

Inclusion of people with intellectual disabilities in regular education classes

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ABSTRACT

The general objective of this article is to investigate the relationship between the pedagogical work of teachers and the inclusion of children with intellectual disabilities in regular education, focusing on the alignment of inclusive actions with the guidelines of the Political-Pedagogical Project (PPP). The study used the systematic literature review as an approach, following a critical content analysis according to the Bardin (2016) protocol. The qualitative approach allowed an in-depth exploration of the nuances present in the literature. The main results obtained were that the alignment between the PPP guidelines and the implementation of inclusive practices is crucial to create an educational environment serving all students. In this context, teacher training is a fundamental aspect for inclusive education, encompassing resources, interdisciplinary cooperation and awareness of diversity. It was also found that the PPP guidelines can guide the transformation of inclusive education, providing strategic guidance and promoting welcoming environments, highlighting that inclusive education is a dynamic process that requires constant adaptation and collaboration among all those involved. In view of this, it can be concluded that PPP guidelines, teacher training and inclusive practices are interdependent in order to achieve truly inclusive and equitable education. The adoption of PPP-aligned approaches, investment in teacher training, and continuous assessment can promote significant changes in the education system, making it more accessible and enriching for all students, regardless of their abilities.

Keywords: Education, School inclusion, Political-Pedagogical Project.

INTRODUCTION

The process of educational inclusion has stood out as a relevant theme in the contemporary educational scenario. The Law of Guidelines and Bases of Education, enacted in 1996, established guidelines aimed at the construction of a Political-Pedagogical Project (PPP) in schools, paving the way for a more comprehensive and inclusive approach to education. This document, in addition to contemplating the organization of teaching and learning activities, also embraces the responsibility of forming critical and conscious citizens, capable of contributing to the collective development of society (Veiga, 2015). Within this context, the question arises as to how the inclusion of children with intellectual disabilities in the scope of regular education is effective, considering the particularities of the PPP.

In view of this, this study focuses on the analysis of the teaching and learning process of children with intellectual disabilities in the context of regular education, focusing mainly on the interaction between the PPP of schools and the inclusive practices adopted. The effectiveness of the inclusive actions

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provided for in the PPP will be investigated and how these actions are concretely implemented to meet the needs of these children.

The research problem encompasses reflection on the extent to which inclusive education is effectively promoted in the regular school environment. The problem-question elaborated is the following: How does the articulation between the PPP guidelines and the practice of inclusion of children with intellectual disabilities occur, in order to ensure access to an educational process that respects their singularities and needs?

The general objective is to investigate the relationships between the pedagogical work of teachers and the inclusion of children with intellectual disabilities in the context of regular education, focusing on the analysis of the impact and alignment of inclusive actions with the PPP guidelines. To achieve this, the specific objectives are the following: to analyze the relationship between the guidelines established in the PPP of schools and the implementation of inclusive practices aimed at children with intellectual disabilities, in order to understand to what extent the PPP directs and supports inclusive education; investigate the process of training teachers to deal with the inclusive education of children with intellectual disabilities in the regular education environment, identifying the training strategies and resources used and evaluating their impact on pedagogical practice; To evaluate the material, human and objective conditions offered by schools for the specialized educational care of children with intellectual disabilities in the context of inclusive education, seeking to understand the challenges faced by schools in promoting an inclusive environment that is appropriate to the needs of these students.

The inclusion of children with intellectual disabilities in mainstream education is a pressing social and educational need. However, it is crucial to understand how schools effectively implement inclusive practices, especially in relation to PPP guidelines. This research is justified by the need to assess whether inclusive actions are aligned with the PPP and whether they contribute to a more equitable and enriching educational environment for all children.

METHOD

The methodology chosen for this research was the systematic literature review, which presents itself as an adequate approach for the investigation of the proposed problem. The qualitative approach was employed, aiming at the critical analysis of content following the protocol of Bardin (2016). The systematic literature review provides a structured and comprehensive framework for the selection, collection, and analysis of pertinent studies, ensuring a transparent and rigorous process. In this context, the qualitative approach adopted here allowed an in-depth exploration of the nuances and patterns present in the literature, transcending the merely quantitative analysis.



Critical content analysis, as outlined in Bardin's (2016) protocol, provides an organized structure for the interpretation and categorization of the data collected. This methodology enables the identification of underlying meanings, emerging trends and the construction of a global understanding of the theme under study.

Thus, the selected methodology, composed of a systematic literature review, a qualitative approach and critical content analysis following Bardin's (2016) protocol, plays a crucial role in obtaining information and developing in-depth knowledge about the teaching and learning process of children with intellectual disabilities in the context of regular education.

Thus, the procedure adopted unfolded as follows: in the data preparation stage, the data were meticulously organized and properly prepared, ensuring their readiness for the subsequent phase. The organization covered the evaluation of the information collected, prioritizing those of greatest relevance to the scope of the study, with a focus on objective analysis.

Then, in the pre-analysis phase, an initial reading of the collected data was carried out in order to obtain a general understanding of the content. During this stage, thematic and conceptual patterns related to school inclusion emerged.

The subsequent phase, of codification, required the creation of a system of categories aligned with the objectives of the research, encompassing the following categories of analysis: Category 1: Relationship between the PPP guidelines and the implementation of inclusive practices; and Category 2: Teacher training for inclusive education. At this stage, therefore, the initiative consisted of identifying the unit of registration, i.e., the section of the research to be coded.

Then, in the categorization and classification phase, all data were grouped for a comprehensive analysis of the practices of each category within the scope of the research, considering the problem investigated. This categorization allowed the compilation of information in order to evaluate pertinent subjective aspects. The textual excerpts were, therefore, grouped and categorized according to the definitions established in the previous stage, allowing the organization of the data and the identification of patterns and interconnections between the categories.

In the subsequent stage of analysis and interpretation, the categorized data were submitted to a critical and interpretative analysis in the light of the purposes of the research. During this phase, relevant aspects about the inclusion of children with intellectual disabilities in regular education were identified, thus contributing to the construction of knowledge on the subject.

Finally, in the phase of presentation of the results, the findings of the analysis were communicated in a transparent and precise manner, using reports, graphs and citations of pertinent textual excerpts. The conclusions obtained were based on evidence of the aspects identified in the analysis, establishing connections with the research objectives.

RESULTS

The results are shown in Table 1, separated by category, in order to facilitate later visualization when presenting and discussing the results:

Table 1 – Survey results. Category 1: Relationship between PPP guidelines and implementation of inclusive practices

Year	Author	Title	Objective	Main Results	Conclusion
2020	Costa, T. M. da, Almiron, M. G., Medeiros, D. & de Souza Balk, R.	The Paths to Inclusive Education: Relationship Between Guiding Documents and Inclusion	Investigate the influence of guiding documents on inclusion	Guiding documents are key	Document Integration Improves Inclusion
2021	Cunha, M. D. M. V. da	Drafting of collective proceedings for the implementation of Law No. 10,639/03	Analyze the impact of class actions on the implementation of the law	Class action lawsuits strengthen law enforcement	Practical Challenges Persist in Implementation
2021	Freiberger, M. B. & Sardagna, H. V.	Implementation of SES: expectations of teachers and family members	Assessing expectations in the school context	Expectations vary among school actors	Communication and understanding are crucial
2021	Silveira, F. F. & Silva Mello, M. A.	School management in the curricular restructuring from the BNCC	Investigate the role of management in the implementation of the BNCC	Managers play a key role in restructuring	School management influences curriculum adequacy
2022	Fabri, L. T. C. & El Tassa, K. O. M.	Conception and humanization of the curriculum in special education	Explore Teaching Approach in Special Education Curriculum	Emphasis on the humanization of teaching	Humanization contributes to better learning
2023	Segabinazzi, M. & Lunardi-Mendes, G. M.	Educational Solutions, Assessment and School Inclusion	Analyze the impact of educational solutions on inclusion	Educational Solutions Affect Inclusion	Continuous evaluation is essential for improvements
2023	Carvalho, C. L. de & Lino, C. M.	School management in inclusive education: academic production and school reality	Investigate the relationship between academic research and school practice	Discrepancies between theory and practice	Greater alignment is required for effectiveness

Source: The Author, 2023



Category 2: Teacher training for inclusive education

Year	Author	Title	Objective	Main Results	Conclusion
2020	Felicetti, S. A., & Batista, I.	The training of teachers for the inclusive education of students with disabilities based on literature.	To investigate teacher training for inclusive education based on the academic literature.	He highlighted the importance of academic literature in the training of teachers for inclusion.	Academic literature is a valuable source for improving teacher training in inclusion.
2020	Franco, R. M. D. S., & Gomes, C.	Inclusive Education beyond Special Education: a partial review of national productions.	To analyze the national academic production on inclusive education beyond the perspective of special education.	It identified the diversity of approaches and themes in academic production on inclusion.	Inclusive education is a multidimensional field that goes beyond special education.
2020	Nunes, L. D. G. A.	School Psychology and Teacher Professional Development: weaving dialogues with teachers about inclusive education.	Explore dialogues between school psychologists and teachers on inclusive education.	He highlighted the importance of collaboration between school psychologists and teachers in inclusion.	Collaboration between professionals is essential to promote effective inclusion.
2020	Ribeiro, J. J.	Inclusive education and the challenges for teacher training.	Analyze the challenges in teacher training for inclusive education.	It identified challenges in teacher training, such as the lack of preparation for inclusion.	Teacher training should address the specific challenges of inclusive education.
2021	Barbosa, A. K. G., & Bezerra, T. M. C.	Inclusive Education: reflections on school and teacher training.	Reflect on the relationship between school, teacher training and inclusive education.	He highlighted the need for teacher training focused on inclusion to create inclusive environments.	Teacher training is key to building truly inclusive schools.
2021	Loureiro, C. R. M. J., & Silva, R. L.	Public policies for inclusive education: challenges to the training of students who are the target audience of special education.	To analyze the challenges in the formation of students who are the target audience of special education in the face of inclusion policies.	He highlighted the difficulties in training these students and the need for more effective policies.	Inclusive policies must include the adequate training of the target students.
2021	Pimentel, S. C., & Ribeiro, S. L.	Teacher training policy for inclusive education: reflections from the national education plan.	Reflect on the policy of teacher training for inclusion based on the national education plan.	It analysed how the national education plan influences the training of teachers for inclusion.	Training policies should be aligned with national plans to promote inclusion.

2022	Rego, L. F. M. E., Costa, D. D. J. M., Fernandes, V. M. D. C., & Silva, P. T. S.	Technologies and Inclusive Education: challenges and perspectives in teacher training.	Explore the use of technologies in inclusive education and the challenges related to teacher training.	He discussed the potential of technologies for inclusion and highlighted the need for teacher training.	The integration of technologies in inclusive education requires adequate preparation and training.
2023	El Tassa, K. O. M., de Carvalho Cruz, G., & Cabral, J. J.	Inclusive Education and the Teacher Training Course: Challenges and Experience Reports.	Investigate the challenges and experiences in teacher training for inclusive education.	He addressed reports of experiences in teacher training and highlighted challenges to be overcome.	The training of teachers for inclusion requires overcoming challenges and sharing experiences.

Source: The Author, 2023

Based on them, the categorization was carried out as informed in the methods section, and the results of the research are arranged as follows, with their respective discussion:

RELATIONSHIP BETWEEN PPP GUIDELINES AND THE IMPLEMENTATION OF INCLUSIVE PRACTICES

The relationship between PPP guidelines and the effective implementation of inclusive practices represents a crucial aspect in the panorama of contemporary education. In this context, several authors (Segabinazzi, & Lunardi-Mendes, 2023; Carvalho, & Lino, 2023; Fabri, & El Tassa, 2022; Cunha, 2021; Freiberger, & Sardagna, 2021; Silveira, & Mello, 2021; Costa, Almiron & Medeiros, 2020) have been dedicated to investigating how these guidelines influence and shape the promotion of inclusive education, as well as the support provided by PPP to ensure the inclusion of children with intellectual disabilities.

Within this complex and relevant topic, three fundamental points will be addressed: the alignment of inclusive practices with the PPP guidelines, the impact of the PPP guidelines on the promotion of inclusive education and, finally, the role of the PPP as support for the inclusion of children with intellectual disabilities. These interwoven facets provide a comprehensive and detailed overview of the interplay between pedagogical guidelines and the construction of truly inclusive educational environments.

Alignment of inclusive practices with PPP guidelines

Aligning inclusive practices with PPP guidelines is a crucial aspect in the pursuit of equitable education accessible to all students.

The studies by Segabinazzi & Lunardi-Mendes (2023) highlight the need to consider educational solutions in line with PPP guidelines. The research explores how educational solutions can be effectively aligned with guidelines to promote inclusion. The results reveal that careful and intentional alignment can



significantly contribute to creating an educational environment that meets the needs of all students, regardless of their abilities or disabilities.

In turn, Carvalho & Lino (2023) analyze São Paulo's academic production in the field of school management in inclusive education and its relationship with the school reality. These studies reveal that, although there are valuable contributions in the academic literature, there is not always a perfect alignment between research and school practice. This highlights the importance of PPP guidelines concretely and effectively incorporating the inclusive practices discussed in the research, in order to overcome the barriers between theory and practice.

In the context of special education, Fabri & El Tassa (2022) focus on the humanization of the curriculum as an essential part of aligning inclusive practices with PPP guidelines. The study highlights the importance of a teaching approach that recognizes the individual needs of students and promotes a more inclusive and meaningful educational experience. This underscores the need for PPP guidelines to recognize and support this student-centered approach.

The work of Cunha (2021) and Freiburger & Sardagna (2021) focuses on the expectations and support of school actors in the implementation of inclusive practices. These studies point to the importance of considering the expectations of teachers, family members, and other members of the school community when aligning inclusive practices with PPP guidelines. Effective support and understanding of stakeholders' perspectives are crucial elements for successful inclusion.

In addition, Silveira & Mello (2021) and Costa, Almiron & Medeiros (2020) contribute to the understanding of the alignment of inclusive practices with PPP guidelines through the examination of school management and guiding documents. These studies highlight the importance of school management as a facilitator of the effective implementation of inclusive practices and emphasize how guiding documents can serve as guides to align the pedagogical approach with the principles of inclusion.

Therefore, from the analysis of the works of the authors mentioned herein, it is possible to perceive the importance of aligning inclusive practices with the PPP guidelines. This relationship not only shapes the pedagogical approach but also directly impacts the educational experience of students, promoting a more just, equitable, and inclusive education. Understanding these connections is critical to the continuous improvement of educational practice and the creation of truly inclusive learning environments.

Impact of PPP guidelines on promoting inclusive education

PPP guidelines play a key role in promoting inclusive education, directly impacting the structure, practices, and outcomes of the education system.

Segabinazzi & Lunardi-Mendes (2023) bring to the fore the idea that PPP guidelines can be a catalyst for change, providing a clear roadmap for the implementation of inclusive education. If properly



integrated and enforced, these guidelines can guide the creation of learning environments that welcome diversity and meet the individual needs of all students. The study reveals that PPP guidelines have the potential to act as a practical guide for educators, assisting in the adaptation of pedagogical practices and the restructuring of curricula.

Similarly, Carvalho & Lino (2023) emphasize that PPP guidelines can serve as a bridge between academic research and school practice. By incorporating principles and recommendations derived from academic production in school management, the guidelines can act as a means to translate theory into action, promoting the effectiveness of the inclusive practices discussed in the research. This highlights the importance of PPP guidelines being dynamic and adaptable, so as to reflect the needs and evolution of inclusive education.

The perspective of Fabri & El Tassa (2022) reinforces the influence of PPP guidelines in promoting inclusive education, especially with regard to the humanization of the curriculum. By incorporating principles of empathy, individualization, and curriculum diversification, the guidelines can guide educators to adopt a pedagogical approach that values each student's unique experiences and needs. Thus, the PPP guidelines not only outline inclusive practices but also help define a comprehensive vision of student-centered education.

Cunha (2021) and Freiberger & Sardagna (2021) bring a relevant perspective on the influence of PPP guidelines on the promotion of inclusive education by addressing the expectations and support of school actors. These studies underscore that PPP guidelines can establish a clear context for the development of shared expectations and for the creation of an environment that supports inclusion. When guidelines incorporate inclusive principles, they can empower educators, families, and students to play active roles in promoting diversity and ensuring educational equity.

Finally, Silveira & Mello (2021) and Costa, Almiron & Medeiros (2020) contribute to the understanding of the impact of PPP guidelines on the promotion of inclusive education through the exploration of school management and guiding documents. These studies highlight that PPP guidelines have the potential to guide schools in implementing inclusive practices by providing a strategic and practical framework for diversity management and curriculum adaptation.

Thus, considering the studies used as a basis, it is clear that the PPP guidelines play a significant role in the promotion of inclusive education, acting as strategic guides that inform pedagogical practices, shape school culture and empower those involved to create truly inclusive educational environments. The impact of these guidelines transcends the walls of the school, extending to society as a whole, as they contribute to the construction of a more equitable and diverse society.



Support provided by the PPP for the inclusion of children with intellectual disabilities

The support provided by the PPP for the inclusion of children with intellectual disabilities represents an essential component in the quest for equitable and comprehensive education.

Segabinazzi & Lunardi-Mendes (2023) contribute to the understanding of this aspect by exploring educational solutions and assessment in the context of school inclusion. The study demonstrates that PPP can be configured to integrate practices that address the specific needs of children with intellectual disabilities. Planning inclusive educational solutions and defining diversity-sensitive assessment metrics can be embedded in the PPP to ensure that inclusion extends to all learners, regardless of their abilities.

In addition, Carvalho & Lino (2023) bring to light the importance of the relationship between academic research and school practice in school management in inclusive education. They show how PPP can incorporate research findings to guide effective practices, including those that direct the inclusion of children with intellectual disabilities. This collaborative, interdisciplinary approach, where research directly informs PPP design, can result in more effective and personalized strategies for inclusion.

In the field of special education, Fabri & El Tassa (2022) discuss the humanization of the curriculum and the teaching approach in inclusive education. PPP can play a crucial role by incorporating humanization principles that recognize the individual needs of children with intellectual disabilities. Promoting a pedagogical approach that is sensitive to differences and values students' unique experiences can be integrated into the PPP, thus ensuring that inclusive practices are effectively implemented.

Cunha (2021) and Freiberger & Sardagna (2021) highlight the impact of the school community's expectations and support on inclusion. The PPP can act as a guiding document that establishes an environment of support and understanding for the inclusion of children with intellectual disabilities. By setting clear expectations and implementing supportive measures, PPP can create an enabling environment for diversity and learning for all learners.

Finally, Silveira & Mello (2021) and Costa, Almiron & Medeiros (2020) bring school management as a key factor in supporting inclusion. The PPP can incorporate management policies and practices that focus on the inclusion of children with intellectual disabilities. By establishing clear guidelines for resource management, pedagogical support, and partnerships with special education professionals, PPP can create an environment where the needs of all students are adequately met.

In this way, what we have is that the PPP is a crucial support for the inclusion of children with intellectual disabilities. By incorporating inclusive strategies, humanized approaches, and clear expectations, PPP can act as a practical guide that empowers educators, families, and the school community to create truly inclusive and enriching educational environments.



TEACHER TRAINING FOR INCLUSIVE EDUCATION

Teacher training is a crucial pillar in building an inclusive and quality education system capable of meeting the varied needs of students. In this context, the analysis of the contributions of authors such as Felicetti & Batista (2020), Franco & Gomes (2020), Nunes (2020), Ribeiro (2020), Loureiro & Silva (2021), Barbosa & Bezerra (2021), Pimentel & Ribeiro (2021), Rego, Costa, Fernandes & Silva (2022) and El Tassa, Carvalho Cruz & Cabral (2023) highlights the importance and challenges of teacher training for inclusive education.

Discussions about teacher training strategies (2.1) reveal how education professionals can be prepared to face the complexities of inclusion. Based on the works analyzed, it will be explored how training methods are designed to address the demands of inclusive education, considering the diversity of student profiles in the classroom.

In addition, the training resources used in teacher training (2.2) emerge as a determining factor in the preparation process. The proposal is to investigate how authors such as Felicetti & Batista (2020) and Rego, Costa, Fernandes & Silva (2022) highlight the role of resources such as technologies and academic literature in training educators to meet a wider range of educational needs.

The evaluation of the impact of teacher training on pedagogical practice (2.3) emerges as a critical aspect to measure the effectiveness of the strategies employed. The reflections of authors such as El Tassa, Carvalho Cruz & Cabral (2023) and Pimentel & Ribeiro (2021) will provide important insights into how training directly influences the performance of teachers in the classroom, identifying possible changes in pedagogical approaches and student outcomes.

Therefore, through the analysis of the contributions of these authors, this study will explore the strategies of teacher training for inclusive education, the resources used in this process and the evaluation of the impact of these practices on pedagogical practice. Understanding these aspects will be key to shaping a more inclusive educational environment that is tailored to the varied needs of students.

Teacher training strategies for inclusive education

Teacher training focused on inclusive education is a topic of great relevance in the search for an educational system that meets the diverse needs of students.

Felicetti & Batista (2020) highlight the importance of academic literature as a valuable resource in teacher training. Through the critical analysis of studies and research related to inclusive education, educators can base their practices on solid evidence, adopting more informed and effective approaches. Franco & Gomes (2020) highlight the relevance of collaborative training among teachers. The creation of spaces for sharing and learning among educators themselves can promote the exchange of experiences,



enriching pedagogical strategies and allowing teachers to face the challenges of inclusion more effectively.

Nunes (2020) emphasizes collaboration between school psychologists and teachers as a promising strategy. Cooperation between these professionals can provide important information about students' development and direct individualized support strategies. On the other hand, Ribeiro (2020) highlights the importance of addressing the specific challenges faced in inclusive education in a targeted way. Realistic analysis of obstacles can equip teachers with concrete solutions and prepare them to meet the varied needs of students.

In turn, Loureiro & Silva (2021) highlight awareness as an integral part of teacher training. Awareness of diversity and inclusion issues can enhance educators' attitude and approach, making them more apt to create welcoming environments. Barbosa & Bezerra (2021) also present critical reflection as a fundamental strategy. In-depth analysis of pedagogical practices in light of the demands of inclusion can enable educators to develop a deeper understanding of students' needs and adjust their approaches as needed. Pimentel & Ribeiro (2021), in turn, discuss the importance of training policies aligned with national education plans. Clear definition of guidelines can create an environment in which inclusion strategies are coherent and effective across the education network.

Another perspective is presented by Rego, Costa, Fernandes & Silva (2022), who explore the use of technologies as an integral part of teacher training. Training in the use of technological resources can allow educators to adapt their practices in a way that is flexible and appropriate to the needs of students. El Tassa, Carvalho Cruz & Cabral (2023) address the importance of practical experiences in teacher training. Sharing experience reports from teachers in inclusive contexts can provide good indications for future educators, helping them to face real challenges.

Thus, as demonstrated here, teacher training for inclusive education requires a multifaceted approach that involves the use of academic literature, collaboration among teachers, interdisciplinary cooperation, realistic approach to challenges, awareness-raising, critical reflection, aligned policies, use of technologies, and hands-on learning. By adopting these strategies, it is possible to prepare educators to create truly inclusive educational environments where all students can thrive.

Training resources used in teacher training

Capacity-building resources play a crucial role in inclusive education teacher training, providing the tools necessary for educators to effectively address the diversity of learners' needs. The analysis of the approaches proposed by authors such as Felicetti & Batista (2020) and Rego, Costa, Fernandes & Silva (2022) offers important notes on how these resources can contribute to the improvement of inclusive pedagogical practice.



Felicetti & Batista (2020) highlight the importance of academic literature as a formative resource. Through the critical analysis of studies and research related to inclusive education, educators can base their practices on solid evidence, adopting more informed and effective approaches. Reading studies that address different aspects of inclusion, such as curriculum adaptation, differentiated teaching strategies, and early intervention, allows teachers to understand best practices for meeting the varied needs of students.

In turn, Rego, Costa, Fernandes & Silva (2022) explore the use of technologies as a training resource. The integration of technological resources in teacher training provides opportunities for educators to acquire relevant and contemporary skills. Online learning platforms, accessible digital resources, and inclusive education software can help teachers understand how to use technology to create more flexible learning environments tailored to individual student needs.

Both authors emphasize the importance of training resources that provide educators with practical and grounded knowledge. While academic literature provides a solid theoretical foundation, technologies provide opportunities for more interactive and contextualized learning, allowing faculty to experiment with inclusive approaches in practice.

In this way, capacity building resources play a vital role in preparing educators for inclusive education. The combination of scholarly literature and technologies provides a complete and comprehensive approach, equipping faculty with theoretical and practical knowledge to meet the varied needs of students in diverse educational settings.

Evaluation of the impact of teacher training on pedagogical practice

Assessing the impact of teacher training on pedagogical practice is an essential step to ensure that training strategies are truly generating positive and effective results in the inclusive educational context. The analysis of the approaches presented by authors such as El Tassa, Carvalho Cruz & Cabral (2023) and Pimentel & Ribeiro (2021) offers valuable data on how this assessment can be carried out in a meaningful way.

El Tassa, Carvalho Cruz & Cabral (2023) address the challenges and experience reports of teacher training for inclusive education. Through the analysis of these experiences lived by teachers, it is possible to evaluate how the training directly impacted their pedagogical practices. By sharing stories of successes and difficulties faced in inclusive contexts, educators can understand how training has influenced their approaches, adapting them to meet students' needs more effectively.

Pimentel & Ribeiro (2021) address the reflection on teacher training policies for inclusive education. Through the critical analysis of the implemented policies and training plans, it is possible to evaluate the coherence between what was proposed and the impact observed in pedagogical practice. The



evaluation of training policies can identify gaps or areas for improvement, directing efforts to improve training strategies.

Evaluating the impact of teacher training on pedagogical practice also involves direct observation of educators' actions in the classroom. This assessment can be conducted through the analysis of lesson plans, activities developed, interactions with students, and learning outcomes. Comparing practice prior to training with current practice can reveal positive changes and highlight the impact of training strategies.

In addition, collecting *feedback* from students themselves also plays a key role in assessing the impact of teacher training. By listening to students' perceptions and opinions about the changes implemented by the educator after training, it is possible to understand if these changes are in fact benefiting the students' learning experience.

Therefore, the evaluation of the impact of teacher training on pedagogical practice is a crucial step to ensure that training strategies are effective in promoting inclusive education. By analyzing teachers' experiences, reflecting on training policies, observing classroom practices, and collecting student feedback, it is possible to identify positive changes and direct efforts to further improve educators' preparation.

DISCUSSION AND CONCLUSIONS

The present study explored the interactions between PPP guidelines and the implementation of inclusive practices in education, as well as the importance of teacher training for the promotion of inclusive education. From the analysis of diverse scholarly contributions, detailed discussions have emerged that offer relevant insights on how to create truly inclusive educational environments and prepare educators to face the challenges of diversity.

Regarding the relationship between PPP guidelines and the implementation of inclusive practices, the study revealed that the alignment between these two elements is key to creating an educational environment that meets the needs of all students. PPP guidelines, when carefully drafted and incorporated, can serve as practical guides that guide educators, administrators, and the entire school community to adopt inclusive approaches. This intersection between theory and practice is crucial for the realization of inclusion, allowing the intentions stated in educational policies to be translated into effective actions within the classroom.

Teacher training proved to be a key component for the implementation of inclusive education. Several resources and strategies were discussed, from the academic literature to the use of technologies, reflecting the need to empower educators with relevant theoretical and practical knowledge. Collaborative teacher training, interdisciplinary cooperation, and awareness of diversity issues have emerged as promising practices to improve educators' preparedness. In addition, the evaluation of the impact of



training on pedagogical practice has become essential to measure the effectiveness of the strategies employed, allowing for continuous adjustments and improvements.

A central aspect that emerged from the discussions is that inclusive education is not a static concept, but rather a dynamic process that requires constant adaptation and collaboration between all actors involved. PPP guidelines can act as powerful tools to guide this transformation, providing strategic guidance and promoting the creation of welcoming and enriching educational environments. Teacher training, in turn, should be seen as a continuous investment in improving pedagogical practices, enabling educators to effectively deal with the complexities of the inclusive classroom.

In conclusion, the study demonstrated the interdependence between PPP guidelines, teacher training and the implementation of inclusive practices in education. These elements are intrinsically linked and must be addressed holistically to achieve truly inclusive and equitable education. By adopting approaches that align with PPP guidelines, investing in effective teacher training, and continuously evaluating the impact of these practices, it is possible to promote meaningful change in the education system, making it more accessible, adapted, and enriching for all students, regardless of their abilities or disabilities.



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