TRAINING OF EDUCATION PROFESSIONALS
WITHIN THE FRAMEWORK OF THE SUSTAINABLE DEVELOPMENT GOALS (SDG)

M. Pilar Martínez-Agut, & Anna Monzó-Martínez
Department of Theory of Education, University of Valencia (Spain)

Abstract

Faced with the current diverse and complex realities, this contribution includes the international and national bases that establish the conception of inclusive education today to train education professionals. From the International Convention of Persons with Disabilities (UNESCO, 2006); the World Education Forum (2015) in which the Incheon Declaration (Korea) was approved; the Sustainable Development Goals (SDGs) and the 2030 Agenda, together with the Declaration and the Convention on the Rights of the Child (1989), documents that establish inclusion, equity and access to quality education with impact on learning outcomes, from a lifelong learning approach.

The European Agency for Inclusive Education and Special Needs (2015) promotes the improvement of students' educational opportunities, taking as principles the equity, effectiveness, efficiency and increasing the success of all interested parties (students, families, education professionals and community representatives).

In our context, Organic Law 8/1985, regulating the right to education, develops the Constitution, initiates the guarantee and recognition of the right to a basic education that guarantees comprehensive training and allows the full personality development, looking for a quality education for all students. Organic Law 2/2006, on education (LOE) and its recent modification (Organic Law 3/2020, LOMLOE), collects educational equity.

For this reason, we start from the contents of the subject we teach on inclusive education, together with the methodologies used (cooperative learning, Universal Learning Design, diversity of motivations, teaching methodologies and Sustainable Development Goals -SDG-), with the aim of training to our students as future professionals in the face of changing, diverse and complex realities.

Keywords: Inclusive education, initial training, education professionals, diverse and complex realities, Sustainable Development Goals (SDG).

1. Introduction

Faced with the current diverse and complex realities, this contribution includes the international and national bases that establish the conception of inclusive education today to train education professionals. From the International Convention of Persons with Disabilities (UNESCO, 2006); the World Education Forum (2015) in which the Incheon Declaration (Korea) was approved; the Sustainable Development Goals (SDGs) and the 2030 Agenda, together with the Declaration and the Convention on the Rights of the Child (1989), documents that establish inclusion, equity and access to quality education with impact on learning outcomes, from a lifelong learning approach.

The European Agency for Inclusive Education and Special Needs (2015) promotes the improvement of students' educational opportunities, taking as principles the equity, effectiveness, efficiency and increasing the success of all interested parties (students, families, education professionals and community representatives).

Education must be linked to social problems and reality, from approaches such as equity, educational quality, democracy, citizenship, participation, environmental problems and sustainability. The training of our students and the service to the community must continue using the social networks, platforms and applications that we have.

The Sustainable Development Goals (SDGs), link global needs with participation and education (SDG 4), and through the key cross-cutting skills to achieve all the SDGs for this, the Service-Learning...
Methods

Qualitative sociocultural, participatory and dialogic methodology, Action-oriented Transformative Pedagogy, to achieve training in inclusive education as a fundamental area in the professional performance of future pedagogues. We start from the knowledge of pedagogy students, from a questionnaire on the subject, 50 students in the subject Social Pedagogy. Through a training process, it is intended that students acquire the foundations of inclusive education, establishing the relationship between the subject matter of study and their professional task. Among the tools, research procedures, we highlight the questionnaire, the field diary, the record of theoretical-practical sessions, and the content analysis of international legislation and reports (UNESCO, 2017). Training is carried out in different theoretical-practical sessions on fundamental concepts, reflection of basic international and national documents and reports, and application activities, including Service-Learning (ApS). Finally, the students answer the questionnaire again, observing the differences found, verifying that the learning has been carried out was raised.

Results

Inclusive training is essential to achieve professionals committed / involved with the aspects of equity, educational inclusion and education for all. It is necessary to establish measures for the protection and training of people and groups that are in a situation of greater vulnerability and at risk of educational and social exclusion.

Conclusion

To educate in diversity is to recognize that each student has unique needs that may require support at different levels of breadth, intensity and duration. Inclusive centers require the application of multiple resources of a different nature, functional, organizational, curricular or personal, to address situations in which the recipients require some type of support, temporarily or throughout their training. We are faced with a group of quite heterogeneous university students, with complex characteristics where there is a great diversity of learning rhythms and lacks important study habits. Collaborative learning is presented as an effective alternative for this. The final results of the questionnaire show that the students have achieved the stated objectives.

The training of education professionals is a priority to achieve the aforementioned objectives, encouraging reflection on equal opportunities in access, permanence and promotion, forming in the adoption of educational intervention actions necessary to respond to their needs, in collaboration / coordination with all the necessary socio-community resources, developing policies of inclusive education, which start from the principles of universal accessibility that are reflected in adequate / effective and efficient educational intervention actions for the educational achievement of all in non-discrimination and full participation.
References


Ley Orgánica 3/2020, de 29 de diciembre, por la que se modifica la Ley Orgánica 2/2006, de 3 de mayo, de Educación (BOE 30 12 2020) (LOMLOE)
