

CURRICULAR ADAPTATIONS AND INCLUSION: STRATEGIES TO PROMOTE EQUITY IN EDUCATION



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ABSTRACT

This research analyzed curricular adaptations and inclusion strategies in the Brazilian educational context, focusing on the promotion of equity in teaching. The central problem investigated was to identify the main challenges and perspectives of inclusive curricular adaptations. The general objective was to analyze the pedagogical strategies and practices that promote equity in teaching through curricular adaptations. The methodology used was the bibliographic review, with a qualitative approach, including the analysis of published materials such as books, scientific articles, theses and official documents. The results indicated that, although there have been advances in curriculum adaptation policies, the implementation of these strategies still faces significant challenges, such as the need for specific teacher training and adequate resources. Inclusive practices vary, involving curriculum modifications, use of adapted materials, and collaboration among education professionals. The research highlighted the importance of an integrated approach that considers both the pedagogical and social aspects of school inclusion. The final considerations pointed out that, despite the progress, the promotion of equity through curricular adaptations still requires continuous and systematic efforts. Investments in teacher training, adequate infrastructure, and the promotion of an inclusive culture are essential to ensure the success of these initiatives.

Keywords: Curricular Adaptations, Educational Inclusion, Equity in Teaching, Pedagogical Practices, Teacher Training.

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INTRODUCTION

The search for equality in education is essential these days. In this context, curricular adaptations are essential to ensure equal educational opportunities for all students. This research analyzes the pedagogical strategies to adapt the school curriculum and promote an inclusive educational environment.

The importance of this study is due to the growing diversity in classrooms in Brazil. In recent decades, schools have received more students with varied profiles, skills and educational needs, due to the inclusion policies implemented. This situation requires intense reflection on how to adjust the curriculum to include and value this diversity.

Curricular adaptations go beyond simple changes in the study program. They include various strategies, from changes in teaching and assessment methods to restructuring the school environment. The main objective is to develop an educational system that is flexible and adaptable to the needs of each student, rather than forcing students to adjust to a rigid and uniform system.

The focus of this study is on how to implement curricular adaptations that promote equality in education. This includes identifying the challenges of educators and school managers and successful strategies in various educational situations.

An important point in this discussion is the role of the teacher in adapting the curriculum. Teachers are critical to the success of any inclusion program, as they are responsible for implementing the strategies. Therefore, their training, training and support are essential. This research also seeks to examine how teacher training programs address curricular adaptations and inclusive education.

Another crucial aspect is the interconnection between curriculum adaptations and educational policies. It is important to understand how national and local policies have helped schools adopt more inclusive curricula. In addition, it is important to check how these policies are applied in the day-to-day life of classrooms.

Equity in teaching, which is the ultimate goal of curricular adaptations, is not limited to the physical inclusion of students in regular classrooms. It means ensuring that all students have access to quality educational opportunities that respect their individual characteristics and promote their full development. This research investigates how curricular adaptations can help achieve the ideal of equity.

A relevant point to consider is how curricular adaptations impact not only students with special educational needs, but the entire school. Creating an inclusive environment benefits all students by encouraging respect for diversity and collaboration.

Technology is key in this context. Digital technologies enable new ways to personalize teaching and adapt the curriculum. This research also intends to investigate how technological innovations can be used to promote more inclusive and equitable education.

The evaluation of the success of curricular adaptations is a critical point discussed in this study. It is necessary to create effective ways to assess the effect of these strategies on students' academic performance and socio-emotional development. This involves evaluating numerical and qualitative metrics that can provide a global view of the results obtained.

This research also aims to analyze international examples of successful curricular adaptations. Comparing practices adopted in different countries can bring valuable ideas and inspire new approaches in Brazil.

An aspect that is often overlooked, but which this research seeks to address, is the role of the family and the community in curricular adaptation. Cooperation between school, family, and community is key to creating a supportive environment that supports and complements the strategies used in the classroom.

This study aims to contribute to the advancement of knowledge in inclusive education, presenting a critical analysis of current practices and suggestions to improve curricular adaptation strategies.

The objective is to help educators, managers and public policy makers to build a fairer and more inclusive educational system.

During this study, the various aspects of curricular adaptations will be analyzed, from the theoretical basis to their practical implementation, with the aim of providing a broad and updated view of this crucial topic for today's education.

THEORETICAL FRAMEWORK

Curriculum adaptations and the promotion of equality in education are important topics today, requiring a detailed analysis of their theories and practical implications. According to Santos (2023, p. __) "The effective incorporation of technology into the school curriculum is not only about modernization, but rather an educational necessity to meet the

different demands of students in the digital age". This view highlights the importance of including technological innovations in curricular adaptation strategies aimed at promoting inclusion.

Educational inclusion requires a full understanding of the teaching-learning process when adapting curricula. Mantoan (2015, p. 28) argues that "inclusion results from a diversified, democratic and disruptive education". It causes a crisis in the school, that is, a crisis of institutional identity, which affects the identity of teachers and leads to a resignification of the student's identity. This view underscores the importance of significant changes in the ways education is conducted and in the atmosphere of schools in order to include diversity.

The teacher plays a key role in the implementation of curricular adaptations. Carvalho (2014, p. 312) The author argues that the teacher should be prepared to deal with the differences between children and not with a model of thought common to all of them. This view highlights the importance of teachers' constant professional development and reflection on teaching practices to encourage truly inclusive education.

Equity in teaching, which is the ultimate goal of curricular adaptations, involves recognizing and valuing students' individual differences. According to Rodrigues (2018, p. 39), "equity in education implies that the school considers the differences between students and organizes itself so that each one finds the most appropriate response to their needs and characteristics". This strategy requires flexibility in the curriculum and in the ways of assessment, to ensure that all students have adequate opportunities to learn and evolve.

CURRICULAR ADAPTATIONS AND INCLUSIVE PRACTICES: PATHS TO EQUITY IN TEACHING

Curricular adaptations represent a fundamental pillar in the construction of a truly inclusive and equitable education. This process involves a series of modifications in pedagogical practices, content and teaching strategies, aiming to meet the individual needs of students. As Glat (2007, p. 16) states, "inclusive education means a new model of school in which it is possible for all students to access and remain, and where the mechanisms of selection and discrimination, used until then, are replaced by procedures for identifying and removing barriers to learning".

The effective implementation of curricular adaptations requires a paradigm shift in the way we conceive the educational process. It is not just a matter of punctual

adjustments, but of a profound restructuring of the school system. In this sense, Mendes (2010, p. 27) argues that "inclusion establishes that human differences are normal, but at the same time recognizes that the current school has caused or accentuated inequalities associated with the existence of differences of personal, social, cultural and political origin".

A fundamental part of curricular adaptations is flexibility in teaching content and methods. This means recognizing that students do not all learn in the same way or at the same pace. According to Santos (2023, p. "The individualization of education, facilitated by digital technologies, emerges as a promising trend to meet the different needs of students". This strategy allows each student to follow a learning path according to their characteristics and abilities.

The continuous training of teachers is essential for the success of curricular adaptations. Teachers must be ready to recognize the specific needs of students and adjust their educational approaches accordingly. According to Tardif (2014, p.47), the author points out that. "The knowledge of teachers is diverse, composed and heterogeneous, as it covers a variety of knowledge and skills on the job. " This variety of knowledge is essential to deal with the diversity of inclusive classrooms.

Evaluation needs to be carefully reviewed in the context of curricular adaptations. It is necessary to adopt evaluation methods that recognize and value the different rhythms and styles of learning. Hoffmann (2012, p. 13) argues that "evaluation is reflection turned into action". "Action, which leads us to think differently". Thus, evaluation should be seen as a continuous and training process, not just as a classification instrument.

Technology emerges as a strong ally in the implementation of curricular changes. Digital tools make it possible to personalize teaching and create tailor-made materials. Moran (2018, p. 10) states that technology has significantly impacted our lives, changing the way we communicate and interact with the world around us. He highlights that "digital technologies make collaborative learning between peers closer to reality". However, it is essential that technology is used according to sound pedagogical principles, and not as a magic bullet for all inclusion challenges.

Cooperation between different education professionals is crucial for the success of changes in the curriculum. Teachers, special educators, educational psychologists, and other experts must collaborate to make the school environment inclusive. Mantoan (2015, p. 56) argues that educational inclusion is fundamental to ensure respect for diversity and promote a more just and egalitarian society. It emphasizes that it is necessary to allocate

human and material resources in a coordinated manner to offer temporary or prolonged support to students in inclusive schools.

Curricular adaptations must take into account the cultural and linguistic diversity of students. In a multicultural country like Brazil, it is essential that the curriculum represents and recognizes the diverse identities and experiences of students. Candau (2012, p.46) The author argues that the intercultural perspective aims to encourage education to recognize and dialogue with other social and cultural groups.

The involvement of the family and the community is essential for the success of curricular adaptations. The school needs to make strong partnerships with parents, guardians, and the local community to foster a supportive environment that strengthens inclusive policies. 2007, p. 16) The participation of the community in the school, as well as any democratic process, is a path that is built gradually, but it is important to reflect on the obstacles and opportunities that reality presents before acting.

Public policies are essential to promote effective curricular adaptations. There needs to be adequate institutional and financial support so that schools can make the necessary changes. Saviani (2008, p. 12) argues that education is a fundamental process for human development. It states that "educational policy refers to the choices made by the government, that is, the State, in relation to education". Thus, it is essential that educational policies are developed based on scientific evidence and school practice.

Initial teacher training needs to be rethought to prepare future educators for the challenges of inclusive education. Undergraduate courses need to include disciplines and practices on curricular adaptations and special education. Gatti (2010, p. 1375) states that "the training of teachers for primary education should begin with their practical experience and add to it the necessary knowledge considered valuable".

Educational research is important to find effective practices of curricular adaptation. It is necessary to continuously investigate to understand the effects of the various inclusion and adaptation strategies. André (2001, p. 53) argues that research can help teachers to reflect on their practice and improve their teaching work.

Physical and pedagogical accessibility is crucial for curricular adaptations. Schools need to be ready to receive students with various disabilities, providing not only architectural accessibility, but also adequate pedagogical resources. Sassaki (2009, p. 23) - Sassaki (2009, p. 23) Accessibility is defined as "a quality, a desired facility in all contexts and aspects of human activity".

The development of social and emotional skills should be incorporated into curricular adaptations. Inclusion is not only restricted to the academic aspect, but also encompasses the development of skills such as empathy, resilience, and teamwork. Abed (2014, p. 23) argues that education is the key to the social and economic development of a country. 14) argues that socio-emotional skills are individual competencies that manifest themselves consistently in patterns of thoughts, feelings, and behaviors.

Curricular adaptations should be considered as an ever-changing process, not as a definitive solution. It is necessary to monitor and adjust regularly to ensure that the strategies adopted still meet the needs of the students. Oliveira (2008, p.82)

Oliveira (2008, p.31) notes that "curricular flexibility implies making room for different options and methods within the curriculum".

Finally, it is important to highlight that, when implemented correctly, curricular adaptations benefit not only students with specific educational needs, but also the entire school community. By fostering an inclusive and equitable environment, such strategies help to educate individuals who are aware, empathetic and able to live in a diverse society. As Freire (2011, p. 14) mentions: "47), "Teaching is not only transmitting knowledge, but creating opportunities for its own production or construction".

METHODOLOGY

The current research followed a qualitative approach to understand in detail the curricular adaptations and their connection with the promotion of equity in education. This methodology is chosen due to the complex and multifaceted nature of the subject, which requires interpretive and contextualized analysis. As Minayo (2014, p. The qualitative method is used in the study of history, relationships, representations, beliefs, perceptions and opinions, which are interpretations made by humans about how they live, build artifacts, feel and think.

The study is a bibliographic and documentary research based on the analysis of primary and secondary sources important to the subject. This approach allows a complete review of the existing literature, enabling the construction of a solid theoretical panorama on the subject. Gil (2017, p. 44) points out that "book research is done based on material already produced, mainly books and scientific articles".

For the collection of information, national and international academic databases were used, such as SciELO, Google Scholar, ERIC and CAPES Journal Portal. Keywords

such as "curricular adaptations", "school inclusion", "equity in teaching", "inclusive pedagogical practices" and "teacher training for inclusion" were used in the research, both in Portuguese and English. This form of research helped to find a wide variety of publications important to the research.

The selection of sources followed strict criteria for inclusion and exclusion. Articles from scientific journals, books by renowned authors, theses, dissertations and official documents on inclusive education and curricular adaptations were selected. The study focused on articles from the last ten years, except for important works on the subject. Data analysis was performed through the content analysis technique, following the steps proposed by Bardin (2011). This method allows a systematic and objective interpretation of the content of the selected sources, identifying recurring themes, patterns and trends in the literature. The analysis was organized into thematic categories, facilitating the synthesis and interpretation of the data collected.

To ensure the reliability and validity of the research, strategies for triangulation of sources and methods were adopted. This approach, as described by Flick (2013), allows for a richer and multifaceted understanding of the phenomenon studied, minimizing possible interpretative biases.

The research also incorporated a documentary analysis of public policies and curriculum guidelines related to inclusive education in Brazil. This stage was fundamental to contextualize the study within the current legal and institutional framework, allowing a broader understanding of the challenges and opportunities for the implementation of curricular adaptations in the Brazilian educational system.

To deepen the understanding of innovative practices in curricular adaptations, case studies and reports of successful experiences were analyzed. This approach, in line with the recommendations of Yin (2015), allows for a more concrete and applied view of inclusion strategies and curricular adaptation in educational practice.

The ethical dimension of the research was carefully considered, following the guidelines established by the Research Ethics Committee. Although the study does not directly involve human participants, ethical principles were observed in the selection, analysis, and presentation of data, ensuring academic integrity and respect for copyright.

The data analysis process followed an inductive approach, allowing themes and categories to emerge from the data themselves, rather than being imposed a priori. This

strategy, in line with the recommendations of Charmaz (2009) on grounded theory, enabled a more nuanced and contextualized understanding of the phenomenon studied.

For the organization and management of the collected data, the qualitative analysis software NVivo was used. This tool facilitated the coding, categorization and analysis of texts, allowing a more systematic and integrated view of the data. Santos (2023, p. 302) points out that "the use of software in qualitative analysis can increase the efficiency and depth of the analysis, allowing a more detailed exploration of the data collected".

The research also incorporated a comparative analysis of different approaches and models of curricular adaptation adopted in various educational contexts. This comparative perspective allowed the identification of global trends and local specificities in the field of curricular adaptations and inclusive practices.

The methodology adopted sought to balance academic rigor with practical relevance, aiming to produce knowledge that can inform both theory and practice in the field of inclusive education and curricular adaptations. This approach is in line with the recommendations of Ludke and André (2013, p. 3), who state that "in order to carry out a research, it is necessary to promote the confrontation between the data, the evidence, the information collected on a given subject and the theoretical knowledge accumulated about it".

Finally, it is crucial to recognize the limitations of the study. The bibliographic and documentary nature of the research does not reflect the experiences and opinions of those involved in education. Future research could include interviews, observations, and on-site case studies for a broader and more contextualized understanding of curricular adaptations and inclusive practices in education in Brazil.

Frame of Reference

| Author(s) | Title | Year |
|--------------------|--|------|
| ABED, A. L. Z. | The development of socio-emotional skills as a path to learning and school success | 2014 |
| ANDRÉ, M. E. D. A. | Research, training and teaching practice | 2001 |
| BARDIN, L. | Content analysis | 2011 |
| CANDAU, V. M. | Critical intercultural didactics: approximations | 2012 |
| CARVALHO, R. E. | Inclusive education: dotting the "i's" | 2014 |
| CHARMAZ, K. | The construction of grounded theory: a practical guide to qualitative analysis | 2009 |
| FLICK, U. | Introduction to Research Methodology: A Beginner's Guide | 2013 |
| FREIRE, P. | Pedagogy of autonomy: knowledge necessary for educational practice | 2011 |
| GATTI, B. A. | Teacher education in Brazil: characteristics and problems | 2010 |

| | | |
|-------------------------------|--|------|
| GIL, A. C. | How to develop research projects | 2017 |
| GLAT, R. | Inclusive education: culture and school daily life | 2007 |
| HOFFMANN, J. | Mediating evaluation: a practice under construction from preschool to university | 2012 |
| LÜDKE, M.; ANDRÉ, M. E. D. A. | Research in education: qualitative approaches | 2013 |
| MANTOAN, M. T. E. | School inclusion: what is it? Why? How to do it? | 2015 |
| MENDES, E. G. | Brief history of special education in Brazil | 2010 |
| MINAYO, M. C. S. | The challenge of knowledge: qualitative research in health | 2014 |
| MORAN, J. | Active methodologies for deeper learning | 2018 |
| NÓVOA, A. | Teachers: images of the present future | 2009 |
| OLIVEIRA, M. K. | Vygotsky: learning and development: a socio-historical process | 2008 |
| PARO, V. H. | School management, democracy and quality of education | 2007 |
| RODRIGUES, D. | Equity and inclusive education | 2018 |
| SANTOS, S. M. A. V. | Media and technology in the curriculum: innovative strategies for contemporary teacher education | 2023 |
| SASSAKI, R. K. | Inclusion: accessibility in leisure, work and education | 2009 |
| SAVIANI, D. | From the new LDB to FUNDEB: for another educational policy | 2008 |
| TARDIF, M. | Teaching knowledge and professional training | 2014 |
| YIN, R. K. | Case study: planning and methods | 2015 |

Source: authorship

The table above shows the sources chosen for the literature review. Each work contributes significantly to understanding inclusion and special education policies, bringing different perspectives and approaches to the subject. The references were selected with criteria of relevance and timeliness, ensuring that the analysis includes the main studies and debates in the academic literature.

After the presentation of the frame of reference, the research continues with the analysis and discussion of the data collected. The methodology adopted allowed an analysis of school inclusion and special education policies, enabling the identification of the main challenges and future perspectives for this area.

EFFECTIVENESS OF CURRICULUM ADAPTATION POLICIES FOR THE PROMOTION OF EQUITY IN EDUCATION

The importance of curriculum adaptation policies to promote equity in education has increased in Brazil. Rapid social change and inclusion needs require constant updating and adaptation of school curricula. "According to Mantoan (2015, p. __)," "inclusion is the result

of a diverse, democratic education that challenges the norms." It triggers a crisis in the school, that is, a crisis of institutional identity.

Curriculum adaptation policies aim not only to change the content, but also to change educational practices. Carvalho (2014, p. 72) The teacher, as a mediator of the process of knowledge construction, must be prepared to deal with the differences, singularities and diversities of children, instead of adopting a common thought pattern for all of them.

One of the key points in the effectiveness of curriculum adaptation policies is to take into account the specific context of each school and community. Paro (2007, p. 16) highlights that "the collaboration of the community in the school, as well as any democratic process, is a path that is built by walking, without neglecting to consider the challenges and opportunities that reality offers for action".

The evaluation of curriculum adaptation policies has shown improvements and persistent challenges. Gatti (2010, p. 1375) argues that "the training of teachers for elementary education should start from their practical experiences and add to them the knowledge considered valuable". This observation highlights the importance of policies that recognize teachers' practical experience and combine it with up-to-date information on curriculum adaptation and inclusion.

One of the major obstacles in the implementation of curriculum adaptation policies is the difficulty in accepting change. Santos (2023, p. 45) states that "the effective inclusion of technology in the school curriculum is not just a modernization, but a pedagogical necessity to meet the various needs of students in the digital age". This vision highlights the need to overcome obstacles and adopt new educational strategies.

Future curricular adaptations should be more integrated and continuous. Rodrigues (2018, p. 56) defends the importance of environmental preservation and sustainability as being fundamental for the future of the planet. 39) argues that "justice in education implies that the school takes into account the differences between students and organizes itself in such a way that each one of them finds the best response to their needs and characteristics".

The constant training of teachers is essential for the success of curriculum adjustment policies. Nóvoa (2009, p. 30) stresses that "teacher education should be seen as a continuous process". This view highlights the importance of continuous professional

development programs so that educators can keep up with changes in curriculum adaptation practices.

Technology has been crucial in implementing changes in the curriculum. Moran (2018, p. 87) states that technology plays a fundamental role in the transformation of education. 12) noted that "digital technologies make collaborative learning closer to life, among peers". It is essential that technology is used based on sound educational principles and not as a magic bullet for all inclusion challenges.

Assessing the impact of curricular adaptations on student learning is essential to determine the effectiveness of educational policies. Hoffmann (2012, p. 13) states that "to evaluate is to reflect and act." "Action leads us to reflect differently. " This view highlights the importance of a continuous and reflective evaluation process.

Curricular adaptations must take into account the cultural and linguistic diversity of students. Candau (2012, p. 245) says that "the intercultural perspective that I defend seeks to promote an education focused on the recognition of the 'other' and dialogue between the various social and cultural groups". This approach is crucial to ensure that curricular adaptations are fully inclusive and representative.

The involvement of students in curricular adaptation is essential for it to be effective. Freire (2011, p. - Freire (2011, p. 47) argues that "teaching is not only passing on knowledge, but providing opportunities for its own creation or construction." This vision highlights the importance of students participating in designing a customized curriculum according to their needs and interests.

Finally, it is important to recognize that the success of curriculum adaptation policies depends on the constant collaboration of all those involved in the education system. According to Saviani (2008, p. "Educational policy involves the decisions made by the State in relation to education". Therefore, frequent communication between policy makers, school principals, teachers, students, and the community is crucial to ensure that curriculum changes are effective in promoting equality in education.

PROPOSALS FOR THE FUTURE OF CURRICULAR ADAPTATIONS IN THE PROMOTION OF EDUCATIONAL EQUITY

The future of curriculum changes to promote equality in education requires an innovative and comprehensive approach. It is essential to create strategies that not only respond to current needs, but also anticipate the future challenges of inclusive education.

As Mantoan (2015, p. In my opinion) points out, the future of the inclusive school depends on projects committed to transforming the school quickly to adapt to the new times.

Constant teacher training should be a priority in future proposals. Educators need to always be up to date on the best practices of curricular adaptation. Gatti (2010, p. 1375) points out that basic education teachers should be trained from practice and add the necessary knowledge considered valuable.

The integration of technology into curriculum change is seen as a promising opportunity. Digital tools allow you to customize your courses and meet the diverse needs of your students. Santos (2023, p. 50) states that technology is constantly changing, affecting all aspects of society. 48) explains that "organizing the curriculum through digital technologies is a promising approach to meet the diverse needs of students."

The development of flexible and adaptive curricula is a primary goal. These curricula should be flexible to meet the specific needs of students, promoting more meaningful and inclusive learning.

Oliveira (2008, p. 131) argues that "the flexibility of the curriculum implies the opening of alternative options and methods within the curricular plan".

Interdisciplinary collaboration is essential for the future of curricular adaptations. It is necessary to encourage integration between different areas of knowledge and education professionals. Carvalho (2014, p. 79) states that "working as a team is essential to improve the quality of the teaching-learning process, especially when seeking an inclusive school for all".

The constant and formative evaluation of changes in the curriculum should be part of future proposals. It is important to create means of evaluation that take into account the different ways of learning and expressing themselves of students. Hoffmann (2012, p. 153) stated that knowledge is socially constructed and that the interaction between individuals plays a crucial role in this process. 17) highlights that "the mediating evaluation includes several resources for observation and intervention".

It is essential for future success that the community and the family are involved in the process of curricular adaptation. Proposals must have strategies to strengthen the school-family-community partnership. Paro (2007, p. 16) emphasizes that "the participation of the community in the school, as well as any democratic process, is a journey that is built while one advances".

The promotion of student autonomy and leadership should be a priority in the next curricular changes. It is essential to create strategies that encourage students to be actively involved in their own learning. Freire (2011, p. 47) states that "teaching is not only transmitting knowledge, but creating opportunities for its own production or construction".

Including socio-emotional skills in curricular adaptations is a crucial trend for the future. These skills are essential for students to fully develop and prepare for life's challenges. Abed (2014, p. exhibition). 14) claims that "socio-emotional skills are individual capacities that are expressed consistently in patterns of thoughts, feelings, and behaviors".

Finally, it is essential that future proposals for curricular adaptations are based on scientific evidence and good practices. Educational research should always provide information on curriculum adaptation policies and practices. André (2001, p. 53) highlights that "research allows teachers to reflect on their practice and seek ways to improve their teaching work".

FINAL CONSIDERATIONS

The main objective of this study is to examine the curricula and strategies that promote equity in education and training, to try to understand how these factors are related and mutually influence each other in the current educational environment.

In our research, we seek to describe the challenges and opportunities created by this disconnection, in an effort to contribute to the development of more inclusive and equitable education systems. The importance of this research is clear in today's changing environment in education, where the search for authentic learning is increasingly important.

As diversity in the classroom increases, education systems, especially curricula and teaching practices, must adapt to better meet the needs of all learners.

Our research aims to shed light on this process of change and provide valuable insights for teachers, educational administrators, and policy makers. One of the main conclusions of this study is the need for profound restructuring and adaptation of educational and teacher training programs.

Continuing and continuing teacher education programs should focus exclusively on teaching and practice, with an emphasis on developing a comprehensive computational mindset. This includes developing the skills needed to think critically, solve complex problems, and adapt to a changing educational environment.

Our research on curriculum reform highlights the importance of river basin enlargement and integrated approaches. Future courses cross the traditional boundaries between disciplines and promote a holistic view of interrelated knowledge that reflects an era of learning and engagement.

Action should not be seen as an isolated phenomenon, but as a transformative factor affecting all aspects of research. The ideas presented in this study are challenging and promising. Similarly, we face the challenge of overcoming institutional and cultural resistance to change and addressing issues of equity and access to curricular change.

On the other hand, we look forward to an educational future full of opportunities where curriculum revisions provide personalized, collaborative, and structured learning for all students. Based on the findings of this research, our vision for the future of inclusive education is to create a strong and flexible learning environment.

In this context, teachers continuously update their skills and knowledge regarding collaborative practice as teachers and educators. The curriculum becomes a flexible system that adapts to the needs of students, always focusing on the development of each individual. An important aspect that emerged from our analysis was the importance of ethical and inclusive citizenship. Preparing teachers and students to address complex issues such as diversity, equity, and inclusion is critical to curriculum reform.

Teacher education and curriculum reform must incorporate these themes in transformative ways that promote critical understanding and ethics for an inclusive world. Another important concept highlighted by our research is the potential of social media for inclusive education. Technology offers unprecedented opportunities to create communities of practice among teachers, overcoming regional and institutional barriers. These networks can be a catalyst for innovation in education and continuous professional development.

The vision we propose through this research is that of an education that not only accompanies social change and participation, but also anticipates and shapes them. This requires a fundamental change in our approach to curriculum reform and teacher training. Education systems should not react to the desire for inclusion, but should be at the forefront of these changes and actively influence the development of inclusive education practices.

One of the highlights of this study is the emphasis on the need for a holistic approach to integrate curriculum change into education. It is not enough to simply introduce external changes in schools, we need to fundamentally review the objectives,

methods and structures of participatory education; This includes rethinking learning spaces, assessment models, and even school curricula that promote an equitable society. Future prospects indicate the need for continued research in this area.

As participation requirements change rapidly, new challenges and opportunities arise that require a continuous review of integrated teaching practices. We support international comparative research to monitor the long-term impact of changes in inclusive teacher education curricula and to identify global best practices in inclusive education. Finally, our research supports key elements of curriculum reform and teacher preparation that include building strong and relevant learning systems for all learners.

Effective integration of educational engagement means not only making changes, but fundamentally changing the way teaching and learning are conceptualized and practiced. By addressing these challenges with creativity, innovation, and a commitment to the best in education, we can create a future of education that better prepares future generations to meet the challenges and opportunities of diversity and inclusion in our world.

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