**Facilitators and Barriers to Inclusion of Children with Intellectual and Developmental Disabilities at Informal Learning Centers in Canada**

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**Objectives:** Inclusion and participation in a fully inclusive educational experience is a human right and barriers to accessibility removes an individual’s right to these experiences. This study is an exploratory study on the facilitators and barriers to inclusion of children with intellectual and developmental disabilities (IDD) at informal education settings such as museums, aquariums, zoos, and science centres (MAZSC) in Canada. The study aimed to determine staff understanding of the strengths, needs, and methods of learning of children with intellectual and developmental disabilities at informal education settings and the existing facilitators and barriers tot full inclusion and participation for children with intellectual and developmental disabilities **Methods:** Semi-structured interviews with staff members from ten MAZSC in Canada were completed. Data were analyzed using descriptive and *in vivo* coding. **Results:** Thematic analysis revealed three overarching themes: methods of learning and engagement, facilitators to accessibility, inclusion, and participation, and barriers to accessibility, inclusion, and participation. **Discussion and Conclusions:** The findings from this study support the numerous and diverse facilitators currently being utilized to address this human right. However, barriers were also illuminated which indicates the need for continued work and support at informal educational settings in order to provide a fully inclusive educational space for children with IDD from which they can learn and participate.