

**INCLUSIVE EDUCATION,
DIVERSITY AND
TEACHER TRAINING:
BRIEF ANALYSIS OF
ACADEMIC PRODUCTION
IN THE FIVE YEAR 2018 –
2022**

Sani Gonçalves Jobim

Mestranda do Curso de Educação
Inclusiva do PROFEI, Universidade do
Estado de Santa Catarina – UDESC

Vera Márcia Marques Santos

Doutora em Educação. Professora
Associada do Departamento de Pedagogia
a Distância da Universidade do Estado
de Santa Catarina - UDESC

All content in this magazine is
licensed under a Creative Com-
mons Attribution License. Attri-
bution-Non-Commercial-Non-
Derivatives 4.0 International (CC
BY-NC-ND 4.0).



Abstract: This work organizes, through the analysis of academic productions over the last five years, a sample of the movements that have been taking place to promote inclusive education that embraces human diversity, with teacher training processes enhancing actions in this sense. Considering that Inclusive Education aims to guarantee everyone the right to access learning, promoting respect and recognition for the diversity of characteristics and needs presented by human beings, the implementation of inclusive education policies in Brazil has proposed new paradigms for spaces educational, posing challenges and questions to the current educational model, demanding a new meaning in the teaching and learning processes and the curriculum itself. This has not been an easy task, as it addresses issues of the social and cultural subjectivism of the population, in addition to the power relations intertwined in being and doing in school spaces. Thus, there is a need to raise awareness and re-educate concepts and practices, with teacher training processes being a possible and viable path. Characterized as exploratory research and using technical procedures of bibliographical research, the data approach was carried out using qualitative and quantitative methods and thematic analysis. The results indicated that the works are mostly focused on special education while other diversity themes, such as ethnic-racial issues, gender, sexuality, cultural differences (nationality) or socioeconomic differences are not being problematized, despite their social relevance. , feeding or (re) producing its invisibility. Teacher training processes are recognized as a fundamental part in promoting inclusive education and improving pedagogical practices, but the priority focus of these studies continues to be solely on the target audience of special education. Therefore, the learning built from this review and analysis of the work served to

reveal how difficult the process of transposing the guidelines into effective practices is.

Keywords: Inclusive education, Diversity, Teacher training.

INTRODUCTION

Formal educational institutions are privileged spaces for social coexistence, which makes school experiences a fundamental part of the human experience. In these places, the diversities and pluralities of individuals stand out and pulsate vividly, despite the disregard, negligence or prejudice with which many are treated.

Inclusive Education emerges as a counterpoint to this cruel reality, which denies the right to equality in differences and ratifies historical processes of hierarchization and exclusion of people and human groups based on their biopsychosocial characteristics, condemning them to places of marginalization and social vulnerability.

It is an ideal of education based on human rights, that is, the right of all people to quality education, which favors opportunities for access to the world of work and effective social participation, promoting citizenship and thinking reflective critic, contributing to the construction of a fairer and more equal society for everyone.

With educational experiences central to this perspective, understanding the principles that underlie Inclusive Education is the first and one of the most important aspects to be considered in the professional training of teachers, so that they can decisively mobilize resources and actions practices in realizing the ideals of inclusive education, ensuring acceptance and respect for all students.

Although it may seem like a simple task, the preparation of professionals for pedagogical work in diversity requires efforts to improve and update the initial training curricula of undergraduate courses, as well

as the organization of continued training that deals with due depth in the complex issues that involve the countless themes. housed in the context of inclusive education.

In this sense, academic research can also offer its contribution, collecting and providing data or mobilizing scientific resources in the analysis of the current scenario, contributing to a clearer perception of reality and opening paths for outlining objectives and strategies that allow them to be achieved.

Therefore, this work's main objective was to analyze the perception and convergence of the themes of Inclusive Education, Diversity and Teacher Training in promoting and welcoming human diversity in formal educational spaces based on academic productions published in the Bank of Theses and Dissertations (BDTD) in the last five years.

For this purpose, specific objectives were defined, in addition to the survey of academic productions published in the last five years and which address topics related to Inclusive Education and Diversity, the verification of their convergence with the Teacher Training processes. The same works were also analyzed seeking to determine the conceptions of Inclusive Education presented based on the diversities prioritized by the authors and the conclusions examined the perception demonstrated regarding the influence of training processes in promoting Inclusive Education and welcoming human diversities.

From the tabulation and analysis of the data found and the reflective dialogue with the theoretical references, conclusions were drawn that enhance the value of this research work.

METHODOLOGY

The work methodology is organized as basic exploratory research, using the technical procedures of bibliographical research.

According to Fonseca (2002, p.31) "any

scientific work begins with bibliographical research, which allows the researcher to know what has already been studied on the subject". In this work, bibliographic research was used as the primary source of data, in addition to supporting and expanding the construction of the process of reflecting on the results obtained and drawing up conclusions in order to meet the objectives proposed in the research. According to Neto (2022, p. 53) "we can say that bibliographic research puts the desires of the researcher and the authors involved in their horizon of interest face to face".

The categorization and analysis of the collected data used qualitative and quantitative methods, and the results produced were based on the Thematic Analysis methodology of Braun and Clarke (2006).

Thematic Analysis is "a method for identifying, analyzing, and reporting patterns (themes) within data. It minimally organizes and describes your data set in (rich) detail" (BRAUM and CLARKE, 2006, p.6).

The process of data analysis and interpretation constitutes a fundamental part of the research, requiring the researcher to organize his or her thoughts and have clarity of understanding in relation to the objective and subjective dimensions of the work conducted.

THEORETICAL REFERENCE

The ideal of building a model of society based on the ethics of human rights has, in recent decades, led to the development of different thematic agendas by governments and world organizations, such as the United Nations (UN).

Among the topics discussed, education undoubtedly occupied and still occupies a privileged space. The agenda of inclusive education and respect for human diversity within and from school spaces are core themes in this context, hence the relevance of initiatives that address and promote critical

reflection on these aspects.

The perspective of inclusive education arises from the World Conference on Education for All (Jomtien Conference – 1990), promoted by UNESCO, under the aegis of human rights, dealing specifically with the right to education. The World Declaration on Education for All, approved in this context, expressly states in its article one:

Each person – child, young person or adult – must be able to take advantage of educational opportunities aimed at satisfying their basic learning needs. These needs include both the essential instruments for learning (such as reading and writing, oral expression, calculation, problem solving), and the basic learning contents (such as knowledge, skills, values and attitudes), necessary for that human beings can survive, fully develop their potential, live and work with dignity, participate fully in development, improve quality of life, make informed decisions and continue learning. (UNESCO, 1990, p. 2)

Ratified four years later by the Declaration of Salamanca (1994), inclusive education then became a more present and debated concept between governments and society, resulting in the approval of laws and reformulation of public policies in different locations, more or less quickly. In Brazil, the National Policy on Special Education from the Perspective of Inclusive Education contextualizes that:

The global movement for inclusion is a political, cultural, social and pedagogical action, launched in defense of the right of all students to be together, learning and participating, without any type of discrimination. Inclusive education constitutes an educational paradigm based on the conception of human rights, which combines equality and difference as inseparable values, and which advances in relation to the idea of formal equity by contextualizing the historical circumstances of the production of exclusion inside and outside the school. (BRASIL, 2008, p.1)

In our country, therefore, inclusive

education comprises a conception of the world and society that seeks to correct the historical and structural marginalization of different groups, disseminating principles of respect for different cultures, ways of life and special needs, and the appreciation of individual differences, collective and social as driving levers in the construction of a more just and democratic society.

Still according to the Ministry of Education (2001), the perspective of Inclusive Education

[...]postulates a restructuring of the educational system, that is, a structural change in regular education, whose objective is to make the school inclusive, a democratic and competent space to work with all students, without distinction of race, class, gender or personal characteristics, based on the principle that diversity must not only be accepted but desired. (BRASIL, 2001, p. 40).

This way and following the concept originally developed in Jomtien, the ideal of Inclusive Education in Brazil postulates that the education promoted here must serve all people, not only guaranteeing access, but the quality of the educational process in meeting the different needs of individuals and social groups that make up the population.

However, this concept, which is broad and plural, has suffered from distortions of understanding and reductionism that profoundly affect the richness of its principles. The most common of all is probably the one that understands Inclusive Education as a synonym for Special Education, directing the focus of public policies or even broader documents and guidelines only to students enrolled in this type of education.

In order to overcome this conceptual mistake, it is essential for the country to move forward in the construction of a more assertive Inclusive Education project, which takes human pluralities into full consideration, deconstructing prejudices associated with the perception of differences.

In this sense, it is worth reflecting on the concept of difference, which is the starting point for understanding diversity. According to Ferreira and Guimarães (2003)

People are indeed different, in terms of skin and eye color, gender and sexual orientation, family and regional origins, habits and tastes, and style. In short, human beings are different, belong to different groups, live and develop in different cultures. They are then different in law. It is the so-called right to difference; the right to be, being different (p. 37).

However, although all people are different, not all differences are perceived as “diversities”. In this sense, Gomes (2007) states that:

From a cultural point of view, diversity can be understood as the historical, cultural and social construction of differences. The construction of differences goes beyond biological characteristics, observable with the naked eye. Differences are also constructed by social subjects throughout the historical and cultural process, in the processes of adaptation of men and women to the social environment and in the context of power relations. Therefore, even the typically observable aspects, which we learned to see as different since our birth, only came to be perceived this way, because we, human beings and social subjects, in the context of culture, named and identified them this way (p. 17).

Diversity, therefore, needs to be understood and problematized as a product of historical and cultural constructions, embedded in relations of power and domination. It is not just about the biopsychosocial heterogeneity inherent to the human species, but fundamentally about social constructs.

Working with diversity in educational spaces, adopting the perspective of Inclusive Education, therefore requires recognition of this reality, and mainly the development of a critical and reflective look at the historical, cultural and social processes intertwined in

this fabric.

In this sense, training moments promote opportunities for reflection on preconceptions, myths and truths constructed by individuals throughout their lives and practical experiences, moving from the individual to the collective, where the exchange of knowledge, the presentation of scientific concepts and the debate on empirical actions opens the way to processes of evolution and change.

Constituting the theoretical-reflexive basis in the construction of the discourses and practices of teachers, the knowledge acquired and problematized through the processes of initial, continued or permanent training of these professionals, if investigated, can provide valuable clues regarding the perception that reveal about diversity and the challenges of school inclusion. Furthermore, they can help in the construction of public policies that promote the overcoming of old beliefs that still persist today, even within educational spaces.

It is possible to perceive, this way, the plot that deeply intertwines the themes of Inclusive Education, Diversity and Teacher Training: to enable the construction of inclusive ideas at school, it is first necessary to learn to recognize differences and problematize diversity; to recognize differences and problematize diversity, it is essential to develop a critical and reflective look at the historical, cultural and social processes that underlie these concepts; To develop and deepen this social understanding, it is essential to study, research, reflect and debate about it, aspects linked to the processes of initial, continued or permanent training of teachers.

From the recognition and understanding of differences, the construction of an educational project is enhanced, which goes from welcoming to the effective appreciation of human diversity and plurality, exalting them as something positive and desirable,

considering them as value and social wealth. This project is called Inclusive Education.

However, the construction of this path necessarily involves the redefinition of the teaching and learning processes, as well as the curriculum itself, and it is necessary to recognize that this is not an easy task, as it addresses issues of the social and cultural subjectivism of the population, in addition to the relations of power intertwined in being and doing in school spaces. Therefore, there is a need to raise awareness and re-educate teaching concepts and practices, with teacher training processes being a possible and viable path.

RESULTADOS E DISCUSSION

Based on these considerations, the literature review conducted for this work sought to verify the publications carried out in the Brazilian Digital Library of Theses and Dissertations (BDTD), between the years 2018 and 2022, based on the descriptors inclusive education, diversity and teacher training, with no inclusion or exclusion criteria other than those stated being specified. With this first action, 192 works were located.

The publications found were then analyzed based on titles or abstracts, seeking to specify the focuses given. The results showed 109 works referring to special education and 26 to other dimensions of inclusive education (Graph I). In addition to these, 27 that were not in line with the interests of this research (they did not address inclusive education or were unrelated to formal education), 12 were repeated and another 18 presented access problems, thus totaling 57 works not considered.

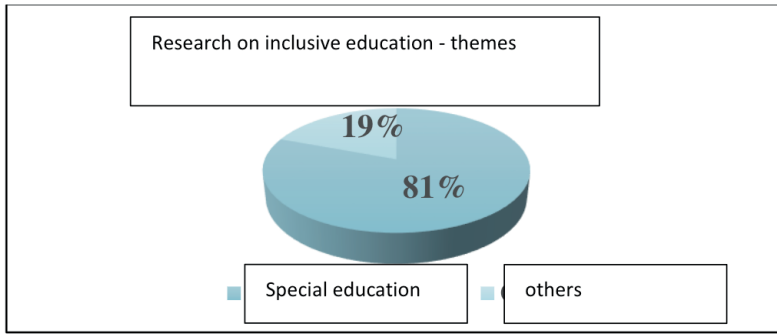
Reflecting on this partial analysis, it is now possible to confirm the dominance of the focus on special education, even without the specific choice of this descriptor. In other words, when it comes to inclusive education, the approach

to issues related to special education occupies a privileged space in academic production, far surpassing other perspectives. It also follows that the interpretation of the concept of inclusive education appears strongly linked to special education, demanding critical reframing efforts in order to achieve the purposes that were originally attributed to it.

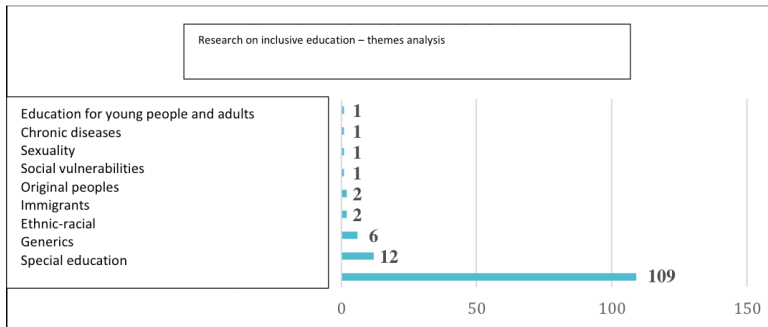
Analyzing the 26 works that did not present special education themes (Graph II), it was verified the absence of studies on gender representations or relations within school spaces. Ethnic-racial issues were problematized in only six publications. Two studies addressed the inclusion of immigrants and two others dealt with issues related to original peoples. Twelve worked only generically with the term inclusive education. Vulnerability associated with socioeconomic issues was discussed in only one work, and sexuality was the topic of another. The problematization of the inclusion and reintegration of students with chronic illnesses emerged in one of the studies and the specificities of youth and adult education in another.

Such information demonstrates the invisibility of certain topics, despite their social importance. That is why it is so significant to rescue the first dimension attributed to inclusive education, so that it is in fact designed and constituted with the objective of promoting the inclusion of everyone, regardless of their biopsychosocial constitution.

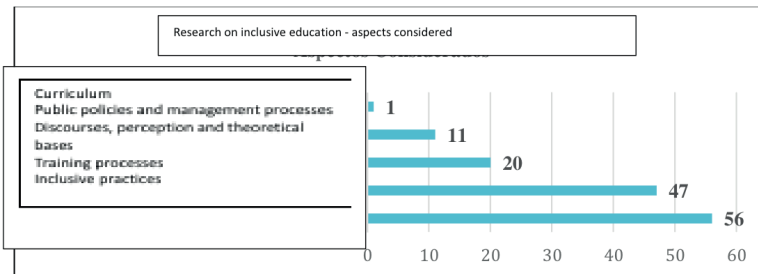
Once this initial analysis perspective was completed, the 135 works considered were examined again trying to determine which aspects they explored inclusive education. This process proved to be much more challenging, considering the immensity of possibilities and the fine lines that sometimes separate one from the other. In a conceptual effort, the results were classified into five different categories, although some works



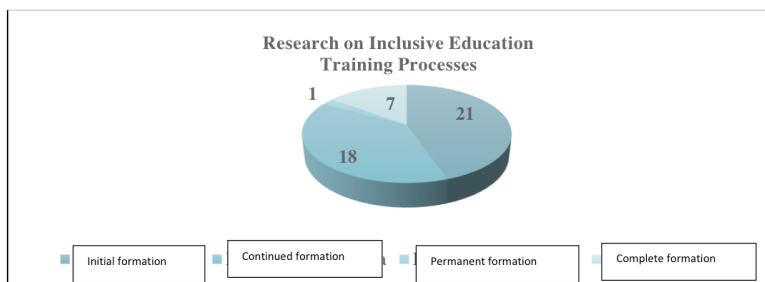
Graph I: Proportion of themes covered in published works on Inclusive Education
Source: prepared by the authors (2023)



Graph II: Details of the themes covered in the work on Inclusive Education
Source: prepared by the authors (2023)



Graph III: Aspects considered from the theme of Inclusive Education
Source: prepared by the authors (2023)



Graph IV: Details of the training processes covered under the Inclusive Education theme
Source: prepared by the authors (2023)

could be classified into more than one (Graph III). Thus, 56 publications were found that addressed inclusive practices (resources, methodologies and the pedagogical stance of professionals towards inclusion processes), 47 that dealt with training processes, 20 that examined perceptions, discourses and foundations expressed by teachers about education inclusive, 11 linked to the analysis of public policies and educational management processes and one dealing with curriculum.

Considering the interest of this research on training processes, the 47 works identified with this theme were reclassified, indicating 21 were linked to the problematization of initial training, 18 with continued training, one citing permanent training and another 7 addressing the themes of training broad and plural way (Graph IV).

It is important to highlight, however, that training processes were mentioned in at least 85 of the 135 abstracts analyzed, particularly in the excerpts that referenced conclusions. The explanations addressed aspects such as the lack or fragility of these processes, their importance in problematizing and promoting principles and practices related to inclusive education or specified the contributions of the work carried out to the construction of significant training processes in this sense.

In order to make this literature review as complete as possible, in addition to research using the descriptors initially mentioned, the route was redone, replacing the term teacher training, which is broad, with four more specific ones: initial teacher training, continuing training of teachers, in-service training of teachers and ongoing training of teachers. Each of these descriptors was applied separately, together with those that constitute the core of the research – inclusive education and diversity.

The results showed that the change in descriptors did not produce significant

changes in the results obtained, since the majority or all of the works linked to these new terms were already included in the scope of the first research carried out.

FINAL CONSIDERATIONS

Difference is an inherent characteristic of the human species. All people are different, and this understanding is socially accepted and understood. Diversity, however, is a concept that adds to differences perceptions constructed from historical, social and cultural dimensions that may be responsible for (re)producing prejudice. It is through this understanding, sometimes cruel, that society has been organizing itself for centuries, defining social roles and places to be occupied by people based on aspects such as gender, race, ethnicity, nationality, sexual orientation, socioeconomic status, profession, religion, among others, impacting the lives of individuals across the planet, every day.

In this context, inclusive education appears as a counterpoint, consisting of a series of principles to be adopted in education and educational processes in a broad and generalized way, from public policies and professional training to administrative and pedagogical decisions. that permeate the daily lives of schools and classrooms, with a view to perceiving and problematizing these relevant social issues, building means to overcome prejudices rooted in dimensions perceived as diversity.

Such principles are already incorporated into guiding documents and various public policies in Brazil. However, even given these guidelines, there are still conceptual or interpretative gaps to be problematized.

The analysis of publications on academic research produced on the topic of inclusive education indicates that the majority of the work is focused on aspects or problems related to special education. There is little

research that addresses ethnic-racial issues and few that address cultural (nationality) or socioeconomic differences. Sexuality is a practically non-existent topic and the problematization of gender is completely null. In this sense, the invisibility of certain themes is expressed, despite their social importance.

This examination also indicated that teacher training processes are recognized as a fundamental part in promoting inclusive education and improving pedagogical practices so that they consider, welcome and value human diversity, seeking to guarantee the effectiveness of everyone's right to education, but the priority focus of these studies continues to be solely on the target audience of special education.

Still in relation to what was revealed through the academic research review process, it is interesting to highlight that, although some works have addressed the speeches and bases given by teachers regarding inclusive education, none of them presented diagnostic assessment as a possibility of action-reflection for the construction of relevant training paths to promote the understanding of the principles of inclusive education and pedagogical practices aligned with them.

All this learning built from the review and analysis of previously produced work served to reveal how difficult the process of transposing guidelines into effective practices is. In this sense, every theoretical and practical effort gains importance and meaning, as it contributes to promoting critical reflection and consequently deconstructing conceptual and attitudinal barriers for those involved in the process. It is like "ant work", however with the potential to promote social changes, even if it is through one or a few individuals at a time.

REFERENCES

BRASIL. Ministério da Educação. **Diretrizes nacionais para a educação especial na educação básica**. Brasília, 2001. Disponível em: <http://portal.mec.gov.br/seesp/arquivos/pdf/diretrizes.pdf>. Acesso em: 22 fevereiro 2023.

_____. **Política nacional de educação especial na perspectiva da educação inclusiva**. Brasília, 2008. Disponível em: <http://portal.mec.gov.br/seesp/arquivos/pdf/politica.pdf>. Acesso em: 22 fevereiro 2023.

BRAUN, V.; CLARKE, V. **Using thematic analysis in psychology**. *Qualitative Research in Psychology*, v. 3, n. 2. p. 77-101. 2006. Disponível em: Braun Clarke 2006 Using thematic analysis (1).pdf. Acesso em: 20 jun. 2023.

DECLARAÇÃO DE SALAMANCA: Sobre Princípios, Políticas e Práticas na Área das Necessidades Educativas Especiais, 1994, Salamanca-Espanha. Disponível em: <http://portal.mec.gov.br/seesp/arquivos/pdf/salamanca.pdf>. Acesso em: Mai 2023.

FERREIRA, Maria Elisa Caputo; GUIMARÃES, Marly. **Educação inclusiva**. Rio de Janeiro: DP&A, 2003.

FONSECA, João José Saraiva da. **Metodologia da pesquisa científica**. Fortaleza: UE, 2002. Disponível em: <http://www.ia.ufrj.br/ppgea/conteudo/conteudo-2012-1/1SF/Sandra/apostilaMetodologia.pdf>. Acesso em: 12 ago. 2023.

GOMES, Nilma Lino. **Indagações sobre currículo: diversidade e currículo**. Brasília: Ministério da Educação, Secretaria de Educação Básica, 2007. Disponível em: <http://portal.mec.gov.br/seb/arquivos/pdf/Ensfund/indag4.pdf>. Acesso em: Mai 2023.

NETO, Otávio C. O trabalho de campo como descoberta e criação. In: MINAYO, MCS.(org). **Pesquisa Social – Teoria, Método e criatividade**. Petrópolis, RJ: Vozes, 2022. Disponível em: <https://wp.ufpel.edu.br/franciscovargas/files/2012/11/pesquisa-social.pdf>. Acesso em: 12 abr. 2023.

UNESCO. **Declaração Mundial sobre Educação para Todos**. Jomtien, 1990. Disponível em https://abres.org.br/wp-content/uploads/2019/11/declaracao_mundial_sobre_educacao_para_todos_de_marco_de_1990.pdf. Acesso em: 26 fevereiro 2023.