



INCLUSIVE EDUCATION: PRACTICES AND CHALLENGES IN SCHOOL

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SUMMARY:

The study explores the theme of inclusive education, addressing the practices and challenges that schools face in creating welcoming environments for all students, regardless of their conditions. Inclusive education proposes that institutions adapt their spaces and practices to accommodate students with different abilities and learning styles, valuing diversity as a collective resource. However, this implementation faces considerable challenges, such as the need for specialized training for educators and the lack of adequate infrastructure and resources. Teacher training stands out as a critical point, as many professionals still do not have the necessary preparation to adapt their practices to a context of diversity. The lack of assistive technologies and adapted spaces also limits the full satisfaction of the needs of students with disabilities. The article highlights the importance of government support and the mobilization of the school community to transform inclusion into concrete practice and not just a distant idea. Despite the difficulties, inclusive practices, such as active methodologies and family involvement, show positive results, contributing to a school culture of respect and cooperation. The study's conclusion highlights that, although challenging, inclusive education is essential to educate more aware and empathetic citizens, promoting a fair and egalitarian society. The methodology was based on bibliographic research on platforms such as SciELO and Google Scholar, revealing the urgent need for institutions to reinvent themselves to meet the needs of student diversity.

Keywords: Context of diversity. Inclusive education. Assistive technologies. Different skills. Adapted spaces.



ABSTRACT

The study explores the theme of inclusive education, addressing the practices and challenges that schools face in creating welcoming environments for all students, regardless of their conditions. Inclusive education proposes that institutions adapt their spaces and practices to accommodate students with different abilities and learning styles, valuing diversity as a collective resource. However, this implementation faces considerable challenges, such as the need for specialized training for educators and the lack of adequate infrastructure and resources. Teacher training stands out as a critical point, as many professionals still do not have the necessary preparation to adapt their practices to a context of diversity. The lack of assistive technologies and adapted spaces also limits the full satisfaction of the needs of students with disabilities. The article highlights the importance of government support and the mobilization of the school community to transform inclusion into concrete practice and not just a distant idea. Despite the difficulties, inclusive practices, such as active methodologies and family involvement, show positive results, contributing to a school culture of respect and cooperation. The study's conclusion highlights that, although challenging, inclusive education is essential to educate more aware and empathetic citizens, promoting a fair and egalitarian society. The methodology was based on bibliographic research on platforms such as SciELO and Google Scholar, revealing the urgent need for institutions to reinvent themselves to meet the needs of student diversity.

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1 Introduction

Inclusive education represents one of the greatest advances in contemporary educational policies, promoting the right of all children and adolescents to learn and develop in common environments, regardless of their conditions, abilities or special needs. This concept is based on the idea that schools should welcome and adapt to diversity, providing a learning environment that respects and values individual differences. Inclusion, however, is not limited to the physical integration of students in the classroom; it also involves the creation of pedagogical and social practices that guarantee their full participation and development.

To make inclusion an effective reality, schools face complex challenges, ranging from a lack of adequate resources to the need for ongoing training of professionals. Many institutions still lack pedagogical support or accessible infrastructure, which limits the possibility of meaningful inclusion. In addition, teachers often deal with heterogeneous classes, where adapting the curriculum and activities to different paces and learning styles requires time, preparation, and institutional support. The lack of well-implemented policies and specialized support often compromises the success of inclusion.

Despite the difficulties, numerous inclusive practices have proven effective in overcoming these obstacles. Strategies such as the use of assistive technology, the development of collaborative projects between students and the adoption of active methodologies

are among the approaches that contribute to more accessible and inclusive education. Strengthening inclusion in schools therefore requires a joint effort between managers, teachers, families and the school community itself, who need to work together to transform the educational environment into a truly democratic and welcoming space for all students.

2 Challenges and Strategies for Building a School for All

Inclusive education requires a profound change in the way schools deal with diversity and the individual needs of students. In order for everyone to learn and develop in a common environment, it is essential to adapt both the curriculum and pedagogical practices to accommodate students with different abilities, learning rhythms and needs. This involves, for example, offering accessible materials, assistive technologies and activities that respect individual differences, in order to allow each student to actively participate in the educational process. Therefore, according to Ramos (2023, p. 11), “In an inclusive school, we must believe that socio-constructive theory actually works and that the differences between the subjects of a group are what promote development”. Creating an inclusive environment starts from the understanding that diversity is not a problem to be solved, but rather a resource to enrich learning.

Regardless of the possible understandings of the word inclusion, what matters is that they are all possible in the present, that is, all uses from which such concepts derive and vice versa, circulate in everyday life producing truths about others, difference, diversity and ourselves (Lopes and Fabris, 2013, p. 7)

One of the main challenges in implementing inclusive practices is the training of educators. Many teachers, although committed to inclusion, do not have specific training to deal with diversity in the classroom. As highlighted by Libâneo and Pimenta (1999), education is a fundamental sector for the development of a country, in which the evolution and constant updating of teachers' skills are a key factor. To this end, continuing education appears as a means capable of improving teaching practice, contributing to the teaching-learning process. The lack of training can lead to difficulties in adapting activities and conducting a class that meets the needs of everyone. To overcome this, it is necessary to invest in continuing education and support resources, such as

the presence of specialized professionals, such as psychopedagogues and educational assistants. In addition, encouraging reflective practice among teachers allows them to identify and improve strategies that better meet students' needs.

Another critical aspect is the lack of resources and infrastructure in many schools. Inclusion requires physical adaptations, such as access ramps and adapted bathrooms, as well as teaching resources, such as materials in *braille*, *softwares* reading materials and tools that facilitate learning for students with special needs. Unfortunately, many schools, especially in more remote regions or those with limited financial resources, still do not have such infrastructure. Without support from the government and educational policies, inclusion becomes a logistical and financial challenge, which compromises everyone's right to education.

It is worth remembering goal 4 of the PNE 2011-2020, which also presents strategies that aim to guarantee people with disabilities, global development disorders and high abilities/giftedness, aged 4 to 17, access to basic education and specialized educational services (Gonçalves, 2021, p. 181).

Despite the challenges, there are inclusive practices that have yielded positive results. The adoption of active methodologies, such as collaborative learning and the use of group projects, allows students to work together, valuing differences and learning from each other's skills. The use of assistive technology has also facilitated inclusion, offering practical solutions so that students with specific needs can follow the content. In addition, the involvement of the community and families in the inclusive process strengthens the school environment and promotes a culture of respect and support for diversity. With these practices, the school begins to transform into a space where everyone can learn and contribute equally. For Ramos, (2023, p. 13) "When a person with a disability is included, a network of inclusions arises around them. It is the family that does not isolate itself and does not take responsibility only for itself, it is the school that turns to new discussions, it is the example that remains for each of us."

This understanding by Ramos (2023) reinforces the idea that educational inclusion goes far beyond simply adapting the school environment to meet the needs of people with disabilities. Inclusion creates a support network that involves the family, school and community, promoting collaboration among all. By integrating a student with a disability, society as a whole begins to rethink its practices, attitudes and responsibilities, generating a positive impact in different contexts. Thus, inclusion not only favors the development of the individual, but also transforms relationships and contributes to the

building a more just and egalitarian society, where respect for diversity is valued in all spaces. In short, educational inclusion promotes collective change, integrating family, school and community, and creating a more just and respectful environment for everyone. In this way, it goes beyond supporting students with disabilities, generating a positive impact on society as a whole.

3 Final Considerations

Implementing effective inclusive education in schools is an essential commitment to building a more just and democratic society. By recognizing diversity as a value, schools become spaces for development not only for students with special needs, but for all students, who learn to live together and value differences. This inclusive environment provides opportunities for mutual learning and fosters the development of socio-emotional skills, such as empathy, cooperation and respect, which are essential for developing more aware and participatory citizens.

However, the construction of inclusive education still faces many obstacles. The lack of resources and the need for ongoing training for teachers are some of the biggest challenges to be overcome. Without the support of public policies and investments in infrastructure, training and support materials, inclusion runs the risk of becoming just a distant goal. It is necessary for managers, teachers, families and communities to be united in defending practices that guarantee everyone's right to quality education. This unity is essential to press for policies that make true inclusion possible.

By strengthening inclusive practices, schools can move forward to become increasingly welcoming spaces for everyone. Inclusion is not an instantaneous process; it requires time, effort, and constant review of pedagogical practices and school organization. However, the results of this effort are valuable and long-lasting: students are better prepared to function in a plural society and more aware of their role in respecting and valuing differences. By promoting these values, inclusive schools contribute to a more equitable future and to the creation of a world where everyone has the opportunity to reach their full potential.

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