Abstract

The article reviews factors and conditions that trouble progress toward a quality education for everybody without exclusions. Such a goal is associated with values and practices related to the idea of inclusive education. Among the considered factors is the essentialist concept of learning difficulties, as well as the main elements that constitute an institutionalized school grammar. To overcome these barriers, the article describes instruments that may aid schools in their self-analysis and assessment, such as the Index for Inclusion, and it discusses some of the available knowledge regarding processes of change and improvement in schools. The analysis closes emphasizing the central importance that school-culture related issues and social values have over the diversity of students, in the process of approaching the educational ideal where all students might learn, participate and feel as belonging to a community that welcomes as well as values and respects them.

Keywords

inclusive education - attending student diversity - index for inclusion - educational equity - educational change