are included in activities	4.44	.641

Table 3. Teacher's perception. Source: Personal data.

Teachers perceive that the neighbourhood does not have resources to support the students learning, the school has barriers to mobility, students and families do not participate in school improvement, there is not a good integration of new teachers and students in the school, bullying problems are not being resolved efficiently, the school is not a reference site for families and there is no a personal attention to students at risk. As it is shown, inclusion urgent issues are related to different levels: community, family, school and students. It was not calculated differences in teachers related to sex because of the important differences among the sample (Briones, 1996). Because of the limited sample, PCA could not be calculated.

It is shown the items about student's perceptions from the most to the less urgent (table 4). In this case, the analysis is focused on the first five items, with less than 3.5 points of average. Students perceive that their opinions are not important for teachers, some students are excluded in classrooms, contents are barely related to their daily life, students do not use to collaborate in class and bullying cases are not resolved efficiently. It is important to point out that items related to the mobility barriers in school, climate of welcome at classrooms, students' exclusion and lack of interrelation among subjects are with less of 4 points from students' perception and are related to teachers' low perception.

Items	M	SD
Students opinion are recognized	3.26	1.350
All students are accepted	3.27	1.483
Contents are related to daily life	3.44	1.280
Students collaborate each other	3.46	1.435
Bullying is resolved efficiently	3.48	1.431
Code of conduct is respected	3.52	1.272
Respect for all students	3.61	1.290
There are not mobility barriers	3.64	1.348
Climate of welcome in classroom	3.74	1.179
Subjects are interrelated	3.74	1.210
Adaptation to students' capacities	3.84	1.125
Any students are excluded	3.94	1.225
All students are valued equally	4.03	1.098
Learn to take care our school	4.04	1.173
Contents are inspirational	4.06	1.088
Good relationships with teachers	4.15	1.104
Students have the same rights	4.27	1.117
Teachers encourage to work by groups	4.35	1.021
Teachers encourage to reflection	4.36	1.055
Teachers encourage students to learn	4.38	1.178

| New students are integrated | | | | | 4.48 | .874 |

Table 4. Students' perception. Source: Personal data.

It has not been found significant differences related to sex, so, that perceptions among males and females are similar. It has been found differences related to course. In table 5 can be observed the differences among Secondary and Elementary students.

Item	SS	df	SM	F value	Sig.	η2
New students are integrated	3.47	1	3.47	4.65	.033	.029
Code of conduct is respected	8.12	1	8.12	5.15	.025	.032
Students collaborate each other	11.37	1	11.37	5.68	.018	.035
All students are accepted	6.38	1	6.38	5.45	.021	.035
Contents are inspirational	9.66	1	9.66	8.57	.004	.055
Teachers encourage students to learn	11.11	1	11.11	8.39	.004	.053

Table 5. Significant differences of students according to the school year. Source: Personal data.

With a 95% level of confidence it appears the items about the integration of students, respect for the code of conduct and collaboration and acceptation among students. With a 99% level of confidence it appears the items about inspirational contents and teachers encourage students to learn. Significance, represented by Eta-square (η2), is appreciable in items related to the integration of students, code of conduct and collaboration and acceptation among students; significance is noteworthy in the item about curriculum content and teachers' encouragement. Figure 1 shows how students from Secondary level have a positive perception about these issues above Elementary student's perceptions. It can be explained because of the reduced number of students which are enrolled in Secondary have a motivation to learn opposed to the considerable number of students which have the idea to give up the school.
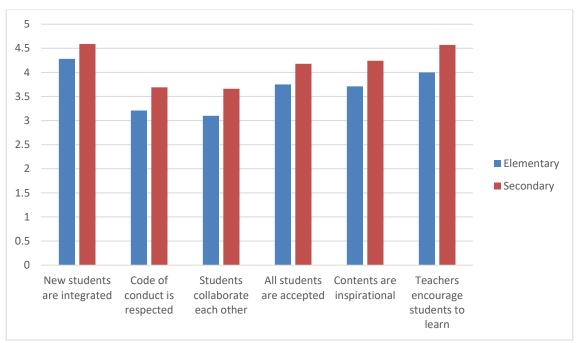
Figure 1. Difference of means among Elementary and Secondary students Source: Personal data.

In PCA analysis, *p*-value Barlett test was .000 and KMO .697. The last is a scarce value (Watson, 2017) though, considering the objective of the test, is enough to show an idea about the main factors (Lloret-Segura et al., 2014). It is selected 7 components to explain item´s variance (table 6), which are selected attending to eigenvalues greater than one since it is assumed that the factor explains the variation of at least in one item and cumulative variance is above 50% (Zwick y Velicer, 1982; Mashal y Kasirer, 2012).

	Initial Eigenvalues			Extraction sums of square loadings			Rotation sums of square loadings		
	Total	% varianc e	Cumulative %	Total	% of variance	Cumulative %	Total	% of variance	Cumulative %
1	4.561	21.721	21.721	4.561	21.721	21,721	2.209	10.518	10.518
2	1.649	7.852	29.573	1.649	7.852	29,573	2.171	10.339	20.857
3	1.562	7.438	37.011	1.562	7.438	37,011	2.123	10.109	30.966
4	1.451	6.907	43.918	1.451	6.907	43,918	1.666	7.934	38.900
5	1.204	5.734	49.652	1.204	5.734	49,652	1.565	7.450	46.350
6	1.149	5.470	55.122	1.149	5.470	55,122	1.536	7.315	53.665
7	1.032	4.916	60.038	1.032	4.916	60,038	1.338	6.373	60.038
8	.962	4.580	64.618						

Table 6. Factors extracted from students' perception. Source: Personal data.

11

As it can be seen in table 7, the first component includes the respect for all students, student's collaboration and teachers' motivation to learn which are related to learning together; the second component includes teachers encourage to reflection and work by groups and students have the same right which are related to sharing knowledge; the third component includes a climate of welcome in classroom, the equal valuation of all students, good relationships with teachers and the lack of mobility barriers which are related to student-centred climate; the fourth covers the recognition of students opinion, contents related to students daily life and the interrelation of curriculum subjects which can be described as interrelated curriculum content; the fifth shows the item about the acceptance of all students and the motivation of the curriculum content which are related to student's integration in classroom; the sixth involves the efficiently resolution of bullying cases, the respect for the code of conduct and the integration of new students which are related to peaceful climate in classroom; the seventh component includes the adaptation to students capacities, lack of students exclusion and to learn to maintain the school which are related to an inclusive school environment. If this data is compared with the questionnaire results, it is shown in the first and third factor how the lack of collaboration among students and the respect for all of them are related to the encouragement by teachers and barriers to mobility and the existence of mobility barriers and a lack of climate of welcome is related to the equal valuation of all students and good relationships with teachers, respectively. It could be explained by a lack of methods and school culture centred in student's needs, characteristics and based in traditional learning methods.

	Component						
	1	2	3	4	5	6	7
Respect for all students	.744						
Students collaborate each other	.719						
Teachers encourage students to learn	.600						
Teachers encourage to reflection		.788					
Teachers encourage to work by groups		.699					
Students have the same rights		.695					
Climate of welcome in classroom			.633				
All students are valued equally			.614				
Good relationships with teachers			.613				
There are not mobility barriers			.562				
Students opinion are recognized				.735			
Contents are related to daily life				.700			
Subjects are interrelated				.550			

All students are accepted	.758		
Contents are inspirational	.548		
Bullying is resolved efficiently		,665	
Code of conduct is respected		,665	
New students are integrated		,385	
Adaptation to students' capacities			.634
Any students are excluded			.627
Learn to take care our school			-.437

Table 7. Factor loadings of students' perception. Source: Personal data.

It is observed how items about learn together are the weightiest followed by sharing knowledge and student-centred climate. Hence, the most highlighted factor is the learning core among students, teachers and learning content, with a lack of consideration of abilities, capacities and needs from students in curriculum planning.

It is shown the main findings from focus groups and field notes related to the urgent issues. To recognize teacher's contributions, we use the next codes: FT=female teacher, MT=male teacher and FG=focus group. The number next to the letters is to recognize different teachers and groups in each case.

Mobility barriers are a real problem for the school as it could be observed by the main research. Teachers are conscious about it. A female teacher pointed out this problem with an example:

We had a student with difficulties to go into the school because there was not a ramp and other classmates grabbed and took down him. To go to the toilet, we relocate the classroom of the child in the first floor (FT2, FG1).

Other teachers talk about another girl with problems to move around the school.

There is a girl with a disability in gross motor capacity…. she has problems for walking…and to walk into the classroom because of the door… (FT4, FG2)

…classmates help her to go to the toilet… (FT3, FG2).

Other teachers remembered the same case and pointed out the difficulties of students with momentary limited mobility using crutches to walk around the school. They are aware that the institution is not prepared for children with limited mobility from the entrance to the doors or the floor of the playground or the common places. They talked about the need of more resources to improve all spaces of the school. One teacher mentioned the bad condition of school surroundings which is an added problem to school's access for students with limited mobility. It is observed a lack of family participation within school's process and decisions about school life and student learning.

…you organize a parent meeting and of 38 students come 6… (FT6, FG3).

…we called them, we convoked them, and some parents do not take the reports from teachers (MT1, FG1).

…families don't participate even on weekends, even though they don`t work…always come the same parents… I think we make a great effort… we call them, we have WhatsApp groups to inform them, but they sometimes leave the groups … (FT4, FG2).

Teachers defend the diversity in classroom, but they face some problems like some many children by group with different needs and the lack of training in this area. It seems that the training about it doesn't prepare teachers to give appropriate responds to students. One teacher pointed out that families do not help because they do not say if a child has problems or any kind of disability.

…the thing is there are fathers that when they fill the file in the institution don't tell the truth about the kid…there are families which don't assume the reality, when the child has a disease or a disability… (FT5, FG2)

Some teachers pointed out robberies and drug trafficking as two important problems in the neighborhood which lead to maintain weak social ties within the community while the school is seen as powerless institution to change the current situation.

About classroom diversity, teachers recognized the importance of personal planning and attendance focusing on student's needs and personal characteristics, but they realize the limited resources and abilities they have to face it and the number of students in each classroom.

...teachers make an effort for students...but we have our barriers, gaps and shortages because of the difficulties of our labor... (FT1, FG1).

There are a considerable number of students and each student has its own characteristics...if I attend 5 students at day, I have to take turn them because I cannot attend 38 or 40 students... (FT6, FG3).

(Talking about the lack of diversity attendance) *But it is because of the lack of resources. It is not that teacher do not want to, but the lack of resources...there are small classrooms and they (the Ministry of Education) want to fill up with 40 students...and the group is heterogeneous...there will be so quite children and other much undisciplined* (FT3, FG2).

Teachers pointed out that families do not participated of children´s learning.

If we see a child who can achieve it at, we ask to the parents for help...they have not helped us in anything. Even though we ask for, talk to them or send an advice, they do not help us (FT4, FG2).

About violence cases and bullying a group of teachers said there is only few isolated cases and other that is an important issue to solve. All teachers indicated the family as the origin of this violent behavior.

...they express in the school the problems what they have at home (FT4, FG2).

...boys hit between them; they mistreat among them. I am scared sometimes... (FT2, FG2).

Somehow, these are problems that they are feeling at home, they fight, or suddenly their mom hit them, or crush their heads, as one said, then, they come here to get their revenge (FT6, FG3).

Finally, teachers pointed out the lack of school resources and classroom material to perform an adequately learning practice being the fault of the Ministry of Education. They remarked the necessity of a library and the lack of books and resources to work with children.

…we have to obtain resources from there is almost anything or to recycle as we have done in the past… or to ask to borrow some materials to work (FT3, FG3).

During the visits, it was confirmed that the room called as library is only filled by tables, chairs and lockers.

In summary, the mobility barriers are a problem that is not solved yet. Teachers understand the necessity to attend the diversity but feel overwhelmed by the lack of capacity to give proper responses to the high number of children by class. The school is not seen as a reference point within the community by families because the lack of participation in the school processes and events which does not permit them to recognize the possibilities to build a better community for everybody. Indeed, teachers pointed out the lack of responsibility in children´s learning by families. About school violence exists a confrontation of ideas. It seems that bullying cases are not so common but regular violent behaviour within school and classrooms is more usual, a fact that researchers could confirm during school visits. Teachers suggest family relationships at home as the main explanation for this behaviour. About teachers learning performance, they point out the lack of resources and the fault of the ministry of education in this issue.

Discussion

Teacher's perceptions are related to different levels of school. It is shown the necessity to take actions in order to improve inclusion in the whole institution. On the other hand, students are centred in the elements which most directly affect them as their participation in school, the study content and the bullying cases although they point out to the good relationships with teachers and the motivation and suitable methods teachers put in practice in classroom,

perceptions which are similar to teachers' ones.

Baccalaureate students present more favourable perceptions than Secondary students. This could be explained because of the gap among these levels since students who pass Secondary are much more willing to finish Baccalaureate. It could be said that the passage from Secondary to Baccalaureate acts as a funnel as it could be seen in the state of education in Ecuador.

PCA analysis shows the relationships among students, teachers and curriculum content with student's differences in the centre of the learning planning as an important issue for students while there is a lack of culture and curriculum planning related to student's needs, capacities and attributes.

The absence of family's participation in school culture and children´s learning could be derived from a lack of acknowledge about the possibilities of education to improve their own life conditions, as it was shown before, which could explain the important rates of desertion in high educational levels.

Teachers focus on issues related to elements located out of the school, avoiding the self-criticism about things they could do, which could be explained because context issues overcome the capacity of teachers and principal board. Families are not a reliable factor to take into account to support schools' processes and student´s learning. Educational administration does not give the necessary support, so, that teachers can face properly with the challenges of the context. It could say that teachers feel that they have to deal with school problems themselves and try to solve it in the best way possible with their own resources and capacities.

Bullying and school violence is not seen differently among teachers, but students point out it between the main problems. Teachers claim that bullying issues come from families' relationships. It could be explained because a certain degree of violence is tolerated. In any case, students point out bullying as one the matters to be solved in order to reach a suitable learning environment since, from their perspective, is a problem that disrupts the learning relationships and processes.

The lack of academic, personal and material resources is a notable handicap to try to solve the pedagogical and social school problems. The data collected and the discussion that follows show the necessity to develop an action program within the school in order to improve inclusive relationships to avoid disruptive behaviors, to strengthen ties among families and school and to

reach a quality learning process with the active participation of all students, in this order, overcoming the lack of resources. That is the next step of this project.

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