

THE CHALLENGES OF SCHOOL INCLUSION IN THE CLASSROOM CONTEXT OS DESAFIOS DA INCLUSÃO ESCOLAR NO CONTEXTO DA SALA DE AULA LOS RETOS DE LA INCLUSIÓN ESCOLAR EN EL CONTEXTO DEL AULA

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Mônica Cristina Camargo Ferreira¹, Paula Nayara Nunes Rosa², Erika Patrícia Lacerda Dias Souza³, Marciléia Pereira do Carmo⁴, Mireli Aparecida Santos Motta⁵, Gilva Miranda Marinho⁶

ABSTRACT

School inclusion has become a central topic in educational discussions in recent decades, driven by legislation and public policies that ensure the universal right to education. However, implementing this process faces significant challenges, especially in the classroom. This article analyzes the main obstacles related to teacher training, school infrastructure, and social attitudes, as well as successful practices that promote inclusion. It concludes that building an inclusive school culture requires collective effort, pedagogical planning, and ethical commitment from the entire school community.

Keywords: School Inclusion. Diversity. Teacher Training. Classroom. Inclusive Education.

RESUMO

A inclusão escolar tornou-se um tema central nas discussões educacionais nas últimas décadas, impulsionada por legislações e políticas públicas que asseguram o direito universal à educação. No entanto, a efetivação desse processo enfrenta desafios significativos, especialmente no cotidiano da sala de aula. Este artigo analisa os principais obstáculos relacionados à formação docente, à infraestrutura escolar e às atitudes sociais, bem como as práticas exitosas que promovem a inclusão. Conclui-se que a construção de uma cultura escolar inclusiva exige esforço coletivo, planejamento pedagógico e comprometimento ético de toda a comunidade escolar.

Palavras-chave: Inclusão Escolar. Diversidade. Formação Docente. Sala de Aula. Educação Inclusiva.

¹ Graduated in History. Faculdade Vale do Aporé. E-mail: cristinamonicacristina04@gmail.com
Orcid: <https://orcid.org/0009-0008-1125-0757> Lattes: <https://lattes.cnpq.br/5451889295029713>

² Graduated in Letters. Universidade do Estado de Mato Grosso. E-mail: paulannrosa@gmail.com
Orcid: <https://orcid.org/0009-0005-6913-4079> Lattes: <https://lattes.cnpq.br/4104527983476309>

³ Doctorate in Education. Universidade do Estado de Mato Grosso. E-mail: erika.patricia@unemat.br
Orcid: <https://orcid.org/0000-0002-5197-8143> Lattes: <http://lattes.cnpq.br/9864258731526280>

⁴ Master in Education. Universidade Católica de Brasília. E-mail: mpc_feliz@outlook.com
Orcid: <https://orcid.org/0000-0001-8904-0110> Lattes: <https://lattes.cnpq.br/5325297884171235>

⁵ Master in Education. Universidade do Estado de Mato Grosso. E-mail: mireli.motta@unemat.br
Orcid: <https://orcid.org/0009-0005-4338-3149> Lattes: <https://lattes.cnpq.br/9502349682093099>

⁶ Graduated in Visual Arts. Centro Universitário Cidade Verde. E-mail: gilvamarinho@gmail.com
Orcid: <https://orcid.org/0009-0006-7994-4937> Lattes: <http://lattes.cnpq.br/6369044382886687>

RESUMEN

La inclusión escolar gira en torno a un tema central en las discusiones educativas de las últimas décadas, impulsado por legislaciones y políticas públicas que aseguran el derecho universal a la educación. Sin embargo, la eficacia de este proceso enfrenta desafíos significativos, especialmente no cotidiano da sala de aula. Este artículo analiza los principales obstáculos relacionados con la formación docente, la infraestructura escolar y las actitudes sociales, como prácticas exitosas que promueven la inclusión. En conclusión, la construcción de una cultura escolar inclusiva exige un esfuerzo colectivo, un planeamiento pedagógico y un compromiso ético de toda la comunidad escolar.

Palabras-clave: Inclusión Escolar. Diversidad. Formación Docente. Sala de Aula. Educación Inclusiva.

1 INTRODUCTION

School inclusion has been consolidated, in recent decades, as one of the most relevant themes in the educational field, reflecting social, political and legal changes that seek to ensure the right to education in a universal way (De Souza, 2015). It is a process that goes beyond simple access to school, encompassing the permanence, participation and learning of all students, regardless of their physical, cognitive, social or cultural conditions (Mantoan, 2003).

Historically, the education of people with disabilities in Brazil was marked by segregation. Until the 1990s, these children and adolescents attended specialized institutions, separate from regular education, which limited their opportunities for social interaction and academic development (Garcia; David; Martins, 2016). With the Salamanca Declaration (1994) and the advancement of public policies, inclusion came to be considered a fundamental principle, guiding educational practices that seek to ensure equal opportunities and respect for diversity (Sassaki, 2005).

In the Brazilian legal context, the Federal Constitution of 1988 (Brasil, 1988) establishes education as a right of all and a duty of the State, guaranteeing equal conditions for access and permanence in school. The Law of Guidelines and Bases of National Education – LDB, Law No. 9,394/1996 (Brazil, 1996) and the Brazilian Law for the Inclusion of Persons with Disabilities, Law No. 13,146/2015, (Brazil, 2015) reinforce the obligation to offer inclusive education in regular schools, highlighting the need for curricular adaptation, pedagogical resources and specialized support (Dias, 2024; Zanata, 2016).

These legal frameworks constitute essential bases for the construction of more equitable educational policies, but, by themselves, they do not guarantee the effectiveness of inclusion. The practical implementation of school inclusion faces complex and multifaceted challenges. Many teachers report difficulties in adapting content and pedagogical strategies to serve students with different educational needs, in addition to the lack of adequate didactic and technological resources (Narciso *et al.*, 2024; Mendes, 2010).

Initial teacher training is still insufficient to deal with diversity, making it essential to offer continuing education programs that provide theoretical and practical support to face the challenges of daily school life (Glat & Fernandes, 2005; Rosin-Pinola & Del Prette, 2014).

In addition to pedagogical issues, inclusion also depends on cultural and social transformations within the school. Valuing diversity, overcoming prejudiced attitudes and

engaging managers, teachers, students and families are fundamental for the inclusive process to be genuine and not just formal (Sassaki, 2005; De Avelar & de Melo, 2015).

The absence of this collective commitment can generate symbolic exclusion, harming the academic performance and socio-emotional development of students. In this context, the problem that guides the present study is: what are the main challenges of school inclusion experienced in the daily life of the classroom and how do they impact the learning and development of students? The relevance of this research is due to the need to understand not only the existing barriers, but also the strategies that allow the promotion of a truly inclusive education, capable of meeting the singularities of each student and contributing to the construction of a more just and equitable society.

Therefore, this article aims to analyze the challenges faced by schools in the inclusion process, with emphasis on the classroom environment, considering pedagogical, structural and attitudinal factors. It also seeks to reflect on the importance of teacher training, the adequacy of school infrastructure and the construction of an institutional culture that values diversity, promoting inclusive, equitable and transformative educational practices (Zanata, 2016; Mantoan, 2003).

2 METHODOLOGY

The present study is characterized as a qualitative research, exploratory and descriptive in nature, centered on the analysis of specialized literature on school inclusion. The choice of this design is justified by the need to understand, in depth, the challenges faced by schools in the context of the classroom and the strategies adopted to promote inclusive education (Glat & Fernandes, 2005; Mantoan, 2003).

The research was conducted from a bibliographic review, with consultation of books, scientific articles, periodicals and legal documents that address school inclusion, teacher training, infrastructure and inclusive pedagogical practices.

Recent national publications were selected, ensuring the updating and relevance of the information analyzed. The analysis procedure consisted of the critical reading and systematization of the sources, organizing the main contents into thematic categories: (i) teacher training, (ii) infrastructure and pedagogical resources, (iii) school attitudes and culture, and (iv) successful inclusion practices.

This categorization allowed the identification of the main challenges, as well as effective strategies for effective inclusion in everyday school life (Dias, 2024; Zanata, 2016).

In addition, laws, decrees and public policies were considered as instruments to understand the legal and normative context of inclusion in Brazil, relating them to educational practices and the barriers faced by teachers and students (Brasil, 1988; 1996; 2015).

As this is a research based on a literature review, there was no collection of empirical data with participants. However, the critical analysis of the sources allowed the construction of a detailed overview of the challenges of school inclusion, evidencing the need for pedagogical, structural and cultural strategies that promote an equitable and accessible education for all students.

3 THEORETICAL FRAMEWORK

3.1 HISTORY AND FOUNDATIONS OF SCHOOL INCLUSION

School inclusion is a relatively recent process in the Brazilian educational context, marked by significant historical and social transformations. Traditionally, the education of people with disabilities was carried out in specialized institutions, segregated from regular education, which limited access to learning and social interaction (Garcia, Diniz & Martins, 2016). From the 1990s onwards, with the influence of the Salamanca Declaration (1994), the concept of inclusion began to be defended as a guiding principle of public policies, emphasizing the need to guarantee equal opportunities to all students (Sassaki, 2005).

According to Mantoan (2003), inclusion is not restricted to the student's enrollment in regular school; It involves the transformation of pedagogical practices, school management and institutional culture to meet the needs of all. This means that inclusion requires profound changes in curriculum organization, teaching strategies, and the way diversity is understood within the school (Mantoan, 2003).

3.2 TEACHER TRAINING

Teacher training is one of the greatest challenges for the effectiveness of school inclusion. Many teachers report difficulty in planning and developing activities that contemplate students with different educational needs (Narciso *et al.*, 2024). Initial training, although it addresses concepts of inclusive education, often does not offer sufficient practical experiences, leaving professionals unprepared to deal with diversity in the classroom (Glat & Fernandes, 2005).

The implementation of continuing education programs has proven to be essential to offer theoretical and practical support, allowing teachers to develop pedagogical skills

adapted to the singularities of each student (Rosin-Pinola & Del Prette, 2014). In addition, the exchange of experiences between teachers and collaborative work are effective strategies to face the challenges of daily school life (Dias, 2024).

3.3 INFRASTRUCTURE AND PEDAGOGICAL RESOURCES

School infrastructure plays a fundamental role in the effectiveness of inclusion. Physical barriers, such as lack of ramps, adapted bathrooms, accessible pedagogical materials and assistive technologies, compromise the full participation of students with disabilities (Mendes, 2010). The absence of these resources transforms inclusion into a partial process, reinforcing inequalities and limiting the academic and social development of students (Matos & Mendes, 2015).

In addition, the use of assistive technologies and diversified pedagogical materials contributes to the autonomy of students and to effective access to the school curriculum (De Souza, 2015). The adaptation of content and pedagogical strategies must be planned considering the individual and collective needs of the class, ensuring equity in the learning process (Fernandes & Schlesener, 2011).

3.4 SCHOOL ATTITUDES AND CULTURE

School inclusion is not limited to pedagogical and structural issues; It also depends on building a school culture that values diversity. The perception of difference as wealth, and not as a limitation, is fundamental for inclusion to be effective (Sassaki, 2005). Prejudiced or stigmatizing attitudes, even if subtle, can generate symbolic exclusion, affecting students' self-esteem and performance (Zanata, 2016). The engagement of managers, teachers, students, and families is essential for the promotion of inclusive practices. Collective participation in the construction of internal policies and in the implementation of pedagogical strategies contributes to the formation of a fairer and more welcoming school environment (Renovato *et al.*, 2025).

3.5 SUCCESSFUL PRACTICES AND PROSPECTS

Despite the challenges, it is possible to observe significant advances in several schools. Education networks have invested in the presence of support professionals, Libras interpreters and caregivers, as well as in specialized pedagogical projects (Renovato *et al.*, 2025). Such initiatives demonstrate that inclusion benefits not only students with disabilities,

but the entire school community, by stimulating values such as empathy, cooperation and solidarity (Zanata, 2016).

The literature highlights that inclusion is a continuous process, which requires reflection, planning and constant adaptation. There are no ready-made templates or immediate solutions; success depends on the ethical and collaborative commitment of all the actors in the school (Mantoan, 2003; Sasaki, 2005).

4 RESULTS AND DISCUSSION

The analysis of the literature and legal documents reveals that, despite being supported by a solid normative base, school inclusion faces significant challenges that impact the daily life of the classroom. Among the main obstacles identified are insufficient teacher training, inadequate infrastructure, and cultural attitudes that make it difficult to value diversity (Dias, 2024; Mantoan, 2003).

Many teachers report difficulty in planning and developing activities that contemplate students with different educational needs, reflecting gaps in initial training, which often does not offer enough practical experiences to deal with diversity in the classroom (Narciso *et al.*, 2024; Glat & Fernandes, 2005).

In this sense, the implementation of continuing education programs, combined with pedagogical supervision and the exchange of experiences among teachers, is fundamental for the development of effective inclusive practices (Rosin-Pinola & Del Prette, 2014). School infrastructure also represents a major challenge. Architectural barriers, such as the absence of ramps and adapted bathrooms, associated with the scarcity of accessible teaching materials and assistive technologies, compromise the autonomy and engagement of students, making inclusion partial and reinforcing inequalities (Mendes, 2010; Matos & Mendes, 2015).

The literature points out that the adoption of diversified didactic resources and the use of assistive technologies favor the full participation of students, ensuring access to the curriculum and promoting equity in learning (De Souza, 2015; Fernandes & Schlesener, 2011). In addition to pedagogical and structural issues, the attitudes of teachers, managers, students and families play a decisive role in the effectiveness of inclusion.

The construction of a school culture that values diversity and recognizes the potential of each student is essential, as prejudiced or stereotyped attitudes can generate symbolic exclusion, affecting self-esteem and academic performance (Sasaki, 2005; Zanata, 2016).

Awareness programs, socio-emotional training, and family engagement contribute to transforming school culture, promoting values such as empathy, solidarity, and cooperation, essential for the consolidation of inclusion (Renovato *et al.*, 2025).

Despite the difficulties, there are successful experiences that demonstrate the feasibility of inclusion. Education networks have invested in the presence of support professionals, Libras interpreters, caregivers and specialized pedagogical projects, offering individualized support and strengthening pedagogical strategies adapted to diversity (Renovato *et al.*, 2025).

Such practices show that, when there is collective engagement, adequate planning and effective policies, inclusion benefits all those involved, promoting academic and socio-emotional development and contributing to the construction of a fairer and more equitable school environment (Mantoan, 2003; Zanata, 2016).

The results indicate that school inclusion should be understood as a continuous, dynamic and multifaceted process, which requires simultaneous efforts in the pedagogical, structural and cultural dimensions. The mere enrollment of the student in a regular school does not guarantee inclusion; it is necessary to ensure real conditions for participation, learning and integral development, promoting equity and respect for diversity (Glat & Fernandes, 2005; Sasaki, 2005; Dias, 2024).

5 FINAL CONSIDERATIONS

The analysis shows that school inclusion, although it is a right guaranteed by legislation and public policies, still faces significant challenges in the daily life of the classroom. Among the main obstacles are insufficient teacher training, inadequate infrastructure, and cultural attitudes that often make it difficult to value diversity.

These factors compromise not only learning, but also the full participation and integral development of students, making inclusion partial in many situations. However, it is possible to identify ways to overcome these difficulties.

Investing in continuing education for teachers, promoting the use of accessible pedagogical resources, implementing assistive technologies, and adapting school infrastructure are fundamental measures to ensure equity in learning.

In addition, transforming school culture, through awareness-raising actions, family engagement, and building an environment that values diversity, is essential to make inclusion meaningful. School inclusion should be understood as a continuous and dynamic process,

which requires permanent reflection, strategic planning and ethical commitment from all actors in the school community.

The biggest challenge is not only in the enrollment of the student in a regular school, but in ensuring real conditions of learning, participation and integral development, promoting a truly equitable education. Successful practices, such as the presence of support professionals, the implementation of specialized pedagogical projects, and the promotion of partnerships with families and the community, demonstrate that inclusion benefits not only students with disabilities, but strengthens the entire school community, promoting values such as empathy, solidarity, and cooperation.

Therefore, it is recommended that schools assume inclusion as a collective and continuous commitment, articulating policies, pedagogical practices and awareness strategies that contemplate diversity in an integral way. The construction of an inclusive education is a permanent task, which requires engagement, creativity and ethical commitment to ensure that all students have full access to knowledge, personal development and citizenship.

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