

State of the art on inclusive education management in brazilian schools



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ABSTRACT

This chapter presents a bibliographic survey on the management of inclusive education in Brazilian schools carried out on the Portal of the Coordination for the Improvement of Higher Education Personnel (Capes) and on the website of the Digital Library of

Theses and Dissertations (BDTD) and analyzes the works found. The survey took place between June 2022 and July 2023. The following criteria were adopted for the search: time frame from 2015 to 2023, in order to find out about more recent research in the field of education; only studies in Portuguese and peer-reviewed journals and in the field of education. From the discussion developed based on the data collected, it is understood that studies related to school inclusion are fundamental to contributing to public education, which still lacks mutual efforts to improve, and the role of school and educational management in this process is fundamental.

Keywords: Inclusive Education, School Management, CAPES and BDTD.

1 INTRODUCTION

Despite being an educational theme that has gained importance in recent decades, inclusive education still lacks discussions and qualifying propositions. In Brazil, some factors contributed to its visibility. One of them is the process of redemocratization of society (1980-1990) that brought to light themes and portions of the population that had their social rights dammed for long years or that were not even the target of social attention before. One can also mention the fact that Brazil has been a signatory, since the late 80s, of documents produced by the United Nations Educational, Scientific and Cultural Organization (UNESCO) and other multiparty institutions, assuming commitments to serve the public eligible for special education, enrolled in regular schools. And for this, laws and official documents regiment basic education in order to realize these commitments.

To ensure that public policies aimed at education, in the inclusive perspective, are implemented, the education departments of the municipal, state and federal spheres, together with their school units, began to review their realities, a path that despite having advances, is still ongoing, since the action of including precepts the rupture of prejudices rooted in society.

In joint action to what determine the devices, policies and measures for inclusive education, schools act such measures in their own way, because each school has its singularities and the actors involved in this space are not equal. The way each one interprets and reinterprets the policies aimed at inclusive education depends on the knowledge, experiences, interests of the actors involved in the



process to put them into action or not. The interpretation of a public policy focuses on decoding it, based on the demands of the school, in order to "[...] To assign a meaning to that local context and to the stories of the subjects involved" (BALL; MAGUIRE; BRAUN, 2017, p. 1030). In addition, external factors such as infrastructure, materials/equipment, financial resources (the acquisition or lack thereof) affect the implementation of a public policy.

In order to know how the management of inclusive education has been done in Brazilian schools, a survey of research on the subject was carried out on the Portal of the Coordination for the Improvement of Higher Education Personnel (Capes) and on the website of the Digital Library of Theses and Dissertations (BDTD), on which this chapter will be addressed.

2 DATA AND DISCUSSION

To start this research, a search was carried out looking for correlated studies with themes similar to the object of study, the management of inclusive education in Brazilian schools. The survey took place between June 2022 and July 2023. For the search, the following criteria were adopted: temporal space from 2015 to 2023, in order to know more recent research in the area of education; only studies in Portuguese and peer-reviewed journals and the area of education. The search was carried out on the Portal of the Coordination for the Improvement of Higher Education Personnel (Capes) and on the website of the Digital Library of Theses and Dissertations (BDTD).

First, the survey was conducted at Capes. The descriptor used was "school management *and* inclusion". In all, 206 related studies were found, however, many do not dialogue with this dissertation. Of the studies, we selected five, because they resemble our theme. The following (table 1) are the five studies read in full, organized according to title, authorship, journal and year of publication.



Table 1 – Studies selected in Capes.

Titles searched	Author	Journal of publication/year
School inclusion of students with disabilities in youth and adult education: a challenge for public school management	Holland, G. de S., Pereira, M. A. M.; Ferreira, S. C. M.	Special Education Magazine, v. 34, n. 30, p. 1–23, 2021.
Training and performance of the school manager in the perspective of inclusive education	Freitas, F. P. M.; Oliveira, J. P. de.	Images of Education , v. 11, n. 1, p. 133-155, 2021.
The pedagogical manager in the process of school inclusion of students with special educational needs	Vioto, J. R. B.; Vitaliano, C. R.	Educational Praxis, v. 16, n. 37, p. 440-464, 2020.
The school manager and the inclusion of target public students of municipal special education	Smith, M. R. S.; Ziliotto, D. M.	Cadernos de Pós-graduação, São Paulo, v. 18, n. 2, p. 220-234, jul./dez. 2019
School management and the national special education policy: the barriers to the implementation of a public policy	Santos, D. M. dos; Panhoca, I.	Online Journal of Educational Policy and Management, v.21, n. 2, p.1296-1315, 2017

Source: Prepared by the researcher.

It is observed with the review of related research, that the theme of school management in / of inclusive education is broad and has many aspects. Of the studies, five stand out due to the reflections and problematizations presented on the way school management acts so that the perspective of inclusive education occurs in the day to day of school spaces. In the five articles, there are common points that deal with: the definition of school management – all studies point to democratic management and its essentiality for public education; the importance of specialized educational care and the partnership between teachers and managers for inclusive education; The texts also address in a general way the difficulties faced by managers, teachers and students eligible for special education or not because of the lack of adequate resources for learning; lack of training; of financial resources. The following is a summary of the texts read in full.

The research of Holanda, Pereira and Ferreira (2021) focuses on the economic and ideological difficulties for the realization of an emancipatory education. The objective of the research is to understand the process of school management aimed at the inclusion of young people and adults with physical and/or intellectual disabilities in state schools, regular at night, located in Ceará. From the reports of the managers (twenty-two in all of eleven school units), it is observed that despite the advances, especially in relation to the laws and guiding documents that deal with school inclusion, in practice the results are timid. The teacher's observation remains the most legitimate way to identify the student with disabilities in the EJA classes, since they are the ones who live directly and daily with all the students. Rarely, this student arrives at school with a medical report.

The medical report, whose requirement is not allowed as proof in the School Census, according to Technical Note n. 04 (BRAZIL, 2014, apud HOLLAND; PEAR TREE; FERREIRA, 2021), when presented, is accepted as an element of support for the identification of the student with disabilities. In



the analysis carried out by the researchers, there are reports of schools in the state network that do not have the architectural and/or financial conditions to adapt to their infrastructure (they are the most rural and peripheral schools in the State of Ceará); However, the common highlight in the speech of the managers, participants of the research, are that the attitudinal and communicational transformations are dismembered as intense challenges, since there is a resistance of the school community and teachers to adapt and/or make the activities more flexible for the students.

According to the managers, many teachers do not know how to do it and do not count on the contribution of the special education teacher (there is not in some schools or they are flywheels – they go once or twice in the school unit in the week), in addition to the lack of training, of time to plan the classes, there is the idea of the ideal student: "One of the main obstacles to inclusion in the context of regular school is the idea of 'readiness', embodied in school practices and that brings in its core the principle that the student needs to have a specific profile to be included in a certain class" (HOLLAND; PEAR TREE; FERREIRA, 2021, p. 13).

The research of Freitas and Oliveira (2021) aims to observe the conduct of school management in the face of the challenges of inclusive education. The theoretical framework focuses on the initial and continuing education that the principal, vice-principal and coordinator should have to be able to implement in school spaces actions underlying inclusive education. The analyses of the narratives of the managers (participants of the research) reveal how important the training of this professional is and, therefore, it must encompass the recognition of inclusion as a right that expands school spaces and is beyond the public eligible for special education. The research reports that the initial training, specifically the Pedagogy courses, have the discipline of Libras in their curricula, the others focused on this theme are offered according to each university, thus creating gaps in initial training.

The degree in Pedagogy is governed by Resolution CNE / CP n. 1/2006; and more current, Resolution n. 2/2019. In the last document, it is emphasized that the future teacher should: "[...] commit to student learning and put into practice the principle that everyone is capable of learning" (BRASIL, 2019, s.n.). Thus, it is understood that in the training in Pedagogy, the future teacher must have access to the knowledge that leads him to understand the development of children, adolescents, young people and adults, including those eligible for special education. The intention is not to train specialists in special education, but to offer learning conditions so that the teacher can deal with the diversity present in the school universe and, in addition, know how to understand the main aspects to welcome and teach a student with disabilities or specific educational needs, however, it is observed that there are few disciplines focused on the actions of the school manager, This commonly needs to continue its training with specializations, especially with regard to inclusive education.

The above researchers reflect on the aspects of school management as an indispensable support network for educational inclusion. They affirm that school management has the purpose of favoring



inclusive processes in the aspects of relationships and development of attitudes, methodologies, evaluation and instruments that better include everyone in the school.

The research of Vioto and Vitaliano (2020) despite singularities with the others, highlights the figure of the pedagogical supervisor and his intervention for the practice of inclusive education in a Municipal Elementary School (initial years). The collaborative research had the participation of teachers and the supervisor of the referred school. *A priori*, the first questionnaire showed that both the supervisor and the teachers had misconceptions about the inclusive perspective, in relation to the demands of the teacher's area of responsibility and the manager's area of responsibility. Through study cycles and discussions about the theme, the supervisor together with the teachers and school management redid the pedagogical planning for the necessary adaptations and/or flexibility.

The research reveals that the participants agree that the permanence of students with special needs in the common class favors their socialization with other students. However, they considered that it is in the space of specialized educational service that the student will learn the academic contents, because in the common class the regent teacher can not account for some learning. According to Vioto and Vitaliano (2020, p. 458): "Such reports are permeated by the traditional idea of holding Special Education professionals responsible for the education of students who present SEN, [...] It would be up to the teachers of ordinary education only to accept these students in the common class and allow their socialization with the other students."

The fact that the supervisor also has misconceptions about inclusive education, brings us to the research of Freitas and Oliveira (2021) who affirm how important the initial and continued training of education professionals is. Education in the inclusive perspective needs to gain visibility in universities and education departments so that its promotion is actually carried out. It is noted that the laws guide the inclusive perspective, however, in practice there is still much to do. Often, those who should contribute to continuing education also need training.

The research of Soares and Ziliotto (2019) discuss the conceptions of school managers about the process of inclusion of special education target public students in municipal elementary school. The research indicates that the principals participating in the research (four principals of schools in the same municipality) recognize that:

[...] The contingent of students that today integrates the regular school is not reduced to the one whose diagnosis identifies only the learning needs. However, they do not measure this context in a historical perspective or even evaluate inclusion in a broader dimension than their school, but conceive the community and families as fundamental in this process.

The above researchers further elucidate that principals conceive of inclusion as a student's right and school duty, but demonstrate uncertainties regarding the ability to ensure the learning of these students. With respect to the relations between management and the school community, managers seek



partnership of families, have resources and support to offer to teachers, but request greater advice from the Department of Education and the increase of technical staff to qualify the education offered to students. The research participants show that, over the years, there is greater acceptance of the school community in relation to students eligible for special education, but that more effective work is still needed to build greater knowledge about inclusion and its singularities.

Santos and Panhoca (2017) also conducted their research with directors of municipal schools, in all 22. The total number of participants represents 80% of the professionals who perform the function of school director in the municipality surveyed. The research identifies which problems interfere in the implementation of public policies aimed at inclusive education based on the National Policy of Special Education in the Perspective of Inclusive Education (BRASIL, 2008). For the researchers, the directors are active in the political scene and, therefore, fundamental in the practice of public policies that must be consolidated from the democratic management. According to the questionnaire answered by the managers, the problems that interfere in the implementation of public policy are: 1) teacher training, management team, school employees; 2) family aspects; 3) aspects related to financing and bureaucracy; 4) architectural accessibility and caregivers; 5) medical care.

According to Santos and Panhoca (2017), one of the prerogatives of the National Policy of Special Education in the Perspective of Inclusive Education is the "[...] training of teachers for specialized educational care and other education professionals for school inclusion" (BRASIL, 2008, p.8).

In relation to the family, their resistance is reiterated. The directors depose that the lack of acceptance of disability by family members is one of the barriers to the implementation of inclusive policies, a social reflex, still rooted in the idea of normal and abnormal (MANTOAN, 2015 apud SANTOS; PANHOCA, 2017).

According to the researchers above, the relationship between family and school is a legal assumption and also a theme of many researches, given its relevance to the development of the student. And, in the inclusive perspective it would be no different, co-responsibility and decision-making sharing are of paramount importance for the planning of actions that begin in school, but do not end in it. Law no. 13,146/2015 highlights that "it is the duty of the State, the family, the school community and society to ensure quality education to people with disabilities, keeping them safe from all forms of violence, neglect and discrimination" (BRASIL, 2015).

Of the themes exposed in the survey carried out, the importance of the inclusive perspective for the rupture of paradigms that amplify discriminatory actions in school spaces is highlighted. Although the research focuses on the public eligible for special education, all mention that inclusive practices should encompass all the existing heterogeneity in school units, given the various inequalities that the country carries.



It is also noted that the approaches deal with the posture of school management, but do not end in it, because there are intrinsic elements to improve the quality of education in the light of the perspective of inclusion, among them, stand out, especially the training of all those involved in education, including educators who occupy positions in the departments of education and teachers, essential authors for inclusive education.

After that, we conducted the research on the BDTD website. The descriptor used was "school management *and* inclusion". In all, 32 studies were found. Of the studies, we selected three, because they resembled our theme. The following (table 2) are the three studies read in full, organized according to title, authorship, university and year of publication.

Table 2 – Studies selected in the BDTD.

Titles searched	Author	University/year of defense
School management practices, pedagogical coordination and specialized educational care in the context of a municipal school: a study on school inclusion	SAINTS, T. C. C. of the	264f. Thesis (Doctorate) – Federal University of Rio Grande do Norte; Education Center. Graduate Program in Education, Natal, 2022.
School management and inclusion: Effects of a training programme	FREITAS, F. P. M.	204f. Thesis (Doctorate) – Universidade Estadual Paulista – UNESP. Faculty of Philosophy and Sciences. Graduate Program in Education, Marília, 2019.
Challenges of school inclusion in the Padre Menezes State School	CRUZ, L. C. da.	165f. Dissertation (Master's degree) – Federal University of Juiz de Fora, Faculty of Education. Graduate Program in Management and Evaluation of Public Education, 2018.

Source: Prepared by the researcher.

Of the studies, three stand out due to the reflections and problematizations presented on the way school management acts so that the perspective of inclusive education occurs in the day to day of school spaces. In both theses and in the dissertation, there are common points that deal with: the definition of school management; the difficulties faced by managers, teachers and students eligible for special education or not to put into practice the actions underlying inclusive education. The following is a summary of the texts read in full.

The thesis of Santos (2017) aims to understand which practices of managers and pedagogical coordinator are important to contribute to the Specialized Educational Service of a public school, located in Natal / RN. "The research was an immersion in one of the teaching units of the municipal network [...], which allowed us as a researcher, so accustomed to daily life, to see aspects never "seen" and that were so close to us" (p. 18). Santos (2017) draws attention and invites us to reflect: if the



school is a heterogeneous place, diversity is in its daily life, because monoculture, stigmatization and the invisibility of voices still prevail, often causing us to ignore it, so the excluded remain unnoticed. The research has as theoretical reference authors who also support this dissertation: Freire, Mantoan, Silva, whose works are fundamental to the discussions related to school management and the inclusive perspective as a policy for all (even for those who do not belong to the public eligible for special education). The research had as subjects the director and the coordinator of the school, carried out through interviews and observation. The results show that there are elements of change in the school reality focused on inclusion, however, it is necessary that "[...] new movements are incorporated into this ancient, selective institution, which today universalizes enrollment for all people, without any distinction [...]" (idem, p. 198), but which still resists old prejudices and stigmas, considered 'social truths', whose deep roots are in small actions, in routine speeches. Training is necessary to (re)educate the authors who make up the school environment, showing that it is possible to welcome differences. "As we move through exclusion, integration and, currently, inclusion, we are sure that the inclusive process constitutes the process of greatest contribution in the school, whose brilliance is in allowing access and permanence, with quality, of all people" (idem, p. 200), but for this it is necessary to convince educators, director and coordinator that it is possible to experience a transformative school.

Freitas' thesis (2019) brings school management as a founding element for the construction of inclusive education in school. The general objective proposed a training program for school managers with a view to supporting and favoring school inclusion in a municipality. The researcher formulated the training following the parameters: i) inclusion as a right, it is important that the manager recognizes the inclusive perspective, established in daily actions (based on projects and strategies circumscribed in the Pedagogical Political Project of the school); ii) option for diversity, together with the faculty and other employees. It is the role of the manager to promote respect for diversity, contributing to a "[...] reflective environment on the acceptance of diversity as a human good and a pedagogical value" (idem, p. 63). School management should serve as an example with respectful actions that disseminate the values of inclusion and plural identities, promoting movements of acceptance and sensitivity to diversity; iii) specific knowledge, understanding the inclusive perspective, its characteristics and theoretical contributions; to know the laws and documents that guide inclusive education - recognize that the theoretical basis must dialogue with the reality of each school. The articulation between practical actions and theoretical input is fundamental to foster inclusive spaces; iv) leadership for change – school education in the inclusive perspective requires changes in the school, and it is not possible to expect that everything is perfect to occur to inclusion. "Change cannot be legislated or compelled to exist. The fear of change cannot be ignored. The director can help others face fear, encourage attempts at new behaviors and reinforce efforts towards the goal of inclusion (SAGE, 1999, apud FREITAS, 2019, p. 66).



Freitas (2019) concludes that the training evidenced the gap of working on school inclusion as a possibility. In the training, the managers showed difficulties in recognizing in practice the limits and/or characteristics of the students, often holding them responsible for the difficulties they have. The use of technologies contributed to the training that focused on the planning of routine and pedagogical actions in school spaces. The managers, after the training, emphasize that they learned new meanings for inclusive education and that together they would put the planned actions into practice.

Cruz (2018), in his dissertation, aims to reflect on the actions that can be developed by the management team in order to provide the inclusion of students eligible for special education. The research occurred through a case study in which the routine of the manager, coordinator and teachers of the specialized educational service was followed to observe the routine of the students. The researched school is located in the urban area of Lagoa Santa, in the central region of Minas Gerais and offers the modality of regular high school and Youth and Adult Education. The case study pointed out that teachers, management and coordinator understand the importance of school inclusion, but point to some weaknesses that the Minas Gerais program needs to adjust. Two highlighted: lack of Special Education teacher to accompany and contribute to student learning and lack of training courses on work with inclusion for servers who work in regular schools.

For the researcher above, such weaknesses demonstrate that the path of inclusion in regular schools is still a challenge. "Especially when the system itself separates the students who can count on the support teacher and those who cannot" (idem, p.117), curtailing the right to learning exposed in Brazilian legislation.

3 FINAL CONSIDERATIONS

The related researches listed show how the theme of the management of inclusive education in Brazilian schools has been treated in the researches located in two important databases, CAPES and IBICT. It is understood, from the discussion carried out here, that studies related to school inclusion are fundamental to contribute to public education that still lacks mutual efforts to improve itself. The school is a reflection of our society and vice versa, so it is understood that the rupture of stereotypes (normal-abnormal) is so important. And, to break with the idea of homogeneity of school spaces, public policies must encompass a set of axes ranging from the training of school professionals; infrastructure; intersectoral dialogue to the reception and assistance of families.



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