


## BUILDING BRIDGES: INNOVATIVE ACTIONS FOR INCLUSION AND DIVERSITY IN EDUCATION

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**Isabel Cristina Adão Schiavon<sup>1</sup>, Fernanda Maria do Nascimento Aihara<sup>2</sup>, Isabella Cristina Moraes Campos<sup>3</sup>, Maria das Graças Alves Costa<sup>4</sup>, LÍlian do Nascimento<sup>5</sup>, Gilson Soares Toledo<sup>6</sup>, Luiz Carlos Gomes Júnior<sup>7</sup> and Celso Luís de Souza<sup>8</sup>**

### ABSTRACT

In societies, education plays a crucial role in driving socioeconomic development, opening doors to the reduction of inequalities and social vulnerability through inclusive processes. In this context, inclusive education is configured as a bridge for the appreciation of differences and diversity in the school environment. Motivated by this reality, this article seeks to delve into the actions to make inclusive education and diversity effective in Brazil. The question that guided this work was: What innovative and effective actions can be implemented to overcome accessibility barriers, combat discrimination and promote the full development of all students, considering the individual educational needs and the school collectivity? To answer this question, a qualitative and narrative literature review was carried out. The data were collected in scientific articles published in digital repositories such as Scielo, Google Scholar and Capes. The results of the research indicated that, although inclusive education is supported by a wide range of national legislation, its full realization still faces challenges and obstacles in the Brazilian educational context. It is noteworthy that the main obstacles to the effectiveness of inclusive practices in the classroom lie in overcoming accessibility barriers and attitudinal discrimination, in order to ensure the global development of children enrolled in regular classes. This study contributes to the understanding of the challenges and innovative strategies necessary for the effectiveness of inclusive education in Brazil, bringing to light a crucial theme for the construction of a more just and equitable society.

**Keywords:** Diversity. Inclusive Education. Pedagogical Strategies.

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<sup>1</sup> Dr. in Nursing (USP)

<sup>2</sup> Dr. in Biotechnology and Processes (UFSJ)

<sup>3</sup> Dr. in Nursing (UFMG)

<sup>4</sup> Dr. in Soils and Plant Nutrition (UFV)

<sup>5</sup> Dr. in Nursing (UFJF)

<sup>6</sup> Dr. in Language Studies (UFF)

<sup>7</sup> Dr. student in Collective Health (UFJF)

<sup>8</sup> Dr. in Mathematical and Computational Modeling (Cefet MG)

## INTRODUCTION

From the 1990s onwards, Brazilian public policies in the educational sphere were marked by the implementation of measures aimed at ensuring universal access to education as a fundamental right. This initiative, based on the search for a more just and equitable society, recognized education as a central component for the full development of individuals.

In this context, Brazilian legislation formalized its concern with the issue of children and adolescents, recognizing them as holders of rights. This paradigm shift boosted the need to ensure that all students had access to quality education that promoted their cognitive, emotional, social and physical development throughout basic education. This historical trajectory illustrates the commitment of the Brazilian State to the construction of a fairer and more inclusive society, in which education is established as a tool for social transformation and guarantee of opportunities for all citizens.

Corroborating this point of view, Apple (1982) understands the school as a social entity that promotes the prevailing customs and values. This understanding opens the door to questioning not only the disciplinary contents of the curriculum, but also to reflect on what intentions and meanings they reach students.

Following this line of reasoning, Moreira (1993) argues that the curriculum reflects the culture of certain social groups, instead of representing the cultural totality. Thus, it is suggested that the curriculum be elaborated from questions about the meanings attributed to formal contents, including how normative knowledge is defined and what is the practical impact of the curriculum in the daily life of the classroom.

Although themes involving cultural diversity are not new in educational agendas, they are emerging, to affirm the territory conquered in the face of the notable setback and advance of the monoculture of knowledge (CAMARGO *et al*, 2022). In view of this, the theme becomes relevant to contribute to the necessary questions about the function of the curriculum in school, as a guarantor of changes and teacher training to understand the cultural plurality in the production of knowledge and its importance for the construction of a society with greater social justice and reduction of inequalities.

With this whole scenario as a backdrop, the general objective of this article was to reflect on the actions to implement inclusive education and for diversity, and as specific objectives it was sought to present the legal context of inclusive education; describe the

barriers posed to the effectiveness of inclusion and reflect on the actions necessary for diversity to be contemplated in pedagogical practices.

Based on the above, this article started from the following question: How to overcome barriers to accessibility, combat discrimination and promote the holistic development of all students, taking into account their individual needs and the needs of the school community?

## **THEORETICAL FRAMEWORK**

### **INCLUSIVE EDUCATION**

The Law of Guidelines and Bases of National Education (LDB), enacted in 1961, represented a historic milestone in Brazilian education by recognizing, for the first time, the right to education of children considered "exceptional". However, this inclusion occurred in a limited way, characterized as a specialized service separate from regular education.

In the 1970s, this initial conception evolved with the LDB of 1971, which reaffirmed the right to education for children with special needs. A crucial step in this direction was the creation of the National Center for Special Education (CENESP), in 1974, with the mission of promoting the training of specialized professionals, fostering research in the area and advising the Ministry of Education (MEC) in the formulation of public policies for special education.

Since the 1980s, the special education scenario in Brazil has undergone significant transformations, driven by a set of laws and public policies that consolidated inclusive education as a paradigm. The Federal Constitution of 1988 recognized the right to education for all citizens, regardless of their differences, paving the way for full inclusion in basic education. Law No. 8,666/1993, on the other hand, established rules for public bids and purchases, including the obligation to reserve vacancies for people with disabilities in public tenders and contracts with the private sector, bringing light to an area hitherto ignored. In 1994, Law No. 8,069/1994 instituted the Statute of the Child and Adolescent (ECA), enshrining the right to education for all children and adolescents, including those with disabilities. However, one of the greatest gains for education came in 1996, through the Law of Guidelines and Bases of National Education (LDB), which consolidated inclusive education as a fundamental principle of Brazilian education, determining the offer of special education within the regular education system.

The public policies implemented over the decades have had a positive and lasting impact on special education in Brazil, such as the increase in enrollment, since it was observed that the number of students with special needs enrolled in basic education has grown significantly, demonstrating the commitment to inclusion. The provision of special education within the mainstream education system has provided an improvement in the quality of education for students with special needs, ensuring they have access to the mainstream curriculum and learning opportunities. We can also mention the investment in the training of professionals specialized in special education, which contributed to the quality of the service offered to students with special needs. Still in relation to the increase in quality in education, we cannot forget that the promotion of research in the area of special education generated scientific knowledge and new pedagogical practices that benefited students with special needs.

Despite the advances made, there are still challenges to be overcome to ensure quality education for all students with special needs. The persistence of prejudices and stereotypes in relation to disability still hinders the full inclusion of students with special needs in the school environment. On the other hand, not all schools have adequate physical and technological infrastructure to meet the needs of students with disabilities. Another limiting factor is the lack of professionals specialized in special education in some regions of the country, which restricts students' access to quality care. It is also noteworthy that the need to adapt the regular curriculum to the needs of students with disabilities is highlighted.

The trajectory of special education in Brazilian legislation shows a growing commitment to inclusion and the right to quality education for all students, regardless of their differences. Despite the advances made, there are still challenges to be overcome to ensure the full inclusion of students with special needs in the school environment. Public policies, the training of specialized professionals, the development of research and the change in society's attitude are essential elements for the construction of an increasingly inclusive and equitable education.

Mantoan (2015) elucidates that from the activism of social movements, in the Federal Constitution of 1988 came the affirmation that education was for all, so that access and quality could not segregate any segment, given their differences. The Federal Constitution of 1988, in its article 205, asserted that the right of access to entry, permanence and quality of education are duties of the State and the Family.

Two years later, in 1990, Law No. 8,069 deepened the concept of inclusive education, raising discussions about equity to provide learning and development for all children, regardless of their conditions. Such values for education continued to be affirmed in the national legislative sphere with Law 10.098/1994, which provided for the conditions of accessibility for children with reduced mobility. Venâncio (2017) explains that the atmosphere of the 1990s was one of construction of a democratic society, affirmed by the rule of law that was based on the values of equity, solidarity and social justice.

It is from the fertility of the ideas of inclusion that the LDB of 1996 guaranteed the insertion of students from the special class to regular education, resignifying inclusive education, transposing the concept of tolerance to the ethics of inclusion. For Carvalho (2005), tolerance is made in the field of kindness, favor, in supporting the presence of the Other as a form of respect, which contradicts the ethics of inclusive principles. According to the ethics of inclusion, the child becomes a participatory agent in all the activities developed at school, actively acting in his learning process, based on equal opportunities.

Other relevant temporal and normative highlights in this direction were the creation of the Brazilian Braille Commission in 1999, permanently linked to the Ministry of Education and, in 2001, the National Education Plan (PNE), Law No. 10,172/2001, which guaranteed the attendance to human diversity from the inclusive school. From that moment on, discussions began about the flexibility of the curriculum and in 2002, the Brazilian Sign Language (Libras) and Braille were announced, by Law No. 10.436/02, as official languages of communication (MANTOAN, 2015).

In 2007, the Education Development Plan (PDE) was implemented (Brasil, 2007), recognizing the need for teacher training to work in the context of inclusion. The PDE provided for the implementation of various programs and actions, such as the continuing education of teachers in inclusive education, the creation of multifunctional resource rooms and the development of accessible teaching materials (BRASIL, 2007).

In 2009, a historical milestone was established in the Brazilian educational scenario with the incorporation of Specialized Educational Service (SES) to basic education through LDB (Law No. 9,394/96). This legislative initiative aimed to guarantee the fundamental right to quality education for all students, including those with disabilities, global developmental disorders, and high abilities/giftedness. In order to operationalize this inclusion, the MEC implemented a series of comprehensive and innovative measures, which will be detailed below, along with their impacts on the educational trajectory of students with special needs.

SEA was configured as a complementary and specialized educational service, offered within the scope of public schools of basic education, with the aim of meeting the specific educational needs of each student. To this end, the SEA offer was based on four fundamental pillars: specialized teachers, specialized teaching plans, accessible teaching resources, physical and architectural accessibility.

The expansion of the staff in schools was fundamental for the success of the SEA. Teachers specialized in special education, psychopedagogues, speech therapists, physiotherapists and other specialists have become key players in the individualized monitoring of students.

The elaboration of individualized teaching plans, adjusted to the characteristics and learning pace of each student, allowed students with specific needs to progress in their studies in a meaningful and autonomous way.

The MEC made available a diverse range of adapted didactic resources, such as books in Braille, screen reading software, manipulable materials and other technological instruments, in order to ensure accessibility to knowledge for all students.

In 2010, the Ministry of Education took another important step towards educational inclusion by promoting the adaptation of teaching materials to meet the needs of students with disabilities. This initiative aimed to ensure equity in the opportunity for learning and development for all, regardless of their individual characteristics.

The textbooks were adapted to include accessible resources, such as braille, audio description and sign language, allowing students with visual and hearing impairments to have access to the content of the classes fully and autonomously. MEC has also developed a series of complementary materials, such as educational games, interactive activities and educational *software*, with the aim of enriching the teaching-learning process and stimulating the development of different skills in students with special needs. The adapted and complementary materials were distributed free of charge to all public basic education schools in the country, ensuring that all students with special needs had access to quality teaching resources that were appropriate to their needs.

Regarding infrastructure, public schools have undergone structural renovations and adaptations to ensure physical and architectural accessibility to students with disabilities, ensuring them an inclusive school environment that is conducive to learning.

The implementation of SEA has generated positive and lasting impacts on Brazilian basic education, especially for students with special needs. Its results could be seen by



precise indicators such as the increase in inclusion, improvement in the quality of education and reduction in school dropout.

The year 2011 was marked by the creation of the National Plan for the Rights of Persons with Disabilities – Living without Limits, by Decree No. 7612/2011, with the rights of people with disabilities. Subsequently, in 2012, the National Policy for the Protection of the Rights of Persons with Autism Spectrum Disorder was originated by Law No. 12,764/2012. In addition to enhancing a grouping of rights, this law prohibits the refusal of enrollment to people with disabilities (CUSTÓDIO; MOREIRA, 2015).

The laws that followed created access to technical and university education and provided greater accessibility and permanence for people with disabilities in education at all levels, with the creation of Law No. 13,409. However, despite all the legislative affirmation, several barriers to the effectiveness of inclusion are still presented, such as the structural adaptation of school buildings, teacher training, the insertion of multidisciplinary professionals and the resignification of education contemplating the concept of equity and inclusion, in the transposition of physical, attitudinal and pedagogical barriers that prevent inclusive education from occurring in a full way (CARVALHO, 2008).

Through the trajectory described, it is clear that overcoming these challenges requires a collective and multifaceted commitment and that investment in the structural adaptation of school buildings, in the continuing education of teachers, in the insertion of multidisciplinary professionals and in the resignification of education, incorporating the principles of equity and inclusion are unquestionable points. On the other hand, it is important to recognize that inclusive education is not limited to the mere presence of students with special needs in regular classrooms. It is necessary to ensure that all students, regardless of their individuality, have access to quality education, with the resources and support necessary to reach their full potential.

## DIVERSITY AND INCLUSION

Cultural diversity is a central element in the broad debates ranging from biodiversity to sociodiversity. In Latin America, it emerges as a significant theme, reflecting on the historical formation of peoples and questioning the cultural dimensions that are valued, those that are denied and silenced, as well as the reasons for this silencing and exclusion in favor of the exaltation of a hegemonic culture (MOREIRA; CANDAU, 2008).

With the expansion of the right to education, both teachers and the school as a whole undergo a transformation to encompass emerging dimensions of human formation, according to the demands of the 21st century. This includes an emphasis on ethical training and valuing the diverse knowledges present in the context of diversity (BEAUCHAMP; PAGEL; NASCIMENTO, 2007).

Despite the legislative progress and public policies that guarantee the access and permanence of people with disabilities in regular education classrooms, it is considered that the limiting thinking socio-historically constructed about the intellectual capacity of people with disabilities can interfere in the effectiveness of inclusion practices in the school environment (PLESTCH; MENDES, 2015).

Contemporary school emphasizes efficiency and the achievement of quick results, which often limits opportunities to value sensitive aspects and recognize the individual differences that influence the potential of each child in their formation and integration into society. One of the main challenges is to overcome the urgency mentality and traditional pedagogical methods, which often privilege the interests of a restricted group to the detriment of the diversity present in the school community. It is crucial to break with indifference and lack of responsibility, promoting a culture of solidarity, empathy and equal opportunities for all students (STRIEDER; NOGARO, 2016).

Social exclusion, and more specifically school exclusion, has a direct link with norms and behaviors that were accepted to classify what was considered normal, and, through this classification, adapt the content of the curriculum, educational practice and the transmission of values based on the accepted model (POKER; MARTINS; GIROTO, 2016).

Mantoan (2015) states that schools that adopt exclusionary concepts often manifest discriminatory attitudes, resulting in differentiated behavior expectations between male and female students, activities selected based on a pre-established teaching model and mechanical evaluations. In these institutions, the values of a group are imposed as a standard, while the aim is to eliminate differences by adapting students considered "abnormal" to the standards of normality. This is because diversity is not considered a matter for reflection. As a result, students with special needs remain isolated, receiving separate care and classes from others.



## METHODOLOGY

To achieve the suggested objectives, a systematic review of the literature was carried out based on the PRISMA protocol, which is known as Preferred Reporting Items for Systematic Reviews and Meta-analyses; this protocol consists of a four-step flowchart and a list of 27 items. The protocol aims to systematize, be transparent and facilitate the reproduction of literature reviews (GALVÃO; PANSANI; HARRAND, 2015) being an approach that is used for both reviews and meta-analyses (SOUZA; ARAUJO, 2021). The articles were selected based on the presence of the descriptors "Diversity in education", "Pedagogical strategies" and "Inclusion", in Portuguese, within the title, abstract and keywords. Only articles in Portuguese were considered eligible and there were no restrictions on the characteristics of the studies. However, the time frame was made between 2019 and 2024. The information was collected from the Capes, SciELO and Google Scholar databases. The surveys began in the second half of 2023 and ended on March 27, 2024. To objectively select the term presented, the searches in the databases used quotation marks before and after the searched term. After that, the Boolean AND was added to maintain the relationship between descriptors on all search platforms. Based on the analysis of the abstracts, two independent reviewers applied the following criteria to include the studies: 1) Articles written in Portuguese; 2) Articles that used the keywords "Diversity in education", "Pedagogical strategies" and "Inclusion" in their titles, abstracts and keywords; 3) the study is complete and open access. After collection, the data were compared to determine the agreement between the reviewers; With a 97.3% agreement rate between the numbers of articles found, the judges agreed with all the articles chosen and discarded the others. It was a complete reading and analysis of the chosen articles. The studies analyzed did not show biases. Next, a summary table was elaborated with data on the identification of the articles, objective, methods, results and strategy presented. Subsequently, the findings were critically confronted with the pertinent literature and a specific topic was constructed with the recommended tactics.

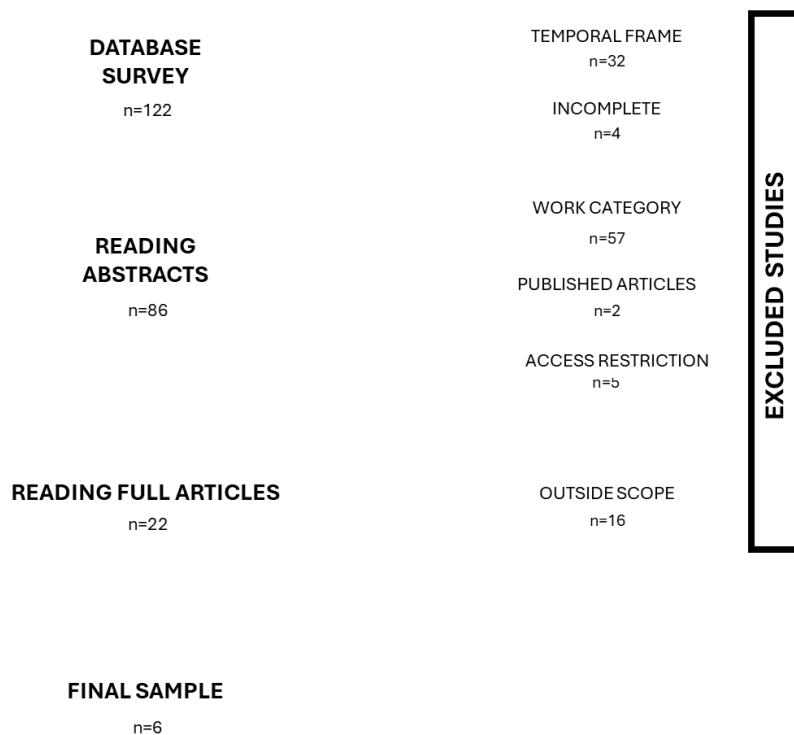
This is a descriptive bibliographic research with a qualitative approach. A bibliographic survey was carried out in search of scientific articles in the digital repositories of the *Scientific Electronic Library Online* - Scielo, Capes and Google Scholar, with the following research descriptors: "diversity in education", "pedagogical strategies", "inclusion". The survey was carried out from November 2023 to March 2024.

The inclusion criteria were: articles published between 2019 and 2024, in Portuguese, complete, which present strategies for education that recognized and valued differences. The exclusion criteria were: monographs, book chapters, course completion papers, duplicate articles or articles with restricted access and that did not correspond to the scope of the research.

## **RESULTS AND DISCUSSION**

From the insertion of the search descriptors in the selected databases, there was a return of 122 initial results. After applying the exclusion criteria, 32 studies were excluded by time limit and 4 studies were excluded because they were not complete, obtaining the new result of 86 studies. The titles and abstracts were read and the exclusion criteria were applied, and 57 studies that did not fit into the category of scientific article were excluded, 2 results were duplicated and 5 results were excluded because they presented access restrictions, leaving 22 results for analysis. The full reading was also carried out, generating the exclusion of 16 articles that did not present pedagogical strategies for inclusion, generating the final sample of 6 articles. The low flowchart (figure 1) shows the process of sample composition.

Figure 1 – Flowchart presenting the study selection process



Source: Prepared by the authors, 2024

The main characteristics of the selected articles are presented in Chart 1:

**Chart 1 – Main characteristics of the selected articles**

Author/ Year	Title	Goal	Methods	Findings	Strategy presented
Oak; France (2019)	Strategies for coping with racism at school: an integrative review	To carry out an integrative literature review on strategies to cope with racism in school.	Integrative Review	Little production was found on topics related to racial issues and early childhood education.	Pedagogical innovation for anti-racist education, extension projects, informative newspaper
Lima (2020)	Art and education in rural schools: from the recognition of traditions to the critical rereading of the world	Discuss rural education projects built in articulation with social movements, associated with the critical formation of students.	Literature review	We highlight the contributions of art education in the construction of emancipatory educational practices that favor, on the one hand, the immersion of young people in the universe of local culture and traditions, reaffirming identities and belongings, on the other hand, a critical rereading of the world.	Teaching Art to strengthen identity and broaden the critical view of the world
Saints; Dantas (2020)	Afrobetization Processes and Literacy of (Re)Existences in Youth and Adult Education	To discuss the themes of education and teaching-learning processes throughout life, taking as a focus the racial relations in the contexts of Youth and Adult Education	Case Study	The results reveal that EJA, as it is made up mostly of black men and women, can be understood as an affirmative action, which seeks to correct distortions and repair historical injustices.	Literacy and literacy of (re)existences
Xavier, Seffener ; Barbosa (2020)	"Women find it easier for artistic things, organization, didactic work." Production of masculinities and pedagogical strategies in the early years in the countryside	To problematize the pedagogical practice of male teachers who work in the Early Years in schools in the rural region of a municipality in the State of Bahia.	Ethnographic research	The most outstanding element in our view is that the pedagogical operation put into action to guarantee masculinities	Recognition of childhood and disruption and promotion of dialogue
Paula; White (2022)	Deconstruction of prejudices in school: the role of dialogical practices	To analyze this topic based on this theoretical perspective and the principles of dialogic psychology, illustrating our analysis with research data referring to an activity developed in a public school, whose purpose would be to promote	Case Study	It was possible to identify that, despite the objectives established by the teachers – discussion of a short film – they conducted the activity adopting a monological practice, even claiming to value a dialogical attitude as a pedagogical practice.	Dialogic education

		the deconstruction of prejudices.			
Lop et al (2024)	Emergence of a model of education as a practice of resistance to discrimination and oppression of cultural diversity	About the pedagogical conceptions that guided Brazilian education for centuries.	Exploratory bibliography	It was found that pedagogical practices based on Eurocentric values historically did not recognize diversity and differences present in the school space and in society in general.	Decolonial education that allows dialogue between cultures

Source: Prepared by the authors, 2024

The selected studies address different dimensions of the recognition of difference in the school environment and the pedagogical strategies that, through innovation, aim to break down barriers to inclusion. Lop et al (2024) set out to analyze pedagogical theories, evidencing the invisibility of diversity in practices centered on hegemonic conceptions, as well as pedagogical innovations through decoloniality as strategies for recognizing differences and valuing them in the school environment. Lop et al (2024) emphasize that pedagogical theories that sustain a monocultural view of teaching are responsible for the production of sexist, sexist, discriminatory, racist, and homophobic social relations.

In this sense, decolonial pedagogies are evidenced as responses to overcoming discrimination in the classroom. The decolonial studies that underpin pedagogical practices for diversity act to break with the supremacy in the worldview. Decoloniality presupposes an alternative look at the sciences, knowledge, history and all socio-historically constructed knowledge, taking Europe as the center and reference of knowledge to give voice and visibility to marginalized groups (LOP et al, 2024).

In this same context, Paula and Branco (2022) suggest that education should be based on the other's gaze, by interdisciplinarity and dialogue. In a field research carried out with elementary school students and teachers from a public school, a model of dialogic practice in the school was observed. In this action, the students watched a film featuring a black homosexual couple and then were encouraged to highlight their impressions of what they saw.

Paula and Branco (2022) revealed that even though they were investigated by questions from the researchers and the regent professor, the students answered only responsively, and one of the students stated that he had no questions and would like to leave. The observations of Paula and Branco (2022) led them to state that the presence of

challenges to promote pedagogical innovation through dialogicity in the classroom is remarkable.

Carvalho and França (2019) also stated that the challenges are numerous for pedagogical innovation through practices that aim to overcome barriers to inclusion. In their research, they highlighted that from the perspective of Law No. 10,639/2003, teachers of all disciplines should include the theme of racism in their classes, so that it is recognized as a social problem that must be overcome and fought.

In an integrative review, Carvalho and França (2019) revealed that one of the emerging agendas is the deconstruction of prejudice in textbooks. As important pedagogical resources, widely used in the classroom, they must undergo careful review and teacher criticism so that they become allies in the fight against racism and discrimination. Among the pedagogical strategies brought by the literature, there was mention of the recognition of differences to invert the logic of stereotypes and build a culture of diversity and appreciation of difference.

Still, regarding the statements of Law No. 10,639/2003, Santos and Dantas (2020) present the perspectives of Afrobetization in youth and adult education as a proposal for innovation and resignification of teaching practices in this modality of education. For such a proposal, all expressions must be added up in the learning process. They are planned by valuing oneself and the other and in horizontal dialogue:

The pedagogical strategies developed range from popular dance classes, capoeira angola to chat circles, rhyme, dramatized reading, drawing, painting and graffiti in the streets, as happened in the experience of the Museum in the Favela (MUF), which became a tourist space of reference in the city. With this, each one feels integrated from their reality and in the interaction they become protagonists of learning (SANTOS; DANTAS, 2020, p.10).

It is noted that learning is carried out in the context of the student's experiences and experiences, generating greater meaning and paths to identity affirmation, as well as combating discrimination and valuing the Other. Afrobetization and literacy of (re)existences, is thus a movement that leads to collective knowledge from the sharing and appreciation of each subject's reading of the world.

Xavier, Sffener and Barbosa (2020) sought to understand the constructions of masculinities in the practices of male teachers in two rural schools. The researchers observed that teachers avoid admitting that they work with children, because, supposedly,



teaching children is a female role. In this sense, they promoted the adultization of teaching, denying the child's right to play and development, based on their childish universe.

The teachers investigated by Xavier, Sffener and Barbosa (2020) maintained masculinity as a supposed ideal conduct, forming the adult-child at the age of six, through discipline and control. The biggest problem pointed out by the authors in these cases is the reproduction that the posture of these teachers promotes on gender discrimination and inequality. At times when they called the attention of children, criticizing them for performing actions that are supposedly not appropriate for their gender, or telling a boy that men don't cry, that this is a woman's thing.

From this it can be inferred that the teaching attitude is decisive for the dissemination of values of recognition of differences and combating discrimination, deconstructing stereotypes that reinforce discrimination and marginalization of minorities (XAVIER; SFFENER; BARBOSA, 2020).

Lima *et al.* (2020) based their research on artistic practices as a pedagogical source of recognition of traditions, affirmation of identity and sense of belonging, as well as the recognition of the Other and expansion of the vision of the world. The perspective is the sensitive knowledge stimulated by the teaching of Arts, whether directed to the recognition of the different cultures and traditions that have been historically built, as well as the dynamics of their interactions with the world.

In view of the above, it is noted that pedagogical innovations for inclusion and appreciation of diversity are broad and varied, based on dialogue and the construction of knowledge based on the sharing of worldviews and knowledge from different cultures.

## TACTICS FOR THE RECOGNITION OF DIVERSITY AND INCLUSION

Education in Brazil is supported by inclusive democratic principles expressed in documents such as the Federal Constitution of 1988 and the LDB of 1996. However, the curriculum is still predominantly shaped by knowledge considered universal, coming from the Eurocentric monocultural perspective.

Given this scenario, Ferraço, Soares and Alves (2018) suggest that the curriculum should be elaborated based on everyday narratives, since these are builders of culture and bearers of essential meanings for the formation of students. For this to occur, it is necessary to understand the school from the daily interactions that occur there, considering alterity, in the subjective aspects that build identities and integrate the collectivity. However,

as explained by the authors, the educational system still reflects the structural values of society, perpetuating the marginalization of minority groups that do not find representation in behavioral standardization, nor in the competencies and skills required by the schooling process.

Certeau (2012) points out that societies undergo transformations, making languages and representations obsolete in the face of everyday experiences. At school, resistance is expressed by the lack of meaning and non-belonging in the face of the transmission of knowledge that is decontextualized from the students' reality.

Strategies, according to Certeau's (1998) conceptualization, are the mechanisms of regulation and social organization for the maintenance of power and force: "[...] I call strategy the calculation or manipulation of the relations of force that becomes possible from the moment that the subject of power and wants to present a more adequate initial scheme" (CERTEAU, 1998, p.99).

Tactics, on the other hand, are considered as actions that the Other uses to interact in a space of domination, manipulating the space of the strategist in an unpredictable way. Subjects, in their daily lives, use the structures of power to meet their own needs, and not in the way in which spaces were originally designed to be explored (CERTEAU, 1998).

It is considered, then, that tactics are means of resistance and survival, because, from the manipulation of power structures, there are possibilities of subverting the norms imposed for the maintenance of identity and culture. Through tactics, there is adaptation, negotiation and manipulation within the power structures inscribed in everyday life (CERTEAU, 1998).

Below, we indicate some tactics extracted from the bibliographic material used, which could contribute to the achievement of an inclusive and diverse school environment.

### **Recognition and Appreciation of Diversity (CAMARGO *et al.*, 2022; GALLO, 2019; LIMA, 2020; LOP *et al.*, 2024; SANTOS and DANTAS, 2020)**

The fundamental starting point for the construction of an inclusive and diverse education lies in the recognition and appreciation of the differences present in the school environment. This translates into combating any type of discrimination based on gender, race, ethnicity, religion, sexual orientation, social class, disability or any other individual characteristic; celebration of diversity as an enrichment for the school environment, promoting mutual respect and appreciation of differences; anti-racist and intercultural

teacher training, preparing educators to deal with the diverse realities of students and promote a fairer and more equitable education.

### **Inclusive and Flexible Curriculum (APPLE, 1982; BEAUCHAMP, PAGEL and NASCIMENTO, 2007; MOREIRA, 1993)**

The school curriculum needs to be rethought to meet the needs and interests of all students, regardless of their individual characteristics. This implies the adoption of some measures such as the transdisciplinary approach, the use of active and participatory methodologies and inclusive evaluation.

The adoption of a transdisciplinary approach allows different areas of knowledge to be interconnected, promoting a more holistic view of reality and making learning more meaningful. The use of active and participatory methodologies, such as projects, research and debates, encourages the participation of all students and promotes the development of various skills. In this context, assessment must also be rethought and carried out in a continuous and diversified way, considering different learning styles and valuing the individual progress of each student.

### **Assistive Technologies and Accessible Didactic Resources (CARVALHO and FRANÇA, 2019; FERRAZ, SOARES and ALVES, 2018)**

Assistive technologies and accessible teaching resources are essential tools to ensure the inclusion of students with disabilities in the teaching-learning process. Its full implementation should include screen reading software that allows visually impaired students to access texts and digital content autonomously; presence of sign language interpreters, in order to ensure effective communication with deaf or hearing-impaired students; adoption of teaching resources in Braille: allowing visually impaired students to have access to information for students; use of multisensory teaching resources such as educational games and manipulable materials, which stimulate different senses and facilitate the learning of students with different needs.

### **Physical and Architectural Accessibility (MANTOAN, 2015)**

The physical and architectural accessibility of schools is essential to ensure the inclusion of all students, including those with physical disabilities or reduced mobility. This implies the presence of ramps and elevators in all school environments, allowing physical

accessibility for students with physical disabilities or reduced mobility; adaptations in bathrooms such as grab bars and shower stalls with accessible showers, promoting the autonomy and comfort of students with physical disabilities or reduced mobility; adequate signage, in Braille and with pictograms, facilitating the orientation of students with visual impairment or low vision.

### **Psychopedagogical Accompaniment and Socio-emotional Support (CARVALHO, 2008; VENÂNCIO, 2017)**

Psychopedagogical monitoring and socio-emotional support are essential to help students with special needs in the process of adapting to school and developing their socio-emotional skills. In general, we can mention: individualized pedagogical guidance, which allows each student to receive the necessary support to overcome their difficulties and reach their full potential; psychological support that can help students deal with emotional issues, such as anxiety and low self-esteem, and promote their mental well-being; family guidance to involve families in the educational process and to strengthen the partnership between school and family.

### **Collaborative Culture and Community Engagement (CUSTÓDIO and MOREIRA, 2015)**

The construction of a collaborative culture and the engagement of the school community are fundamental pillars for the success of inclusive and diverse education. This synergy between the different educational agents, from teachers and students to parents and guardians, ensures an environment conducive to the learning and development of all students, regardless of their individualities. As actions that favor the achievement of this result, we can mention teamwork between teachers, pedagogical team, parents and the school community; training of the school community on topics such as inclusion, diversity and accessibility, in order to create a welcoming and respectful school environment for all; partnership with Non-Governmental Organizations (NGOs) and specialized institutions, with a view to providing technical and pedagogical support for the implementation of inclusive practices in the school; promotion of cultural events and social projects focused on diversity, allowing the integration of the school with the community and the fight against prejudice.

From the educational perspective, knowledge, due to its historical nature, is configured as a knowledge in constant evolution, conditioned by time and social dynamics,

such as class struggle and the division of labor. In this context, the strategies elaborated by dominant groups aim at the consolidation of power, establishing a social order that precedes knowledge.

On the other hand, ordinary subjects, using tactics, transgress this dominant order, subverting the rules and creating forms of knowledge and action. These tactics, although they do not completely eliminate strategies, open space for the construction of microsocial transgressions, promoting social transformation.

According to Certeau (1998), this dialectic between strategies and tactics is fundamental for understanding social dynamics and the role of education. The author points out that knowledge is not something static and immutable, but rather a process in constant construction, permeated by relations of power and resistance.

To this end, education needs to assume a critical and transformative role, recognizing the historical nature of knowledge and the power relations that permeate it. It is essential that educational practices value the tactics of ordinary subjects, promoting autonomy, creativity and transgression as tools for the construction of a more just and equitable society.

It is salutary to understand that the school is inserted in the context of power strategies, acting for the dissemination and reproduction of the established order, expressed by educational policies and pedagogical content that meets the interests of selected social groups. In this bias, in the classroom there may be conformism through the standardization of behaviors and practices that seek the adaptation of subjects to the social context, or the visibility of micro differences (GALLO, 2019).

Education has a sense of liberation, acting to free society from the moral crisis that is experienced in contemporary times, based on the teaching of understanding of the world and the understanding of the Other. It is through recognition, interaction and respect for the Other that the crisis in social relations is avoided. The discovery of the Other requires the discovery of oneself. The school, then, must engage in cooperation projects, stimulating creativity and autonomy, so that the student develops his worldview and decision-making power in different contexts. Values become necessities for human formation, generating people's awareness and emancipation (SANTANA, 2022).

Alterity presupposes the collaborative construction of knowledge, as the different cultural backgrounds and perspectives are brought together, transforming the structures of normativity and generating the sharing of knowledge. Otherness, which emphasizes the

recognition and appreciation of differences and the "other," proposes an ethic that is not centered on the self, but on the relationship and responsibility towards others. The student's performance depends on the balance of the emotional, psychic, social and cognitive dimensions, therefore, the relationship between teacher and student from the perspective of alterity is capable of generating greater engagement and motivation for educational processes.

Alterity must occur in all interactions of the school space through the recognition of the uniqueness of each one, based on their life stories, desires and choices reflecting past and present experiences and future perspectives. Individual and collective development in education depends on the sensitization of the teacher's gaze in the interaction with students and recognition of the Other, understanding that one cannot put oneself in their place, only accept them as different (SANTANA, 2020).

The differences valued in everyday life lead to cultural interactions that enrich the curriculum from the break with the homogenizing approach. The construction of an environment managed by empathy and inclusion starts from the recognition, of teachers and students, of each other's differences. The relationship becomes dialogical, generating more appropriate conditions for the development of learning (NUNES, 2022).

According to Nunes (2022), the need for a new paradigm for understanding ethical values is evident, especially those that are based on otherness, as a way of building responsibility towards the other. The author thus affirms the need to rescue the values of human dignity in education. That is, to promote the understanding that each individual, regardless of their differences, should be valued in the school environment for their differences and as part of the collective whole.

## **FINAL CONSIDERATIONS**

The objective of this article was to reflect on the actions to make inclusive education and diversity effective. It was seen that despite all the legislative movement that affirms diversity and inclusion, challenges persist in the removal of physical, attitudinal and pedagogical barriers, necessary for the full realization of inclusive education in the country.

Schools, influenced by social norms and traditionalist teaching, often perpetuate exclusion by prioritizing homogeneous and discriminatory patterns, reflecting an urgent need to reevaluate and transform pedagogical practices to promote a culture of solidarity,



empathy, and equity, countering the competitive and exclusionary logic of the prevailing educational model.

In this article we have seen that in order to transform education, making it inclusive, it is necessary to recognize otherness in the classroom. Difference must be valued and contemplated in pedagogical practices, building an environment of dialogue, inclusion, learning and development. It is noted, then, that curricula should be built from everyday narratives, valuing culture and the meanings that emerge from daily interactions.

Another relevant point to be considered concerns the implementation of innovative actions for inclusion and diversity in education, which is a continuous process that requires commitment from the entire school community.

Finally, we highlight that by recognizing and valuing diversity, making the curriculum more flexible, using accessible technological resources, ensuring physical accessibility, offering psychopedagogical and socio-emotional support, and fostering a collaborative culture, schools can create an inclusive and quality educational environment for all students, preparing them for an increasingly diverse and globalized society.

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