

INCLUSIVE EDUCATIONAL SYSTEM IN BRAZIL: A SYSTEMATIC REVIEW OF THE LAST 5 YEARS



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ABSTRACT

This systematic literature review (RSL) aims to survey the research published in the last five years on the inclusive educational system in Brazil. The research uses an electronic search methodology in the Portal of Journals of the Coordination for the Improvement of Higher Education Personnel (CAPES) and in the Brazilian Digital Library of Theses and Dissertations (BDTD), with specific restrictions on language and keywords. The manual abstract analysis resulted in 18 evidences that focus on the national policy of inclusive education from the perspective of special education (PNEEPEI), continuing teacher training, collaborative work, multifunctional resource room (SRM), among others. A strict inclusion and exclusion criteria were made to arrive at this selection of evidence. The exclusion of works that do not deal with the Inclusive Educational System in the school environment and the inclusion of works that have already been approved by the scientific community with peer review criteria for articles and approval and publication of dissertations that reinforce the validity of this systematic review.

Keywords: Inclusive Education. Special education. Right to Education.

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INTRODUCTION

The second decade of the twenty-first century brought significant changes to society and consequently to Education. The guarantee of protection of human/fundamental rights is directly influenced by international and national documents. Such reflections can be observed in what is now called the inclusive educational system (BRASIL, 2015), which aims to offer everyone, without exceptions, the right to learn, to be in school and to have access and permanence to quality education.

There are several internal normative documents that highlight the need and implementation of the Policy that guides the inclusive educational system. So much so that in 2008 the national policy of inclusive education emerged from the perspective of special education (BRASIL, 2008). Although there is confusion and it is treated as a synonym, there is a difference between inclusive education and special education. The first aims to include all those who are excluded and are on the so-called "margins of society", while the second is a modality of Teaching (BRASIL, 1996) present at all levels of Brazilian Education, whether Basic or Higher Education.

As it is a topic with vast research, it is necessary to make a survey of the last 05 years on the subject. After all, much has been rectified, whether with the repeal of the national policy on special education: equitable, inclusive and with Lifelong Learning in the first days of 2023. Either through recurrent ratification on the target audience of special education specified in all normative documents in force in the country.

METHODOLOGICAL PROCEDURES

This work is part of a Systematic Review (SR) that aims to survey the research published in the last five years (2019 to 2023) on the inclusive educational system in/from Brazil, so that the electronic search is used as a tool in the Portal of Journals of the Coordination for the Improvement of Higher Education Personnel (CAPES) and also in the Brazilian Digital Library of Theses and Dissertations (BDTD). There were specific restrictions on searches, the language was chosen for Portuguese, and the keywords used for both were "Inclusive Educational System".

The search for CAPES initially provided 487 journals, but following the RS protocol, they were reduced to a year, the five years, 2019 to 2023, at this time 216 articles were obtained, it turns out that many were in other languages, it was reduced to only the

Portuguese language, totaled 85, and there was one more filtering, the peer-reviewed reached the number of 54, After manual abstract analysis, 5 articles were found.

Another database used was BDTD, the first search counted 558 works, filtered to dissertation which had 434 for those defended and approved in the last five years 2019 to 2023 reached 123, for the Portuguese language 120 and after manual abstract analysis a total of 13 dissertations are reached. Thus, this SR will have as its primary studies the articles and dissertations mentioned above.

RESULTS AND DISCUSSION

The educational system is marked by a policy of exclusion, after all, from the beginning schools were/were intended for the wealthiest classes of society. However, after influences from international and national documents, there is a growing interest in the theme, so much so that in the 18 selected evidences, they focus on the national policy of inclusive education from the perspective of special education (BRASIL, 2008).

This research followed strict inclusion and exclusion criteria to arrive at the selected evidence. Inclusion criteria: (a) published and fully available works in scientific databases were included. (b) recent works (published in the last 5 years) that already have approval by the scientific community, with peer review criteria (articles) and dissertations (approved and defended); (c) works that address the theme of inclusive educational system in spite of the school environment were included.

On the other hand, the following were excluded: (a) works that do not deal with the inclusive educational system in relation to the school environment. (b) works published as short articles or posters prior to 2019; (c) works that are not peer-reviewed, in the case of articles and dissertations that are not defended and approved; (d) that are in languages other than Portuguese. After the survey, the analysis will be made according to the following tables, table 1 presents the general result of the SR according to the two databases on the websites <https://www-periodicos-capes.gov.br.ez1.periodicos.capes.gov.br/index.php/buscadador-primo.htm> and <https://bdtd.ibict.br/vufind/>. Chart 2 shows the titles of the articles with their authors and published journal. Chart 3 identifies the dissertations with their title, authors, programs.

Chart 1-General result of the systematic review carried out in April 2023.

Database	Material	Keywords	Results	Selected for analysis
Portal of Periodicals of the Coordination for the Improvement of Higher Education Personnel	Articles	Inclusive education system	487	5
Brazilian Digital Library of Theses and Dissertations	Dissertations	Inclusive education system	434	13
Total			921	18

Chart 2 - Identification of the selected articles on the theme of inclusive educational system.

Title	Author /year	Newspaper
Constitutional Inclusive Education System and specialized educational service	FRANCO; PROTECTION(2019)	Health debate
The National Policy on Special Education from the Perspective of Education Inclusive: the Problem of the School Inclusion Support Professional as one of its Effects	BEZERRA(2020)	Rev. Bras. Special Ed.
School inclusion: effects of the national plan Education in municipal plans	RIGO; OLIVEIRA(2021)	Public policies, evaluation and management
Special Education from the Perspective of Education Inclusive: knowledge and practices of basic education teachers in the municipality of Belo Horizonte	TURCI; LEE; SOUZA(2021)	Education in Focus
National Policy on Special Education in the Inclusive Education Perspective: For a Purposeful (Self)Criticism	BEZERRA(2021)	Script, Joaçaba.

The article entitled "Constitutional inclusive educational system and specialized educational service" authored by Franco; Schutz (2019) brings the characterization of the Inclusive Educational System (SEI) in Brazil parallel to human rights from the perspective of the Federal Constitution of 1988 (CF/88). Among the various academic/scientific contributions, the characteristics of the CES stand out:

- a) National Policy on Special Education in the Perspective of Inclusive Education (PNEEPEI/2008): brought positive gains to the Brazilian educational system for Franco; Schutz (2019), so much so that it appears as a counterpoint to a special school that aimed to replace the common school. Special Education gains a new status, being equated to a transversal teaching modality, which aims to include both socially and pedagogically the students of inclusion, so that it is complementary or supplementary, but never substitutive.
1. Objective of the National Policy on Special Education in the Perspective of Inclusive Education: transversality of special education in basic education (Early childhood education: daycare and preschool; Elementary and High School) and Higher Education (undergraduate, graduate, extension course and sequences); Specialized Educational Service (AEE) with offer preferably in the after-shift; continuity of schooling at the highest levels of education; training of teachers for SEA and other education professionals for school inclusion; family and community participation; urban, architectural, furniture and equipment accessibility, transportation, communication and information; and intersectoral articulation in the implementation of public policies.
 2. Multifunctional Resource Room (SRM): school space with equipment specific to the target audience of the SEA (PAEE), according to legislation are the disabled, global developmental disorder, high abilities and giftedness.
 3. Functions of the SEA teacher: professional who individually analyzes the students who are the target audience of the SEA, creates a complementary and/or supplementary strategy according to individual specificity.
 4. Joint work between the teacher of the Specialized Educational Service and the classroom teacher, highlighting the figure of the school support professional: both singular in inclusive doing, so that they are contemplative in the action of guaranteeing the constitutional right to education to the target audience of the SEA.

The second work analyzed has as its theme "The National Policy of Special Education in the Perspective of Inclusive Education: the Problem of the School Inclusion Support Professional as one of its Effects" authored by Bezerra (2020) it is a bibliographic and documentary research in which it highlights the figure of the professional who supports school inclusion, having a wide nomenclature in normative documents, such as: monitor or

caregiver (PNEEI); other education professionals (RESOLUTION No. 4, OF OCTOBER 2, 2009), support professional (SEESP/GAB TECHNICAL NOTE No. 19/2010); specialized companion (LAW NO. 12,764, OF DECEMBER 27, 2012) and school support professional (LAW NO. 13,146, OF JULY 6, 2015).

For PNEEPEI and other policies, in summary, these professionals aim to ensure equal educational opportunities for the PAEE. However, one of the obstacles presented by Bezerra (2020) is the training of these professionals, who are mostly, depending on the educational system, interns or professionals with complete high school.

In this sense, the research highlights that it is essential that public policies aimed at Special Education and school inclusion consider the adequate training of this professional, in order to guarantee the quality of the service provided. In addition, it is necessary to have a close dialogue between the school inclusion support professional and the other members of the school team, in order to ensure an integrated and collaborative performance in favor of students with special needs.

The presence of professionals supporting school inclusion cannot be seen as the only solution for effective school inclusion. It is necessary to invest in broader educational policies, which guarantee resources and support to all students, regardless of their individual characteristics. Thus, the training and role of professionals supporting school inclusion should be reassessed, in order to ensure that these professionals act in a complementary way to specialized teachers, without replacing them.

The third article entitled "School inclusion: effects of the national education plan on municipal plans", authored by Rigo; Oliveira (2021) is a documentary research of qualitative analysis, having as its object of research the National Education Plan (PNE), instituted by Law No. 13.005/2014, and the Municipal Education Plans (PME) of a set of municipalities in the state of Rio Grande do Sul. The 25 plans analyzed took into account goal 4 of the PNE:

"Goal 4: universalize, for the population aged 4 (four) to 17 (seventeen) years with disabilities, global developmental disorders and high abilities or giftedness, access to basic education and specialized educational service, preferably in the regular school network, with the guarantee of an inclusive educational system, multifunctional resource rooms, classes, schools or specialized services, public or contracted".

The contribution of the work came to provide and clarify how important the continuing education of teachers is to build and solidify inclusive educational systems, however after analysis of 25 SMEs, it can be seen that they direct the actions and training to SEA

teachers, little or non-existent to regular classroom teachers, based on the results it was found that the efforts are insufficient, since they do not include managers, regular classroom teachers and other school communities.

The work "Special Education in the Perspective of Inclusive Education: knowledge and practices of basic education teachers in the municipality of Belo Horizonte", authored by Turci; Lee; Souza (2021) is a research that has as data collection the questionnaire, aimed at teachers of basic education in the municipality of Belo Horizonte (BH), came to find that there are inclusive practices in the municipal network, on the other hand there is much to be done in the initial continuing education of teachers and other school staff, it also highlights that there is insufficient understanding of the concept of inclusion, lack of adequate physical structure to receive students with special needs and the scarcity of materials and specialized professionals in many schools. These limitations can hinder the development of effective inclusive practices and the provision of quality education for all students. To address these challenges, the study suggests the need for investments in school infrastructure, in improving teacher training and training, and in increasing the supply of specialized resources and support for inclusive teaching situations.

The article entitled "National policy on special education from the perspective of inclusive education: for a purposeful (self)criticism" authored by Bezerra (2021) criticizes the PNEEPEI/2008 in which it considers the reductionism of the SEA action to a room equipped to individually serve the PAEE dissociated from a common classroom, with a previously specified select group. Another criticism exposed is the improvised way of hiring interns or support professionals with no experience to work with the regular classroom. On the other hand, Bezerra (2021) brings the importance of recent discussions in the academic field of what Special Education weighs, such as individualized educational planning, universal design in learning, curricular adaptations, and reorganization of the teacher training and career policy.

Chart 3 - Dissertations on the theme inclusive educational system

Title	Author/ year	Program/IES	Material
The national policy of special education: a look at the practice of inclusive education in the Youth and Adult Education Center (CEJA) Maria Joélia de Carvalho Silva, in the municipality of Pacajus-Ceará	JUNIOR (2019)	Professional Master's Degree in Public Policy Evaluation/Federal University of Ceará	dissertation

Special Education: Analysis and characterization of multifunctional resource rooms in elementary school 1 in the municipality of Aracruz - Espírito Santo.	CRESCENCIO(2019)	Post-Graduation in Developmental Disorders/ Presbyterian University Mackenzie,	dissertation
Special education and school inclusion in early childhood education and early years of elementary school	NASCIMENTO(2019)	Master in Education/ Federal University of Goiás-Catalan Regional.	dissertation
Special education: challenges and perspectives of the teachers of the College of Application of the Federal University of Roraima	SILVA(2019)	Master's Degree in Regional Development of the Amazon/ Federal University of Roraima	dissertation
Inclusive education: the view of science teachers of Elementary School II in the municipality of Cascavel-PR	SCHINATO(2019)	Post-Graduation in Science Education and Mathematics Education/State University of Western Paraná/UNIOESTE	dissertation
The Constitutional Inclusive Education System and the Specialized Educational Service	FRANCO (2019)	Post-graduation in Public Health/ Oswaldo Cruz Foundation	dissertation
Policies for continuing education of teachers in an inclusive perspective: a reflexive approach to elementary school teachers	AUGUSTO(2019)	(Master of Education) -- University of Western São Paulo	dissertation
Collaborative work in the context of the inclusive school	PEREIRA (2020)	Graduate Program Bachelor's Degree in Education/Federal University of Rio Grande do Sul (UFRGS)	dissertation
The training of teachers in a lato sensu postgraduate course to work in specialized educational service	ATAIDE(2021)	Post-Graduation in Education/ Center for Education at the Federal University of Paraíba (UFPB)	dissertation
The inclusion of students with disabilities in the final years of Elementary School: social representations of teachers	MUCCI (2021)	Master's Degree in Education: Formation of Formators / Pontifical Catholic University of São Paulo	dissertation
The operation of specialized educational services in public schools in the municipality of Parintins/AM	LIMA(2021)	Graduate Program Bachelor of Education College/Federal University of Amazonas – UFAM	dissertation
The evolution of public policies in Brazil in the period 1990-2020: What do they guarantee for people with SEN and/or disabilities?	PRADO(2022)	Post-Graduation in Science and Mathematics Education/ Federal University of São Carlos	dissertation
The process of building teacher identity in the context of inclusive education	FREITAS(2022)	Post-Graduation in Education/Federal University of Triângulo Mineiro	dissertation

The dissertation entitled "The national policy of special education: a look at the practice of inclusive education in the youth and adult education center (CEJA) Maria Joélia de Carvalho Silva, in the municipality of Pacajus-Ceará", authored by Júnior (2019) analyzes the process of school inclusion experienced at the Youth and Adult Education Center (CEJA) Maria Joélia de Carvalho Silva, in the Municipality of Pacajus-CE, from the perspective of the subjects participating in the process. It is a bibliographic, documentary, field and case study research, the approach is qualitative, the method chosen phenomenological, the technique of descriptive research, data collection instrument, questionnaire, subjects are 8 teachers of the aforementioned center.

This research starts from the guiding document of the PNEEPEI/2008 to the reality of the *locus* of study, and brought the contribution that inclusion only happens collaboratively, confirmed the importance of training teachers and other education professionals, expanding their skills and competencies to serve in a more effective and inclusive way. It noted the relevance of promoting and guaranteeing the right to inclusive education, recognizing the potential and needs of all students, regardless of their differences, ensuring quality education for all.

The work "Special Education: Analysis and characterization of multifunctional resource rooms in elementary school 1 in the municipality of Aracruz- Espírito Santo", authored by Crescencio (2019), is a documentary, bibliographic and field research in order to raise samples related to the schooling process of students target audience of Special Education and characterization of multifunctional resource rooms (SRM) of elementary school 1 of the public network in the municipality of Aracruz/Espírito Santo. The *locus* of the research had 6 schools out of the 24 existing in the municipality of Aracruz and analysis of the documentation folders of the 50 students. It was found that the schools follow the general guidelines for EE, however there is a need for continuing education of the teacher so that he masters new methods and techniques to include the target audience of EE.

The dissertation authored by Nascimento (2019) entitled "Special education and school inclusion in early childhood education and early years of elementary school" described the offer and organization of the EE modality in three municipalities in the State of Goiás, thus finding that there is no convergent delineator in the creation of a local guideline that weighs on the theme, as for the professionals, the regent teacher does not actively work with the PAEE, leaving this task to the regent professional, he is an agent without pedagogical training, being erroneously confused with the support teacher. It finds

that 2 of the 3 municipalities delegate the AEE services to private institutions, strengthening the parallel system, as in fact they should foster the public power and also 2 of the 3 multifunctional resource rooms do not occur in the off-shift.

The study "Special education: challenges and perspectives of the teachers of the College of Application of the Federal University of Roraima" by Silva (2019) addresses the implementation of the Multifunctional Resource Room and Specialized Educational Service in the school context, focusing on the difficulties encountered by Elementary School teachers in dealing with students with disabilities. The research was carried out with professionals from the UFRR Application College and sought to understand the strategies used by teachers to adapt classes to different forms of learning, the difficulties in the teaching process, the available resources and the desired results. The research highlights the changes already achieved and the difficulties still encountered in the implementation of Inclusive Education. As for the changes achieved in the macro sense, the recent public policies aimed at school inclusion stand out, however the research finds difficulties in the micro sense (locus of the research) that permeate around an initial/continuing training of teachers in the regular classroom, not joint and inclusive guidance by the pedagogical coordination, this fact occurred because there is a lack of personnel, architectural issues do not follow the dictate of accessibility, absence of the EE theme in internal documents.

The dissertation "Inclusive education: the view of science teachers in Elementary School II in the municipality of Cascavel-PR" authored by Schinato (2019) discusses the challenges faced by Science teachers in Elementary School II in Cascavel-PR, despite working with students with disabilities or special educational needs in regular schools. The research carried out reveals that most teachers did not have/have guidance in initial training/continuing education for the practice of Special Education. The data also point to difficulties such as lack of resources, overcrowded classrooms and little time for planning classes, in addition to the lack of government support. It is also noted the relevance of the articulation between educational policies, school management and teacher training to enable effective school inclusion with quality.

The dissertation entitled "The Constitutional Inclusive Educational System and Specialized Educational Service", authored by Franco (2019) aims to make a legal parallel between constitutional law and inclusive education in Brazil. In order to have concise data, the author did a bibliographic research and found that the educational paradigm adopted in the country is that of inclusion, which aims to ensure equal opportunities for access and

permanence of students in regular education, there is no provision for segregated environments or special rooms. All students must attend regular education and receive Specialized Educational Service, in a complementary way and in the opposite shift to schooling. This service should be offered considering the specificities of students with disabilities, in order to identify, elaborate, and organize pedagogical and accessibility resources that eliminate barriers to the full participation of these students.

The dissertation "Policies for continuing education of teachers in an inclusive perspective: a reflexive approach of elementary school teachers", Augusto (2019) It notes the lack of generalist training for teachers in the regular classroom, the need to review the pedagogical practices of teachers, with a more individualized training that values the potential, competence and skills of each teacher. It is necessary to value the role of the teacher as a transforming agent of the educational process, and to invest in their training and qualification as a way to ensure fairer and more inclusive teaching for all.

The dissertation entitled "Collaborative work in the context of the inclusive school" by Pereira (2020) aimed to investigate and analyze the actions about Collaborative Work in the area of Inclusive Education, addresses the importance of Collaborative Work in academic productions in the context of the inclusive school. The study was carried out in the Cartographies Virtual Environment, which is a virtual repository built collaboratively by three federal universities. The work is based on Systems Thinking and legal documents that guarantee Inclusive Education. The analysis shows evidence on Collaborative Work related to Specialized Educational Service and teacher training, in addition to highlighting that collaborating is a means of ensuring quality of teaching and students' rights in the inclusive school.

The dissertation "The training of teachers in a *lato sensu* postgraduate course for the performance in specialized educational service", authored by Ataíde (2021), is a case study in which it aimed to analyze the training of teachers in a specialization level postgraduate course to work in SEA. Because its object of study is continuing education, the dissertation found that there is a need to review and update the curricular components and the methodology of teacher trainers in relation to the education of students with special needs. The survey pointed out the need for continued training by professionals who work in the SEA. The choice of teacher trainers must also have an adjustment in the curricular structure and in the course workload. It found some weaknesses in the Pedagogical Project of the course (PPC), which is considered decontextualized and without clear theoretical-

methodological assumptions. The research brings suggestions as to the Internship for this to be valued as a curricular component because it enables direct contact with the field of action and enriches the continuing education of students.

The dissertation authored by Mucci (2021) entitled "The inclusion of students with disabilities in the final years of Elementary School: social representations of teachers" aims to analyze the social representations of teachers in the final years of Elementary School about the inclusion of students with disabilities enrolled in regular classrooms in public schools. The subjects of the research, teachers of the final years of Elementary School of Basic Education in municipal public schools of Itanhaém/SP, provided the results and consequently the discussions that the inclusion of students with disabilities in regular education is defined through their presence in the school grounds. Attitudes towards inclusion are related to the prerequisites that students present for participation in regular education. Students with impairment are considered not suitable for inclusion in regular school. Another seen as an obstacle to the inclusion process are the families of students with disabilities, as many of them are not partners of teachers and demand academic results from their children, ignoring the individual differences of each student.

The dissertation entitled "The functioning of specialized educational service in public schools in the municipality of Parintins/AM", authored by Lima (2021) points out that the articulation between regular education and special education teachers in the Multifunctional Resource Rooms (SRM) is still timid and unsatisfactory, due to the incompatibility of schedules and lack of joint planning and training. In addition, the partnership with the student's family also happens insufficiently, making them responsible for the child's lack of learning. Although teachers prepare and execute the Specialized Educational Service Plan, the resources and teaching materials sent by the MEC often do not meet the needs of teachers and students. As a result, public policies aimed at special education need to guarantee collaborative or co-teaching working conditions, and articulated between teachers and the school community to ensure the inclusion of the target subjects of special education.

Prado (2022) entitled his dissertation "The evolution of public policies in Brazil in the period 1990-2020: What do they guarantee for people with SEN and/or disabilities?" aims to analyze the production of public policies in the period from 1990 to 2020, in the Brazilian educational system at the federal level, it was found by this research that during the Lula and Dilma governments, There was a significant advance in inclusive education policies,

representing 54.1% of the total. However, since the coup suffered by former President Dilma and the arrival of the current far-right government, which reflects neoliberal ideals, there have been setbacks. Special education and that of people with special educational needs were neglected, perpetuating social exclusion. The dominant discourse in teacher education also strengthens neoliberal ideals and devalues the career, making it necessary to have effective continuing education that overcomes the gaps left by initial training. In addition, it is necessary to align training curricula with the special educational needs described in laws. The mismatch between teacher training and the BNCC is also a setback for inclusive education.

Finally, the last dissertation of this SR is entitled "The process of construction of teacher identity in the context of inclusive education" authored by Freitas (2022) and aims to understand how the teaching identity of the regent teacher who works with students who are the target audience of special education in the context of inclusive education is built. It is found that inclusive education is a challenge for teachers who face an educational system that values mass results to the detriment of pedagogical work based on differences. In addition, the initial and continuing training of teachers does not contemplate the needs of the future teacher to know the public he will serve in schools, becoming a space for bureaucratic activities. The lack of partnership with the family and the fragility of the service network are other obstacles that hinder educational inclusion. Early childhood education teachers, unlike other stages of basic education, are more attuned to activities that contemplate the various areas of human development. This research reinforced the need for public investment in inclusive education, subsidizing professional training and the best structure of schools for the execution of meaningful work with all students.

In view of the vast cataloguing of works published in the last 5 years (2019 to 2023) that deal with the Inclusive Educational System in Brazil, it can be seen that of the 5 articles presented, at least 3 permeate around the PNEEPEI, which is nothing more than the main normative policy in force in Brazil, proposing throughout the document a change of paradigms by opposing discriminatory attitudes that restrict the target audience of special education to access inclusion through regular education, providing complementary or supplementary resources and services to the schooling process (BRASIL, 2008). It is seen as responsible for the process of inclusion in the regular school, because through the referred there was the presence of multifunctional resource rooms, in addition to the inclusion of the PAEE the regular classrooms, which is a significant advance, because in

the past special classrooms were restricted, in addition there was the emergence of a specific professional to serve in the after-shift, which has some primordial functions, such as:

"(..)competencies to identify SEN to define, implement, lead and support the implementation of flexibility strategies, curricular adaptation, pedagogical didactic procedures and alternative practices, appropriate to meet them, as well as to work as a team, assisting the common class teacher in the practices that are necessary to promote the inclusion of students with SEN" (CNE/CEB Resolution No. 2, of September 11, 2001).

On the other hand, of the 5 articles analyzed, 2 were authored by Bezerra (2020; 2021) makes a series of criticisms of PNEEPEI, because instead of providing for collaborative education between SEA and regular teachers, it becomes a centrality only in SEA, so much so that the training, which is essential for education professionals, focuses only on the SEA teacher, and the regular classroom who is constantly with the PAEE student is at the mercy of the system that does not even want to include him in training policies, Another issue criticized is the presence of school support professionals who are devoid of pedagogical training and who, depending on the system, are interns or have only a high school level, and several times the author pays attention to the substitutive act of the regular teacher for this professional.

How many of the 13 dissertations analyzed present numerous important contributions to the understanding of the process of educational inclusion in Brazil. From the data collected, it is possible to verify that inclusion for it to actually happen must be through collaborative action (PEREIRA, 2021), through a conversation network, it is possible to structure the process of (re)constitution of the subjects. A configured work structure, such as an open system, can dynamically contemplate the day-to-day life of a school context, that is, it is necessary to articulate between various education professionals to ensure that all students have the right to quality education. In addition, teacher training is a fundamental element in this process, as it expands their skills and competencies to serve in a more effective and inclusive way.

Another relevant contribution concerns the changes already achieved in relation to school inclusion in the macro sense, through public policies (PNEEPEI, 2008). However, the research also finds the difficulties encountered, such as the lack of continuing education for teacher SCHINATO (2019), absence of the theme of special education in internal

documents (NASCIMENTO, 2019), lack of resources and government support, among other factors that hinder the implementation of inclusive education.

It is also important to highlight the relevance of the articulation between educational policies, school management and teacher training to enable effective school inclusion with quality. And this articulation must consider the specificities of students with disabilities to ensure that pedagogical and accessibility resources eliminate barriers to the full participation of these students.

This SR also draws attention to the challenge of inclusive education for teachers, who face an educational system that values mass results to the detriment of pedagogical work based on differences. And, therefore, public investment in inclusive education is necessary, subsidizing professional training and the best structure of schools for the execution of meaningful work with all students.

CONCLUSION

This SR provided the opportunity to raise significant evidence and open horizons about the inclusive educational system in Brazil in the last five years, after the analysis it was found that there are vast discussions about the importance of the PNEEPEI (BRASIL, 2008). The results indicate that most of the articles recognize the importance of the policy and characterize it as a great advance in special education. However, some articles highlight vast criticisms of PNEEPEI (BEZERRA, 2021) and the educational system in general, showing that there is still much to be done for inclusive education to be a reality in all schools. These critical phases involve the figure of the school support professional and the need to work together between SEA teachers and those in regular classrooms.

As for the 13 dissertations analyzed, it shows that school inclusion is only possible, effective and inclusive if it happens collaboratively (PEREIRA, 2020), with the training of teachers (ATAÍDE, 2021) and other education professionals, expanding their skills and competencies. There are still difficulties in the implementation of inclusive education, such as the need for continuing teacher training, lack of resources, overcrowded classrooms and little time for lesson planning, among others. In addition, the partnership with the student's family is still insufficient and the articulation between regular and special education teachers in the multifunctional resource rooms is still timid. It is therefore necessary to invest in professional training and in the structure of schools to ensure fairer and more inclusive education for all.

In recent years, the inclusive educational system in Brazil has shown significant advances, both in terms of public policies and in the development of more inclusive educational practices. Some of the main changes in the documentary framework include: (a) Implementation of the Brazilian Law for the Inclusion of Persons with Disabilities (LBI) in 2015, which establishes rights and guarantees for persons with disabilities, including access to inclusive education; (b) Growing offer of special education in the regular school system, with the creation of multifunctional resource rooms and Specialized Educational Service (AEE);

It is important to highlight, however, that there is still much to be done to ensure inclusive and quality education for all students in Brazil. Some of the key gaps include a lack of investment in infrastructure and human resources to meet the needs of students with disabilities. This SR focused only on the inclusive educational system in Brazil, in addition to what was exposed, a more in-depth study is suggested in the evaluation of the effectiveness of public policies for educational inclusion, especially in relation to the guarantee of access and permanence of students with disabilities in school; analysis of inclusive educational practices at different levels of education and in different sociocultural contexts; identification of the main challenges and obstacles faced by teachers and education professionals in the implementation of inclusive practices; Investigation of the effects of inclusive education on the academic, social and emotional development of students with disabilities and their peers without disabilities.

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