



HELLENIC REPUBLIC

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Abstract

There has been an increase of interest at an international level in inclusive discourse seen as a new educational approach reflecting the heterogeneity of the students' population. This also poses the question what practices promote inclusion and what factors influence it. Teachers, who are the main practitioners behind educational matters, play an important role in the application of educational reforms. Thus their role in inclusive practices is very important as their views influence the development of practices that favour either inclusion or exclusion.

At the same time, society and spaces are social constructs and through the design, the management and the maintenance of buildings are easy to understand the place and whom is to serve this place. Values and attitudes are involved in the organization of space. The exclusion and marginalization practices emphasize that the place and the space identified with the concepts of identity and difference. So the school building. It may refer to us in issues about the philosophy of education, the content, the teaching methods, the ideologies, the attitudes and the trends in each educational context .

This qualitative study examines and records the building substructure of school buildings and inclusive classes of primary education through eleven (11) school buildings photographs (two schools are located in the same building) school building's as well as the opinions of twelve (12) teachers of the inclusive classes. The building substructure appears as an essential condition for ensuring the free access of all

involved in the educational process. So the inclusive classes considered in the siting level in the school building in order to investigate the practices of the teaching staff in the area of distribution, which can promote inclusive approach or exclusion of students, teachers and parents. The methodological tool of this research challenge is the semistructured interview and the photograph with the aim to investigate the relationship of the school building with the inclusive prerequisite for equal participation of all students in educational activities. The data analysis is based on content analysis.

The basic conclusions of this research is that the theoretical views of teachers for inclusive education based on their experience of the functioning of inclusive classes, a fact that renders an imperative need for their additional training and education. Also, the building subfastructure of school buildings and inclusive classes seems to be deficient, both in terms of accessibility as well as to their functionality. Finally, it was found that there is no concerns for promoting inclusive education, on behalf of the responsible institutions, resulting in the exclusion of students, parents and teachers.