

## INVISIBLES AT SCHOOL: RE-SIGNIFYING FOSTER CARE PEDAGOGIES FOR ADOPTED AND INSTITUTIONAL CHILDREN AND ADOLESCENTS

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### ABSTRACT

This article presents the results of a qualitative research on adopted institutional care children and adolescents that investigated the need to re-signify Foster Care Pedagogies to reverse their invisibility in schools. Freire's (2000) and Skliar's (2019) contributions on inclusion and diversity pointed to the need for greater attention to the uniqueness of each child and adolescent enrolled in elementary schools. It was executed a case study based on Yin (2000), where three interviews were conducted with the teacher, pedagogical coordinator and principal; four interviews with families of adopted children; and a workshop with twenty-two students in a municipal school in Caxias do Sul/RS, Brazil. Categories of analysis were built considering the pedagogies of Reception, the planning of the pedagogical strategy for children and adolescents adopted and the impact of institutional care for children. It was possible to observe that when the condition of adoption or institutional foster care is made invisible in educational spaces, and it can cause significant changes in the learning and development of these human beings. For data analysis, it was used the content analysis technique of Bardin (1994). The results indicated that it is necessary to accomplish inclusive actions that consider the differences of children and adolescents adopted or in institutional care.

**Keywords:** Education. Invisible. Adoption.

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## INTRODUCTION

We can specify that individuals considered invisible are those who suffer from marginalization and social exclusion, often ignored, and disregarded by society. However, this invisibility is not only due to the lack of attention, but also to the feeling of discomfort that these groups cause in those who do not want to reach others. This attitude of indifference can have serious consequences and can perpetuate the social exclusion of these individuals. Social invisibility is a psychosocial phenomenon by which a subject with the capacity to relate is erased by another. It is the result of a cycle, caused by inequality and social distancing.

This article presents the results of a qualitative research on adopted and institutional care children and adolescents that investigated the need to reframe Foster Care Pedagogies to reverse the invisibility of these human beings in schools. Even in an institutional space such as school, these children and adolescents need affection, attention, support, and protection, so that they can live happy, fulfilled, and socially supported. In many moments, the trauma is stronger and inhibits the development of the child and adolescent, who also does not receive all the institutional support, as the institutions serve countless children and adolescents at the same time. In this way, the need to pay attention to the particularities of these children becomes invisible.

Freire's (2000) and Skliar's (2019) contributions on inclusion and diversity point to the need for greater attention to the uniqueness of each child and adolescent enrolled in elementary schools. In this article, it is possible to find a connection with the ideas of the author Paulo Freire, who emphasized the importance of humanizing oneself and others. He also had the conviction that education could both preserve and transform the current social order. And in Skliar's narrative, each individual needs to feel welcomed, seen, and included in daily relationships, regardless of their situation. We can relate this understanding to cases of institutional care, as it is a protective, exceptional, and temporary measure that aims to shelter girls and boys who are in a situation of vulnerability, mistreatment, abandonment, physical violence, sexual abuse or other situation that violates the guarantee of protection and dignity.

A Case Study was performed, based on Yin (2000) through three interviews with the teacher, pedagogical coordinator, and principal; four interviews with families of adopted children; and a workshop with twenty-two students in a municipal school in Caxias do Sul/RS, Brazil. Categories of analysis that deal with the pedagogies of Foster Care were

constructed, the planning of the pedagogical strategy and the impact of institutional care for children and adolescents who live in institutional care or are adopted. For data analysis, Bardin's (1994) content analysis was used.

In this sense, this article is organized into three subheadings that discuss, initially, the conception of invisibles and its relationship with studies in education and human welcoming, based on the theoretical interlocutors already mentioned before. The second subtitle presents the methodology chosen to develop the research, from the procedures used to build a panoramic view of the theme, analyzing the seven interviews given by: a principal, a teacher, a pedagogical coordinator and four other families who adopted children and adolescents, in addition to an integration workshop with 22 students from the third year of elementary school. The last subtitle consists of presenting the results of the research built from the analysis of the interviews, in which it is possible to understand the categories of Pedagogies of Reception, Pedagogical Planning and Impacts of Institutional Reception that emerged from the research.

## **DIALOGUES BETWEEN THE CONCEPTS: INVISIBLES, EDUCATION AND RECEPTION**

The teacher is the master, the inspiration and the reference who has the perception of including the excluded. With a poetic and reflective language, Le Clézio's (1994) in *The Children of Poverty*, leads the reader to reflect on the social inequalities and injustices that affect millions of people around the world. The work is a denunciation of the reality faced by the excluded and a tribute to the resistance and dignity of those who fight for a better life, even in the face of countless adversities. The words found reflect the thought that people do not want to see the reality, especially the same reality of these children and adolescents who are so suffering and unassisted, adopted or in an institutional foster care situation.

The authors Welter and Werle (2021) highlight the situation of students who are made invisible in large-scale assessments in Brazil, showing that the production of the legal text results in the situation of making students in Basic Education invisible, having their school performance and their identities unknown by society. In this sense, the research carried out sought to give visibility to children and adolescents adopted or in institutional care in schools, as it is essential that they are seen as individuals with all their potential. However, many times, these children and adolescents close themselves in a cold and distant world, to avoid feeling sad and result in losing the sweetness and joy of living.

There are significant differences between the child living with the family and the child in foster care, and these differences need to be considered by schools and the teachers who work with them. Despite that, research performed in the dissertations of Martins (2020), Pinto (2016) and Serikawa (2015) indicates that many teachers and their respective schools do not question the context and reality in which these children live, which can contribute to the invisibility of these students and hinder the practices of inclusive education.

“The inforeigners” by Buarque (2002), is a work of fiction that portrays the situation of social exclusion of millions of people who live on the margins of globalized society. The author, who is a Brazilian politician and educator, uses the resource of opinion at the frontier of centuries to present different perspectives on the social problems of the contemporary world. According to Buarque (2002, p. 15), *inforeigners* are those who live in their own country as if they were foreigners the author also calls on young people and society to build a better future for all, through the defense of the Movement for the Second Abolition of Brazil: the eradication of poverty by 2022. It was worth the author's intention, but in 2024 the people still suffer from hunger, misery, generating sadness and, consequently, vulnerabilities. The fundamental thing is the awareness of reality to propose new actions in society.

At school it can be no different. When a teacher walks into the classroom with a generous eye, it is possible for him to reach even the most "inconspicuous" and welcome them. It is a look that requires empathy and generosity on the part of the professional. Therefore, in this research, it is possible to find a connection with the ideas of Freire (1996, p. 47) who points to the security with which the teaching authority moves, and that implies in its professional competence. No teaching authority is exercised without this competence. The teacher who does not take his/her training seriously, who does not study, who does not try to be up to his task, does not have the moral strength to coordinate the activities of his class. However, certainly, if the school team identifies failures in teaching, these will be required.

The preparation of good teachers in the continuity of their training is surrounded by learning that goes far beyond didactic knowledge and mathematical formulas, as Freire (2014, p. 25) states "To know that teaching is not about transferring knowledge, but about creating the possibilities for its own production or construction. This statement is in line with the article by Batista (2001), when an 'invisible' student in the classroom was doomed to

failure. On the other hand, on the streets, with the sale of fruit at the traffic lights, the same invisible student masterfully performs the practice of mathematics. The question is, why separate these two realities? Perhaps there are countless answers to this question, but in this research, we hypothesized that these children who go through institutional care and adopted care carry with them a stigmatized educational mark.

Bringing the authors' discussions to the theme of children and adolescents in institutional care and adopted, we can list classroom situations that are insistently presented to students through work requested in the school environment, such as 'bring a photo of the pregnant mother', questions such as 'who chose your name' or even 'make your family tree'. All these situations are only for biological families with father, mother, and children. And they are not good for the children taken in, for families of two mothers, two fathers, father, and children; in short, the diverse families that today make up our daily lives through this diversity. These reported situations can be adapted without being exclusive, making a strong identification of the concepts and research developed by Skliar (2005) that reflects the need for greater attention to the uniqueness of each other in equality and difference; and a plural, creative education without the rigid rules standardized in exclusion.

Skliar (2005) summarizes well the lack of a place for this group of students invisible to the eyes of the world. This comparison is not a criticism of the teacher, but of society. However, in a classroom, it is necessary to know that education has to do with the practice of freedom. This thought correlates with the work of Cunha (1992), in which he states that there is a consensus on behaviors that are expected of a student and the same happens in relation to the teacher. This means that part of the teacher-student relationship is already socially predetermined. In school, the teacher and the student are protagonists, therefore, they build teaching and learning together. By knowing the experiences of their students, the reality in which they live, the teacher will be able to use different methods exercising a different and affective look.

The teacher and the educational institution must be aware that, nowadays, it is essential to adapt to the modern world and the new demands of society. This includes adopting pedagogies that recognize the importance of horizontality in the teaching-learning process. Unlike the vertical approach, which limits the active participation of the student, the horizontal approach allows the student to take a more active and participatory role in their own education.

For this approach to be effective, it needs to be based on solid pillars that

promote the development and improvement of human beings. In this way, teaching should become more up-to-date and appropriate to the mental and emotional evolutions of students. The transition to an approach in which both the student and the teacher work together for the act of knowledge is fundamental so that education can evolve safely and meet the needs of contemporary society.

The experience of adoption may be better known in our society, but there is one more factor that is social: children and adolescents in foster care are a minority that is little seen and often invisible in the eyes of society. Both groups face the challenge of being ignored and disregarded by society, which can have serious consequences for their development and well-being. It is important that these groups are recognized and included in public and social policies, so that they can have access to their basic rights and the possibility of a dignified and full life. There is an explanation for the differences between children and adolescents living in families or those living in institutional care. In the "Home houses", for example, in which the families are hired by the Municipality, and these institutional reception modalities are usually linked to non-governmental agencies. They receive a maximum of ten children and adolescents. Thus, these families are responsible for the children while their legal proceedings are ongoing. They have a social mother (as do the fathers and siblings of these families).

These families, with social mothers, have guaranteed labor rights, are registered with the entity that promotes the service. On vacations and days off, they are replaced by other employees or even by affective godparents. A foster home has a very different context from "Home houses". The teams of the institutions have established rules, schedules to be complied with and always strive for good behavior on site. Nevertheless, in these foster care institutions or in the nursing homes, there is a huge gap in these children and adolescents, who do not receive the proper attention through the affection, the directed concern of the father or mother, causing a great need that leaves marks for life. One of these marks is contempt for school, teaching, and school supplies or uniforms. They are so submerged in the disillusionment they are experiencing that they no longer find meaning in being a good student or learning. For them, the 'whatever' becomes a constancy in their thoughts, as well as transgressive acts.

By understanding these contextual characteristics that involve the social reality of children and adolescents adopted and in foster care, the concept of invisibles is understood as: they are children and adolescents who are not recognized at school and in society for

their reality and history. The reversal of the concept of invisibles for the adopted or institutional foster student is only subject to modification in the current context when there is a problem that draws the teacher's attention to that child. In other words, this invisibility is only perceived when their learning does not correspond to the learning of the other children in the class. In this sense, the Welcoming Pedagogies are understood as pedagogical practices developed in schools to understand the reality and the diversity of students who compose it.

## **RESEARCH METHODOLOGY**

An investigation was conducted with the participation of fathers, mothers, managers, and teachers who dealt with children and adolescents sheltered in institutions and adopted. The study used a descriptive-exploratory approach based on the methodology of Yin (2010) and collected data through semi-structured interviews. An integration workshop was held with third-grade students on two occasions to gather information about their experiences.

The school chosen was a municipal institution in Caxias do Sul, with 505 students during the day and 45 at night, representing a percentage of 0.8% of adopted children and adolescents, in line with the national average. Of the 29,000 children in institutional foster care in Brazil, according to data from the National Adoption System, 33.8% are up to six years old. The remaining 66.2% are school-age children and adolescents. So for two million children in school in Brazil, 0.0045% are children and adolescents adopted at school age.

Semi-structured interviews (Gil, 1999) with the teacher and the pedagogical coordinator were conducted at the school. An audio recording was made with the use of a cell phone application and also a video recording, with the help of the notebook. With the director, we also recorded the interview through a laptop and audio through a mobile application in the director's office.

Interviews with the families were conducted in several ways. One of them was remotely, through Google Meet. This interview was recorded on the laptop. The second interview was conducted in person at the school, after class. This interview was recorded in audio, mobile application. The third interview was at the mother's home, recorded in audio, cell phone application. And the fourth interview, also through Google Meet, with recording of images and audio through a cell phone application.

The preparation for the integration workshop was very comprehensive. First, the material that would be used for this integration was prepared. After the research acquired a

portable children's story scenario, with characters that are moved by people, the children's story was written, with the narration recording with the help of a cell phone application. It was necessary to edit the story with a musical background and sound design in an Adobe Premiere editor.

The workshop was held in the classroom and received the attention of 22 students and teacher, who remained in the classroom. It was held with students enrolled in the third year of elementary school. In this class, two children are adopted. The children's little eyes lit up following the narrative and watching their classmates make the plot of the story. At the end, everyone was asked to write down three words that most caught their attention in the story. During the workshop, it was observed that the two adopted children focused their attention on the story and interacted the same as the other children. In a second class, after the break, the children participated in an activity with mime, when they were asked about their pets, emotions filled the classroom. After another dynamic with music and mime related to these animals, words recorded by the children emerged characterizing the work accomplished.

The profile of the research participants includes a teacher and a pedagogical coordinator, both of white ethnicity and with experience in Elementary School. The teacher, 52 years old, has a teaching degree and a degree in Mathematics, while the coordinator is 44 years old and has a degree in Pedagogy, with 15 years of experience. The director, 38 years old, has a Full Degree in Languages – English and a Post-Graduation in Technologies in Education. Four families were also interviewed, who in total adopted 12 children, four from the school surveyed and the other eight from other public schools. The fathers and mothers participating in the survey represent a variety of family contexts: (a) Mother 1: Widow, 69 years old, who adopted four adolescents and studied up to the third grade of elementary school; (b) Mother 2: Married, 42 years old, she and her husband adopted two children, in addition to having a biological daughter at the same school; (c) Mother 3: Widow, 52 years old, who adopted five children, including children and adolescents. (d) Mother and father 4: Couple, aged 39 and 55 years respectively, who adopted an 8-year-old girl. These participants contributed to a comprehensive understanding of adoption and foster care experiences in the school community. The research was officially initiated after approval by the Research Ethics Committee (REC). The objective of using Bardin's (1994) content analysis methodology was to explain the content of the interviews in this research, to understand their messages in depth. In the pre-

analysis phase, the participants' statements were read and reread to identify key themes and then organized by color during the analysis. This allows for a detailed understanding of reception pedagogies through the exploration of the interviews and triangulation with other data sources. Finally, three categories of analysis were constructed for the interpretation, which are: Category (1): Reception Pedagogies; Category (2): Pedagogical strategy planning; and Category (3): Impacts of institutional care on education.

## **SURVEY RESULTS**

The data collected in the research allow us to infer that there is an abyss in the understanding and differentiation between the three concepts about children and adolescents that were the object of study of this research: (a) Foster Care; (b) Adoptees; and (c) Late Adoptees. It is explained that:

- (a) Foster Care Situation – Child or adolescent who is in a foster care institution due to the court decision to take these individuals in due to issues of vulnerability.
- (b) Adoptees – Newborns or adopted at an early age who are placed in a family by adoption, with a maximum of three to five years.
- (c) Late adoptees – When children or adolescents are adopted at an unusual age to be chosen in the adoption profile between three and six years of age.

Adoption is a legal process that allows a person or couple to take legal responsibility for a child or adolescent that is not theirs biologically. The goal is to ensure that the child or adolescent has a family in a safe and loving environment, as well as access to education, health, and well-being. The adoption process is regulated by the legislation of each country and is usually conducted by government agencies or non-governmental organizations that specialize in adoption. The process can be long and complex, involving psychological, social, and legal evaluations of the prospective adopters. Adopting a child or teenager can be a difficult decision that involves many changes in the lives of the applicants. In biological families, it is also a challenge. What changes is the way in which this family is constituted.

The study of children in foster care is a challenge for all educational networks. Children in foster care and adopted care are usually removed from their families due to situations that produced physical and/or psychological vulnerability. So, they are removed from their homes until they can receive them again or they are sent for adoption. During this period of care, these children need to receive emotional and educational support so that they can be able to live socially. Often, these children arrive at the shelters without having

attended school or without having a consolidated school record.

The collected information so far allows us to infer that there is an abyss in the understanding and differentiation between the three concepts about adopted and foster care children and adolescents, as explained above. The difference between the three concepts emerged both in the theoretical research and in the reports of all interviewees, without exception. Therefore, it was understood that the child in institutional care is still the most harmed in all aspects of life. It was noted that their learning difficulties require new pedagogical perspectives, with a deepening of the fact that these children do not learn due to relational bonds that are not effective and that are constantly broken by legal and bureaucratic issues that encompass the institutional reception spaces.

In this sense, welcoming pedagogies are part of an approach that aims to create a welcoming and safe environment for students, where they feel comfortable expressing their emotions and feelings. Social-emotional education is one of the ways to implement welcoming pedagogies, as it involves learning and developing behavioral skills to deal with oneself and the rest of society. Such skills include empathy, patience, self-knowledge, autonomy, resilience, creativity, and assertive communication. Welcoming feelings is a process that involves recognizing emotions and identifying them to better deal with the reactions we have to each one of them.

In the first category of analysis, we identified that foster care pedagogies are fundamental educational strategies to create welcoming and inclusive school environments, promoting respect for diversity and ensuring the integration of all students, including those who have been adopted or are in institutional care. In the research performed, it was observed that the pedagogical coordination and the teachers at the researched school were able to adapt their educational practices to meet the demands of children adopted at older ages, demonstrating empathy and agility in solving specific issues. In addition, the trusting relationship between teacher and student played a crucial role in the success of these children in the school environment.

It is important to emphasize that the teaching-learning process is complex and requires a deep understanding of the particularities of each student, as well as the social and emotional context in which they are inserted. Therefore, the effective inclusion of these students requires a sensitive and adaptive approach on the part of educators, ensuring that all students can reach their full academic and emotional potential. The Welcoming Pedagogies favor the establishment of a relational context between school and family. The

priority in these cases of adoption and children in foster care only occurs from this understanding by both parties, when starting a work, aiming at the success of the learning of all children.

The school professionals who participated in the research affirm that there are no specific pedagogies to welcome and promote the learning of children and adolescents adopted or in institutional care. However, there are Welcoming Pedagogies that have been experienced with all the students at the school. The name "Welcoming Pedagogies" itself was not known to the interviewees, and with their participation in the research, they identified developed practices that are effective to successfully assist a child or adolescent who was adopted. And for children and adolescents who are still in foster care, these Foster Care Pedagogies need to be more experienced, because today they do not perceive the effectiveness of learning in times of difficulty or needs of these children and adolescents. The interviewed professionals expressed their emotion when they saw the positive impacts of the daily practices they experienced.

All these experiences are only lived because of the emotions that emerge from them. Maturana (ano) defines the human being through emotions, indicating that it is necessary to value the knowledge of our children and guide them in the direction of being, of knowing and of doing what is related to their daily world. From what these children and adolescents already know, even if disordered and flawed, it is possible to reinforce existing school support programs. An example of this was the *Mais Alfa* project, which had been offered for two years at the school studied. The program was aimed at solving the literacy difficulties of all students enrolled in the school. With this, it was proposed daily actions in the school to help with literacy issues and learning gaps.

With the reports in the interviews, it was possible to observe that the Reception Pedagogies for children and adolescents in institutional care or adopted were chosen within existing actions in the school and used as the situations arrived. Thus, it was possible to perceive and listen to these students because, according to Freire (1996), it is necessary to know how to listen to the student and have affection for him, being impersonal when evaluating, perceiving, in fact, the evolution of the student along the educational path.

Within a relational context, there is an exchange relationship between student and teacher. The student is not to blame for what he or she is able to present, as was perceived in the research "The Production of School Failure when Patto (1999) followed the trajectory of students who had low school performance and the results pointed to the blaming of the

child. School professionals must collectively dialogue about situations and seek solutions to them, which come from knowledge and daily school practice. And once again it is expressed that there are no specific reception pedagogies for children and adolescents in foster care or adopted situations, but there is a need to carefully observe diversity and seek actions within the many existing Welcoming Pedagogies, to effectively welcome everyone in the school space, providing the establishment of human relationships that foster learning.

In the second category of analysis, we highlight the importance of pedagogical planning as a fundamental tool for the teaching work, which is amplified by addressing learning gaps in adopted students or in institutional care. Through planning, teachers can tailor their educational practices to meet the specific needs of each student, personalizing teaching according to their abilities. It is crucial that planning contemplates clear objectives for each lesson and that teachers are open to adjust their approaches as needed. An example illustrated in the interviews was the story of a newly adopted student who faced learning difficulties due to past trauma. His teacher developed alternative assessment strategies, such as manual assignments, to allow him to demonstrate his knowledge in a different way. This personalized approach helped the student feel valued and motivated, resulting in significant progress in their educational journey.

Additionally, the research highlights the importance of empathy and understanding of each student's unique life experiences, especially those who have been adopted or are in foster care. Teachers must be prepared to deal with the emotional and cognitive difficulties of these students by providing a welcoming and supportive environment for their development. It also underscores the need for a holistic approach to education, one that considers not only the cognitive, but also the emotional and social aspect of students. Teachers play a crucial role in helping them to grow as complete human beings, encouraging their autonomy, creativity, curiosity, and helping them to build their own life project.

It is significant to realize that the school continues to be a fundamental support bridge while the child is attending the school environment, as the teachers impacted the lives of these children and adolescents within the scope of this research. When teachers compose the pedagogical plan, they can prepare for the various situations to be encountered during the school year. The interviewees demonstrated that they used the students' potential, suggesting new practices or new evaluation instruments, including other forms of recording, other than writing. For this experience to be possible, it is necessary to

have pedagogical planning, which encompasses all the activities that will be executed during the year, in addition to considering the existence of the unforeseen and always broadening the look at diversity.

In the third category of analysis, impacts of institutional care, we noticed that, although it is an important measure to protect children and adolescents in situations of personal and social risk, it faces significant challenges in relation to the education of these individuals. In this sense, we understand that institutional care is a protective strategy established by the Statute of the Child and Adolescent that aims to ensure the full protection of children and adolescents in situations of personal and social risk.

The lack of integration between foster care institutions and schools often results in a communication gap, which makes it difficult to adequately monitor the educational and emotional development of foster children. Institutional care must maintain regular contact with the school in which children and adolescents are enrolled. In an interview for this research, the teacher stated that working with children welcomed at school is challenging precisely because there is no communication with the institution that performs the reception. This makes teachers demand the child's performance only at school, without sending activities or homework. And the children who are in foster care, for the teachers, are the most harmed.

In addition, the children have no interest in school, their focus is different, their gaze is on the suffering they are experiencing. Children's lack of participation and voice in decisions that affect their lives within the foster care system can lead to a feeling of disorientation and constant suffering. These issues are compounded by the fact that many children in foster care have histories of neglect and significant trauma, which requires a sensitive and personalized approach to education.

Through the interviews, it was noticed that within the existing reception pedagogies, some very specific ones were chosen by the school and its subjects to serve children and adolescents in foster care. They were performed as needed, as 'trial and error' in an unofficial manner.

Questions were also asked about the role of the school in the lives of children in institutional care. One of the teachers who has worked in schools with foster children says that the role of the school is to welcome and give the support that the child needs, but, from her experience, only within the school. For the teachers, there is a difference in both the learning and behavior of the children who have already been adopted to the children who

are still in institutional care. The children in foster care do not have a reference at home that she/he can ask for school help. Cases of suffering were also part of the history in the school studied. The principal, with a sad countenance, narrated a case of a ninth-grade girl living in institutional care. But communication with the institution was complicated, because the 'social mother' had ten other children and adolescents to attend to within the institution.

These reports by the teacher and the principal show a context in which the invisibility of the suffering of children and adolescents in institutional care is latent. There is a need for a change in the political guidelines that conduct the action within a host institution in the teaching and learning processes of children and adolescents in this institution. What the school can do to alleviate the situation of those children and adolescents in institutional care enrolled is to expand support for them with the approach of welcoming pedagogies, from teacher planning, emotional support, differentiated assessment actions, constant dialogues, among others.

And how do children perceive daily life with children and adolescents who are adopted or in institutional care? It was noticed in the integration workshop with the participation of 22 students from the third year of elementary school that there was a constant integration among all the students in the class, as well as with the researcher. The workshop had one objective to be achieved, which was to observe the integration of the children who were adopted by their families with the other children in the class. However, the result was amplified, as broad feedback emerged, which corresponded with the interviews conducted at the school. The example of the school working with multiple languages opens the range of educational and learning possibilities, in addition to having a strengthened support network between school and families. To address these challenges, it is crucial to rethink childcare practices, promoting more effective communication between institutions and schools, actively involving children and adolescents in decision-making processes that affect their lives, and developing educational strategies that are inclusive and sensitive to their specific needs. This may involve implementing tailored foster care pedagogies, creating safe and supportive spaces within schools, and providing additional support to address the unique emotional and educational challenges faced by these young people in foster care.

## **BRIEF CONCLUDING THOUGHTS**

These reflections, specifically in the field of education, the ideas of the authors gathered, have contributed to overcoming the theories of an objectivist nature, in which a reductionist view of the world prevails. In this article it is understood that children and adolescents adopted or in institutional foster care fit into the situation of invisible, because they are not perceived as individuals and have a reality that impacts their studies until a problem-situation occurs and draws the attention of those involved with this reality.

An example is when we can specify that individuals considered invisible are those who suffer from marginalization and social exclusion, often ignored, and disregarded by society. However, this invisibility is not only due to the lack of attention, but also to the feeling of discomfort that these groups cause in those who do not want to reach out to others.

Failure to act in the face of other people's reality can be a way to maintain a full life, without guilt. In spite of that, this attitude of indifference can have serious consequences and perpetuates the social exclusion of these individuals. When we say that everyone wins, it means that discomfort, often guilt, the 'turning of the face', will no longer have weight in the life of the citizen.

Social invisibility is a psychosocial phenomenon by which a subject with the capacity to relate is erased by another. It is the result of a cycle, caused by inequality and social distancing. Invisibility has as a concrete definition, the lack of respect and prejudice that many finish as suffering, that is, people evolve becoming invisible in the eyes of society. With the inclusion factor for all, the distant groups struggle to have a dignified space. Nevertheless, they alone do not have the strength to emerge from where they were 'buried'.

For this reason, conscious groups of capitalist society are moving towards the integration of humanity. What's not clear is that everyone wins. The results of the research showed that teachers only have knowledge about adoption because they have experienced situations with children adopted and in foster care in the schools where they worked. In one of these moments, it was certainly the first time they learned about the subject and had to organize the situation according to the experience in progress. They have no knowledge about the needs of children in adoption or foster care. These results demonstrate the urgency of addressing adoption and institutional embracement as a theme for initial and continuing teacher training.

Institutionalized children, on the other hand, need another look, which goes beyond the look that the adopted child needs. For this research, what emerged was the discrepancy between these two realities of foster and adopted children. And those adopted still differentiate between adopted at a young age and adopted late. These findings were based on the reports of both the school staff and the families by adoption, as all the children by adoption of these families lived at some point in their lives in Foster Care Institutions. There are no specific pedagogies for the reception of children and adolescents adopted and in institutional care. However, there are foster care pedagogies for all students, and some of them have been chosen to be applied to adopted children and adolescents, and others that are even more specific to children and adolescents in institutional care.

In the integration workshop with the children, it was noticed that they do not distinguish between each other. They feel part of a collective and are integrated into the group. That's true diversity. It is not to separate and classify people, but to unite them all, despite their differences. The feeling of belonging to the school space is developed within the child who is welcomed. No matter the age, given the plasticity of human development, which can occur in different ways, we understand the possibility of reestablishing (or resignifying) affective bonds between people who have experienced conflicting and even violent relationships. People build emotional bonds throughout their lives, so if past events are significant, current events are also significant and have the power to change the course of their development.

From this perspective, the child begins to feel safe when he realizes that the environment perceives him/her in a visible way and that the professionals are helping him to integrate successfully. The support network and the confidence in each other's potential make them want to develop their potential. The word that defines success for children and adolescents who are adopted or in foster care is union. Family, foster care institution and school need to act together, in a way that enables safety, communication, empathy and respect for their stories and difficulties in both environments.

Several theorists cited in this article emphasize the need for a commitment to education for the marginalized of society. This is also the engagement evoked in this study to contextualize the group of children and adolescents adopted or in institutional care, who are often neglected and invisible.

Repeatedly, the adverse impacts of institutional care for children and adolescents have been highlighted in this article, which presents the results of an investigation. The

invisibility of these young people is highlighted, whose voices and experiences are often ignored, while their destinies are shaped by others, without their consent or active participation. The lack of information about the events that led the child to the institutional care environment, the uncertainty regarding the extent of their stay in this context, and the lack of clarity about the future consequences, highlight the gap in the care and autonomy of children and adolescents in situations of care throughout their journey.

Making minorities visible is still a major global challenge. And when it comes to children in institutional care, who need adults to defend them, it results in being a great utopia to believe that something will be effectively done for them. This is different with the child who has already been adopted and is surrounded by family protection, like the children of most families.

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