A descriptive study on the training and attitude of future teachers towards educational inclusion

Rojo-Ramos, J.
Ferrera-Granados, C.
Fernández-Guerrero, M.
Manzano-Redondo, F.
García-Gordillo, M.Á.
Polero, P.
Adsuar, J.C.

Abstract
The Spanish educational system has heterogeneous and diverse students that have increasing learning needs. All this has forced it to reinvent itself, designing and applying a model of inclusive education that serves to offer a higher quality educational response to these students. One of the main pillars for achieving this challenge is the teaching staff. The aim of this study is to evaluate the training and attitudes of future teachers to work in inclusive educational environments. The present research had a sample of 245 future teachers in the degrees of Early Childhood Education and Primary Education, who answered the Teacher Training Evaluation Questionnaire for Inclusion (CEFI-R), specific to the object of study. As the main conclusions, we obtained that the perception of future teachers towards the concept of inclusion is positive and that the training they receive is adequate, although there is room for improvement. However, there is a need to adjust the curriculum, increase the period of practice and better coordinate the actions of the members involved in the educational process.

Author keywords
Future teachers
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