



"Ser alguien": motivaciones de estudiantes con Necesidades Especiales en Enseñanza Secundaria técnico profesional

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text (article)

Analítica

This article shows the results of a qualitative research in technical and vocational schools in Santiago of Chile, whose objective was to inquire about SEN (Special Education Needs) students motivations and expectations seeking a technical career. High school education, specialized in technical and professional teaching, has traditionally been seen as a more direct path to employment with the underlying assumption that it is almost the only or major educational opportunity for the poor. The sample is composed of 37 students of both sexes, 3rd and 4th graders in high school, socioeconomically vulnerable, holding any type of SEN, who were served by the SIP (School Integration Program) of their respective high schools. Data analysis was conducted through the Constant Comparison Method, which codified and refined categories until it was possible to access emerging theoretical frameworks. The results show that students perceive their school environment as integrative and protective upon their disability and special needs, they value the technical formation as a stage that may push them forward towards the university, and their expectations are associated with job opportunities and higher education. The evidence suggests that there are a few signs of change and adaptation of the educational paradigm, since it gradually shifts from countervailing and integrative schemes to a more inclusive design of diversity which, from a rights approach should boost and strength strategies that overcome the naturalized opposition of normality/abnormality that can still be observed in our schools

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